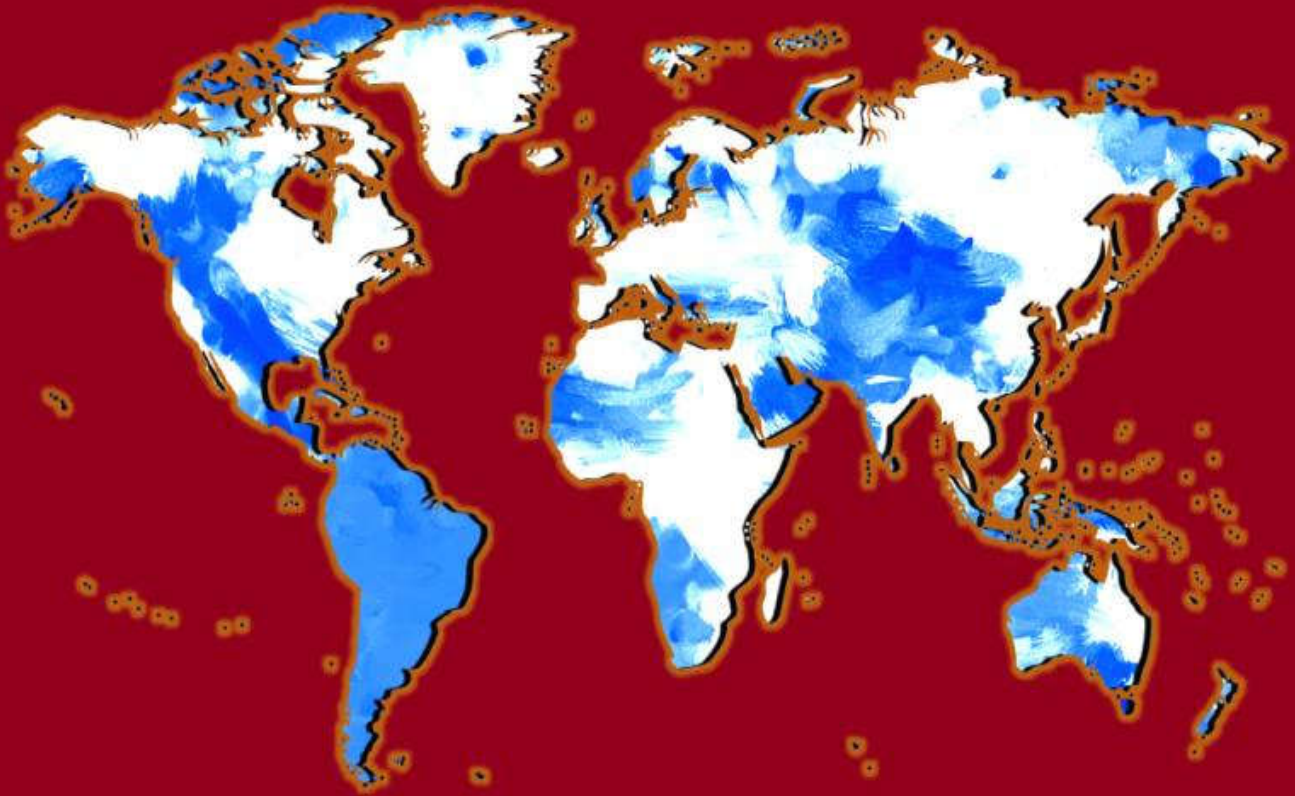




Master English with MATE

Practice Book Level 4

Intermediate Level
For Baccalaureate Students



Publication of Moroccan Association of Teachers of English
(MATE)

**Moroccan Association
of Teachers of English**

www.mate.ma



**الجمعية المغربية
لأساتذة اللغة الإنجليزية**

mate.morocco79@gmail.com

ⵜⴰⵎⴰⵏⴰⵏⵜ ⵜⴰⵎⴰⵏⴰⵏⵜ ⵜⴰⵎⴰⵏⴰⵏⵜ | ⵜⴰⵎⴰⵏⴰⵏⵜ ⵜⴰⵎⴰⵏⴰⵏⵜ | ⵜⴰⵎⴰⵏⴰⵏⵜ ⵜⴰⵎⴰⵏⴰⵏⵜ

Master English with MATE
Practice Book Level 4
Intermediate
For Baccalaureate Students

Master English with MATE Series
Editing Team

Mohammed Hassim (coordinator)

Fahmi El Madani

Abdellah Yousfi

El Hassan Abtta

Mohamed Bakkas

Larbi Arbaoui

Mohamed El Maanaoui



Publication of Moroccan Association of Teachers of English (MATE)

© MATE, June 2020



Master English with MATE Series Contributors

Teachers

1. Abdelghani Eljoul
2. Redouane Melyani
3. Samira Bouqallaba
4. Mohamed Fettah
5. Nouredine Boutahar
6. Mohamed Lahbib Kathi
7. Abderrahim Ben Jaafar
8. Mohamed Khettouch
9. Youssef Mabchour
10. Aaziz El Afif
11. Brahim Ait Hsain
12. Mahfoud Hannaoui
13. Mariam Bellami
14. Mohamed Id Moussa
15. Abderrazak El Yagoubi
16. Halima Kounniba
17. Mohamed Outamgharte
18. Omar Titki

Directorate of M. N. E.

Fes, Moulay Yaakoub
Fes
Khemissat
Guelmim
Goulmima
Taounat
Taroudant
Taza
Zagora





Foreword

Remaining faithful to its long held strategic tradition of contributing to ELT materials development and publication, MATE launches its *Master English with MATE* series of English practice books. This series aims at serving both students and teachers by providing English learning activities that go in line with the Moroccan English syllabus. This new project comes after *MATE ELT Series* which is mainly concerned with the publication of academic books related to ELT field.

Master English with MATE series is planned to meet the needs of middle and high school students. The activities are designed to promote independent learning by providing various activities with key answers that are included at the end of each practice book. For the same purpose, digital interactive activities for book 1 and 2 have been prepared and are available on MATE website: www.mate.ma . Through these interactive activities, students can do further practice and get instant feedback.

Practice Book Level 4 covers the whole syllabus of 2nd year baccalaureate (Bac.) and is divided into 2 parts. The first part contains 10 units with the answer key to all activities. Each unit tackles one theme from the syllabus together with activities relating to: 1. Vocabulary, 2. Grammar, 3. Functions, 4. Reading and 5. Writing. The activities are user-friendly and will hopefully guide the students towards mastering intermediate English along with preparing for the Baccalaureate national exam.

Given that 2nd year Bac. students have a national certification exam to sit for, Book 4 provides them with a valuable opportunity to better prepare for this exam. Accordingly, the second part contains 7 model Bac. exams that follow the official exam specifications issued by the ministry of education.

MATE is so grateful to everyone who has contributed to the implementation of this project and to its continuity and growth.

**Master English with MATE Series
Editing Team**

توطئة

تماشياً مع تقاليدنا الإستراتيجية الراسخة في المساهمة في تطوير ونشر مواد تربوية وأكاديمية تهتم بتدريس اللغة الإنجليزية، شرعت الجمعية المغربية لأساتذة اللغة الإنجليزية في إنتاج ونشر سلسلة من كتب التطبيقات اللغوية في اللغة الإنجليزية تحت عنوان: *Master English with MATE*

وتهدف هذه السلسلة إلى خدمة كل من التلاميذ والأساتذة وذلك بتوفير أنشطة تعليمية في اللغة الإنجليزية تتماشى مع المنهاج المغربي. ويأتي هذا المشروع الجديد بعد السلسلة الأكاديمية (*MATE ELT Series*) التي تهتم أساساً بنشر الكتب الأكاديمية المتعلقة بمجال اللسانيات التطبيقية وتدريس اللغة الإنجليزية.

وتسعى هذه السلسلة إلى تلبية الحاجيات اللغوية لتلاميذ مستويات التعليم الإعدادي والثانوي. وقد تم تصميم الأنشطة بهدف تعزيز التعلم المستقل من خلال إدراج أنشطة متنوعة وإرفاقها بعناصر الإجابة في نهاية كل كتاب. وفي نفس السياق، فقد تم إعداد ونشر أنشطة رقمية تفاعلية تخص الكتابين الأول والثاني وتتضمن تغذية راجعة فورية. ويمكن الاطلاع على هذه الأنشطة التفاعلية على الموقع الإلكتروني للجمعية (www.mate.ma).

يغطي كتاب التطبيقات للمستوى الرابع (*Practice Book Level 4*) مقرر السنة الثانية بالكالوريا بأكمله وينقسم إلى قسمين. يتضمن القسم الأول 10 وحدات مع عناصر الإجابة لكل الأنشطة. تتناول كل وحدة موضوعاً من المقرر وتشتمل على أنشطة تهتم: 1. المعجم - 2. النحو - 3. الوظائف اللغوية - 4. القراءة - 5. التعبير الكتابي. وتتميز أنشطة هذا الكتاب بكونها سهلة الاستخدام، وتقود التلاميذ إلى التمكن من مستوى متقدم في اللغة الإنجليزية وتساعدهم في نفس الوقت على التهيؤ الجيد لامتحان الوطني للباكالوريا. ولتحقيق الهدف الأخير، فإن القسم الثاني من هذا الكتاب يحتوي على سبعة نماذج لامتحانات البكالوريا لمادة اللغة الإنجليزية وفق الأطر المرجعية لامتحان الوطني الموحد الصادرة عن وزارة التربية الوطنية.

وفي الختام، تتقدم الجمعية المغربية لأساتذة اللغة الإنجليزية بجزيل الشكر والامتنان لكل من ساهم في تنفيذ هذا المشروع واستمراره وتطويره.

فريق تأليف السلسلة

Contents

	Foreword	5
Unit one	Education	9
Unit two	Culture	17
Unit three	Gifts of youth	25
Unit four	Women in power	33
Unit five	Science and technology	41
Unit six	Humour	49
Unit seven	Citizenship	57
Unit eight	Brain drain	65
Unit nine	Sustainable development	73
Unit ten	International organisations	81
	Key	89
	7 Model Bac. Exams with Key	101

Unit 1 Education



Vocabulary

Activity A

Give the correct forms of the words in brackets:

1. Corona virus or COVID-19 has shown that governments should (**redefinition**) their objectives concerning education.
2. The use of technology in education in the twenty-first century is a must, but students need to receive the right (**train**) on that.
3. Both (**privacy**) and public schools have made big efforts to provide online education to their students during the lockdown.
4. Will (**high**) education be the same after corona virus crisis?
Very few people think so.
5. (Education) resources, digital learning platforms and online courses must be developed so as to meet the needs of 21st century students.

Activity B

Fill in the gaps with appropriate words or expressions from the list:

a. illiteracy - b. subjects - c. types - d. inclusive - e. system

1. Finland, one of the best countries in the world as far as education is concerned, has a strong education
2. education is concerned about the marginalized children, youth and adults.
3. Some school are really interesting as they give students important information about life.
4. There are many of education, but you need to choose a suitable one.
5. Adult is a serious problem that third world countries suffer from.

Activity C

Match the words that go together to make appropriate collocations:

A
1. school
2. university
3. cultural
4. mixed
5. equal

B	Answer
a. background	1.
b. classes	2.
c. opportunities	3.
d. uniform	4.
e. graduate	5.

Grammar

Activity A

Put the verbs in brackets in the correct form (gerund or infinitive):

1. Let's go now. I do not want (miss) my train.
2. Issam enjoy (listen) to music on his tablet while he is doing his homework.
3. I really need (go out) I am bored at home.
4. Some people don't mind (wait) for people for a long time, but I hate that.
5. There are some interesting monuments (see) in Marrakech.

Activity B

Choose the right answer:

1. Albert gave a very interesting speech (although/despite) having little experience.
2. COVID-19 is a dangerous virus, (but/and) the efforts made by the Moroccan government to control it have been amazing.
3. The Japanese are very hard working. (However/Moreover), they are very loyal.
4. (Whereas/As) Mary is such a nice person, her brother is not.
5. The Moroccan Prime Minister called for a press conference (in order to/because of) explain the prevention measures to the public.

Activity C

There is an error in each sentence. Correct it.

1. The progress of countries depend mainly on the quality of the educational system they have. (.....)
2. Because the new viruses, governments will have to develop new strategies to confront them. (.....)
3. Nowadays, so many students are interested in receive online education. (.....)
4. Many experts have said that schools and teachers will always be important despite of the progress of technology. (.....)
5. Live in the countryside has a number of advantages although life is sometimes difficult there. (.....)

Functions

Activity A

Fill in the table with appropriate expressions from the list:

- a. I am afraid, but I can't.
- b. With pleasure.
- c. Will you.....?
- d. Could you possibly.....?
- e. Yes, of course.
- f. Certainly not.
- g. Sure, no problem.
- h. I just can't, I am sorry.
- i. Do you mind (verb + ing).....?

Making a request	Accepting a request	Declining a request
.....
.....
.....
.....

Activity B

Complete the following mini-dialogues appropriately

1. **John:** It's too hot in here,
Mary:, but the air conditioner is on.
2. **Peter:** I am really interested in the book you are reading.?
Alice:I will give it to you once I finish it.
3. **Sam:** Would you mind showing me how this software works?
Janet: I am not really good at technology.
4. **Adams:**?
James: I just can't, I am sorry. I need them now.

Activity C

Write an appropriate response to the following situations.

1. You want to use your friend's phone to check some information on Google.

2. Ask your friend to lend you some money to buy a new flash disk.

3. Ask your classmate politely to show you how a new computer game works.

4. Ask your friend to change the channel because the film on is very boring.

Reading

[1] Faouzia comes from a small village 60 kilometers far from Marrakech, Morocco. After finishing her primary school, she had to go to another village which was seven kilometers away from home to follow her secondary school.



[2] Like many other people in their village, Faouzia's parents believed that girls should not be educated in the first place and therefore, asked her to drop out. Nevertheless, Faouzia's perseverance kept her going. She finished her secondary school with excellent grades and graduated from high school with an honor degree. "Dar Taliba made everything better," she said.



[3] Founded in 2005, Dar Taliba (an Arabic term that means 'the house of female students') is an innovative boarding school system in Morocco, aiming to provide education for girls and thus reduce the illiteracy rate among them.

[4] The limited infrastructure of the rural areas and parents' poverty make it extremely hard for young girls to pursue their education beyond primary school. **They** are obliged to do unskilled jobs with low pay or get married during their adolescence.

[5] To ensure that girls in rural areas complete their studies, Dar Taliba project was launched in Morocco. It provides girls with lodging, educational support and psychosocial enrichment programs. Once selected to the program, there is no cost on the girls or their families.

[6] The program began with 90 girls in four pilot locations in the areas of Khenifra, Figuig, Khouribga and Errachidia in 2005. In the subsequent years, Dar Taliba expanded nationally and reached more than 55,000 girls with 774 boarding houses. Since Dar Taliba started, the dropout rates in these boarding schools have been reduced to a mere one percent against a national rate of seven percent. The youth literacy rate has grown from 58 percent in 2000 to 74 percent in 2012.



[7] After all, it is programs like Dar Taliba that help girls like Faouzia gain confidence in **their** abilities and pursue their ambitions in future.

Adapted from: www.borgenmagazine.com/dar-taliba-let-girls-learn-in-morocco/

Comprehension exercises. Base all your answers on the text.

A. Choose the best title for the passage.

- a. Why rural girls refuse to go to school.
- b. Why Dar Taliba program is beneficial to rural girls.
- c. Why Dar Taliba program is unsuccessful.

The best title is:

B. Complete the chart with the right information from the text.

Figures	What they refer to
2005
.....	The number of Dar Taliba boarding schools several years later.
7%
.....	Youth literacy rate in 2012.

C. Are these statements true or false? Justify.

1. The school where Faouzia followed her secondary education is 60 Kilometres away from Marrakech.

.....

2. Faouzia was a brilliant student in secondary school

.....

3. Families pay little money to have their daughters join Dar Taliba.

.....

D. Answer these questions.

1. Where did the program first begin?

.....

2. What services does Dar Taliba offer rural girls?

.....

3. Why can't young girls in rural areas follow their studies after primary education?

.....

E. Complete the following sentences with information from the text.

1. Faouzia's parents asked her to leave school because

2. Rural girls who leave school early

F. Find in the text words, phrases or expressions that mean the same as:

1. established (parag.3): 2. guarantee (parag.5):

G. What do the underlined words in the text refer to?

1. They (parag.4): 2. Their (parag.7):

Unit 2 Culture



Vocabulary

Activity A

Fill in the gaps with appropriate words from the list:

a. culture shock - b. ceremony - c. cultural offense - d. deeply rooted - e. stereotypes

1. make the understanding of other cultures difficult.
2. Tolerance and co-existence are values in Moroccan culture.
3. In most European countries, asking a person about his/her marital status is a
4. Assia suffered from when she first moved to Canada to continue her doctoral studies.
5. A wedding lasts more than a week in some tribes in the south of Morocco.

Activity B

Match the words that go together to make appropriate collocations:

A	Answer	B
1. exchange	1.	a. diversity
2. embarrassing	2.	b. communities
3. cultural	3.	c. visit
4. mixed	4.	d. experience
5. local	5.	e. marriages

Activity C

Give the correct forms of the words in brackets:

1. There are various (**music**) styles in Morocco and each one has its own history and origin.
2. Burping in Western countries is considered (**appropriate**) , whereas it's quite common in our culture.
3. In villages and small towns, it's considered an (**offend**) if a girl sits in cafés or wears shorts in public.
4. Gender (**discriminate**) has forced many rural girls to leave school early.
5. Mani immigrants suffer from (**race**) in the host countries.

Grammar

Activity A

Put the verbs in brackets in the correct form (simple past or past perfect):

1. At the end of their visit to Morocco, John told me that they **(never, have)** such a wonderful holiday.
2. When I **(come)** home last night, my brother already **(go)** to bed.
3. If you **(ask)** me, I would have recommended that you visit Marrakech first.
4. I **(clean)** the house after the children **(leave)** for school.
5. By the time we **(get)** to the wedding ceremony, most of the guests **(arrive)**
6. Fatima **(do)** the cleaning before she **(go)** out with her mother.

Activity B

Choose the right answer:

1. Meriem and Karim got married **(when/before/after)** they had been engaged for more than two years.
2. My father didn't start his own business **(since/until/when)** he had retired from his job as a teacher.
3. **(By the time/After/Until)**..... the Italian authorities declared the state of emergency, a lot of people had already been infected with Covid-19.
4. Leila was very angry **(because/before/until)**..... she had lost her passport and purse.

Activity C

Rewrite the following sentences as suggested:

1. Fahim read the text twice. Then he answered the questions.
- After Fahim.....
2. Imane read an interesting job ad in a local paper. Immediately afterwards, she applied for it.
- As soon as Imane.....
3. We visited many different places. Then, we returned to the campsite.
We before
4. I set the alarm clock. I went to bed.
- I didn't until
5. Assia got a promotion. She worked very hard.
- Because

Functions

Activity A

Fill in the table with appropriate expressions from the list:

- | | |
|--|--|
| <p>a. Do you mean?</p> <p>c. Sorry, I don't follow you.</p> <p>e. I beg your pardon.</p> <p>g. Could you be more explicit, please?</p> | <p>b. Can you say that again?</p> <p>d. Could you repeat, please?</p> <p>f. I'm not sure I got your point.</p> <p>h. Sorry, I didn't get your point.</p> |
|--|--|

A. Lack of understanding	B. Asking for clarification
.....
.....
.....
.....

Activity B

Match each expression with its appropriate function:

1. ; 2. ; 3. ; 4. ; 5.

Expressions
1. "Sorry, what does cultural shock mean?"
2. "Teacher, you said Morocco is culturally diverse. Sorry, I didn't get your point."
3. "What do you mean by tolerance?"
4. "You mentioned cultural appropriateness. Sorry, I don't follow you."
5. "Sorry I could not understand what you mean. Can you give more details?"

Functions

A. Lack of understanding

B. Asking for clarification

Activity C

Complete the following exchanges:

1. **Teacher:** Stereotypes lead to misunderstanding other cultures.
Houda: (Express lack of understanding)
2. **Your classmate:** Cultural diversity can cause many serious problems and weaken countries.
You: (Ask for clarification)
3. **A Spanish tourist:** Donde está la estación de trenes?
You: (Express lack of understanding and ask for clarification)

4. **Bank representative:** Online shopping saves time and effort.
Customer: (Express lack of understanding and ask for clarification)

Reading

[1] For almost every traveller, culture shock is very real. Sometimes, there is no warning that you are about to experience something that will change you or your perspective of the world. My friend Olga and I used to be passionate travellers in our twenties. We travelled around South America for five months, but Bolivia surprised us the most.



[2] From the first encounter with Bolivians, you might get the feeling that they do not like your presence. They will stare at you, give angry looks, and often would not even say hi when you come to their stores and restaurants. After some conversations with locals, we were told that the negative attitude had nothing to do with us. There are two reasons why we cannot blame **them**. First, Bolivians are just not used to foreigners and do not really know how to handle tourists. Second, after a long and hard time as a Spanish colony, people are still very suspicious of foreigners.

[3] What we loved the most and surprised us to see is how Bolivians keep their traditions alive which is truly amazing. Seeing locals wearing their traditional clothes, markets with self-made medicine, sacrificing lamas for Pacha Mama (Mother Earth) and preserving their customs... all these things deserve respect. Not so many countries respect and preserve **their** cultural values and heritage as the Bolivians do.



[4] My friend and I loved their clothes so much that we borrowed traditional Bolivian dresses on Isla del Sol to try to overcome the “tourist versus local barrier” and show the locals on the island that we truly love their culture and appreciate it. The experience was absolutely wonderful. We walked to the sunset point and locals were smiling and waving at us, and we felt like we had a “connecting moment”.



[5] Even though we had this cultural shock and despite the negative feelings at the beginning of our travels in Bolivia, we have to say that we will never forget how special Bolivia was to us. New cultural experiences stretch your mind about the world we live in – different languages, cultures, customs are just a few ways how a travel culture shock can happen. Culture shock is not always a negative thing. It can be an indication you are growing as a traveller and as a person.

Adapted from: <https://horizonunknown.com/17-culture-shock-stories/>

Comprehension exercises. Base all your answers on the text.

A. Choose the right answer from the list given:

1. A suitable title to the text would be:

- a. Bolivian customs b. Cultural understanding
- c. Culture shock d. Cultural connections

2. The text is probably taken from:

- a. a letter b. a play c. an autobiography d. a website

B. Are these statements true or false? Justify:

1. Bolivians welcome foreigners right from the first contact.

.....

2. Bolivians suffered a lot from the Spanish colonization.

.....

3. Olga and her friend bought some Bolivian traditional clothes.

.....

C. Answer these questions:

1. How long did Olga and her friend travel around South America?

.....

2. Why do Bolivians have unexpected attitude towards foreigners?

.....

3. What did Olga and her friend like most about Bolivians?

.....

4. What makes a cultural shock positive?

.....

D. Complete these sentences with information from the text.

1. Visiting Bolivia was

.....

2. Olga and her friend wore local clothes so as to

.....

E. Find in the text words, phrases or expressions that mean the same as

1. contact (paragraph 2):

2. obstacle (paragraph 4):

F. What do the underlined words refer to?

1. them (paragraph 2):

2. their (paragraph 3):

Unit 3

Gifts of youth



Vocabulary

Activity A

Match the sentences in column A with the sentences in column B:

Sentence A	Sentence B	Answer
1. Sarah <i>slept like a baby</i> .	a. We couldn't get out.	1.
2. Ali thought the Bac. exam <i>was in the bag</i> .	b. They are all in good shape.	2.
3. It <i>rained cats and dogs</i> .	c. She missed the bus.	3.
4. Leila <i>had a hidden talent</i> .	d. His marks were not even close to average.	4.
5. They exercise <i>day in day out</i> .	e. No one could beat her up.	5.

Activity B

Fill in the blanks with a verb and a particle from the list. Make necessary changes:

Verbs	Particles
knock - look - put - fill - let	out - for - in - up

1. Badr Hary didn't take his rival seriously. He was in the first round.
2. You must the form to apply for the visa.
3. Customers have to wear face masks to be the food store.
4. Sue her umbrella when it started to rain.
5. Samy has quitted his first job. Now, he is another one.

Activity C

Match the idiomatic expressions with their definitions:

Idioms	Definition	Answer
1. be a man of one's word	a. When still young, inexperienced and green.	1.
2. be behind the times	b. Be someone who does not wait for opportunities to come, but someone who looks for them.	2.
3. be a go-getter	c. Be someone people can count on.	3.
4. in salad days	d. Be very lazy.	4.
5. be a couch potato	e. Not to be up to date. Still living in the past.	5.

Grammar

Activity A

Fill in the gaps with the appropriate part of the phrasal verbs from the list:
 down - in - on - off - after - up - away

1. Nancy often looks our neighbours' son while they are at work.
2. Please fill your name and address in the space provided.
3. The music is too loud. Could you turn the volume, please?
4. Stand up! We'll get the bus at the second stop.
5. Do you mind if I switch the TV? I'd like to watch the news.
6. The dinner was ruined. I had to throw it
7. If you don't know a word, you can look it in a dictionary.

Activity B

Fill in each blank with a phrasal verb from the list:

a. get on - b. look for - c. fill in - d. take off - e. hand out - f. switch on

1. Quick! the bus. It's about to leave.
2. I don't know where my passport is. I have to it.
3. It's dark inside. Can you the light, please?
4. The president will medals and certificates to the winners.
5. It's warm inside. your coat!

Activity C

A. Match the cause in A with the appropriate effect in B.

Cause
1. Amanda missed the bus.
2. Jim worked hard on his homework.
3. Maria's car is in the sale shop.
4. The car ran a red light.
5. Suzan forgot to set the timer on the oven.

Effect	Answer
a. He got an A in the exam.	1.
b. She was late for school.	2.
c. It hit another car.	3.
d. The pancake was burnt.	4.
e. She will be taking the bus for work next week.	5.

B. Put the two pairs of sentences in the table together to form meaningful sentences using appropriate expressions from the list below. Make necessary changes and use each expression only once

a. therefore - b. as a result - c. consequently - d. for this reason - e. in consequence

1.
2.
3.
4.
5.

Functions

Activity A

Fill in the table with appropriate expressions from the list. Write numbers only.

1. I want to complain about....
2. Sorry there is nothing we can do about it.
3. I'm so sorry, but this will never occur / happen again.
4. Sorry to bother you, but...
5. I'm really sorry; we'll do our best not to make the same mistake again.
6. I'm afraid; there isn't much we can do about it.
7. I'm afraid I've got a complaint about.
8. We are sorry, but the food is just alright.
9. I sincerely apologize. We promise we'll never do it again.
10. I'm afraid there is a slight problem with...
11. Please forgive my misbehaviour.
12. I understand your feeling, but the situation is beyond our control.

Making complaints	Accepting complaints	Rejecting complaints
.....
.....

Activity B

Put the following exchanges in the correct order. Write numbers only.

a. I want to complain about the lack of customer service here. I just can't find anyone to help me choose a laptop.	1. Customer:
b. Yes that's me. How can I help?	2. Manager:
c. Can I have a word with the manager please?	3. Customer:
d. I'm sorry Madam. We're a bit understaffed at the moment. Please wait here while I find someone to help you.	4. Manager:

Activity C

Write an appropriate response to the following situations using expressions of complaint.

1. You booked a bus ticket, but you found out your seat was not available.
You:
2. The price of Covid-19 protection mask is very expensive.
You:
3. Your neighbour is complaining about the noise coming from your house.
You:
4. The waiter did not serve you on time.
You:
5. Someone is standing on your foot.
You:

Reading

[1] Since I was a young boy, I was not too fond of kids' menus. Even though I found chicken tenders irresistible, I would often ask for meals from the regular menu to make the point that I wasn't going to yield. In places like school and even family gatherings, our voices were often silenced or not taken seriously. I was taken aback by how kids were not heard, acknowledged, or respected like adults. I refused to let this happen.

[2] Although we were smaller, shorter, and younger, I never doubted our potential. At 11 years old, I became the youngest political analyst in Puerto Rican television. I remember going on set every Wednesday evening, ready to express my concerns regarding both local and global current events. Politicians would look dazed as I asked them questions sitting alongside seasoned television personalities. I learned the importance of speaking up with assertion, open-mindedness, and respect, even with those who didn't agree with me.



[3] When Hurricane María hit Puerto Rico in September 2017, my world was turned upside-down. I reeled from the destruction that María had caused, and I couldn't bear to see thousands of people losing their belongings, homes, and family members. Rather than rest with my family, I vowed to create a positive impact.

Rather than merely speak up, I wanted to take action, concrete action.

[4] I wasn't going to be put down by all the people who said that I was too young or inexperienced to do anything meaningful. I was not going to be discouraged by people who said I needed boatloads of money. I refused to let others determine what I could or couldn't do.



[5] After the success of Light and Hope for Puerto Rico - my initiative to raise money to purchase and distribute solar powered-lamps and hand-powered washing machines - I recognized our limitless potential as youth to create change. I learned that when there is a will, there is a way. I validated that our age does not define our maturity, responsibility, or capacity to create change and impact others positively.

Adapted from: www.voicesofyouth.org/blog/my-world-reimagined-when-youth-have-seat-table

Comprehension exercises. Base all your answers on the text.

A. Choose the best title for the passage:

- 1. The child hero.
- 2. The voice of youth.
- 3. The young politician.

The best title is:

B. Choose the right answer from the list given:

1. The writer's life changed when:

- a. Maria hit his country.
- b. Hurricane Maria hit his country.
- c. he was a little boy.

2. 'When there is a will, there is a way' means:

- a. If you like to do something, you can do it.
- b. If you dream of something, you can achieve it.
- c. If you are determined to do something, you can make it.

C. Are these sentences true or false? Justify:

- 1. Schools and families valued children's opinions and ideas.

.....

- 2. According to the writer, children mature with age.

.....

- 3. The writer's initiative was successful.

.....

- 4. The writer bought electric lamps to distribute to people.

.....

D. Complete the following sentences:

- 1. The writer thinks that the people who say he is too young

.....

- 2. The writer wouldn't let anyone

.....

E. Fill in each blank with a word or an expression from the text:

- 1. are important qualities for a TV presenter.

- 2. To see thousands of families losing their was unbearable.

F. Find in the text words or expressions that mean the same as:

- 1. to surrender (parag. 1):
- 2. without boundaries (parag. 5):

G. What do the underlined words in the text refer to?

- 1. those (parag. 2):
- 2. their (parag. 3):

Writing

Activity A

Fill in the blanks with the appropriate words from the list:

- a. finally - b. as a result - c. also - d. consequently - e. due to - f. since

1 corona virus pandemic, the government has taken a lot of protective measures. First, 2 the virus attacks respiratory organs, providing face masks was a top priority. The government 3 imposed a lockdown. 4, most people stayed at home. 5, mass media mobilised people to keep social distance and wash hands constantly. 6, Morocco eluded the worst effects.

Activity B

Your school magazine is inviting you to take part in its annual contest “Our School has got Talents”. Write a letter to the editor about your talents and explain to him/her why they should select you.

Dear editor,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Unit 4

Women and power



Vocabulary

Activity A

Match the following prefixes and suffixes with their meaning. Then complete the sentences with words from Column A:

A
1. dis /disappear
2. pre /prehistory
3. ful / successful
4. anti /antibiotic
5. re /rewrite
6. less / homeless
7. ment / development
8. co /cooperate
9. mis /misunderstand
10. able / comfortable

B
1. able to
2. full of
3. again
4. wrongly
5. away
6. before
7. without
8. together/with
9. state of
10. against

1. The teacher told me to my essay. My handwriting was terrible.
2. People need to to fight racism all over the world.
3. My brother is very when it comes to maths and physics, but he doesn't enjoy history and French.
4. On my way to school, I always find people begging for money in the street.
5. Many people the needs of a woman. They are more than wives at homes.

Activity B

Fill the gaps with an appropriate prefix or suffix from the list:

a. post- ; b. un- ; c. re- ; d. -less; e. co- ; f. -ment ; g. mis- ; h. -ful; i. -able

1. We should all operate and participate in the develop of our country.
2. When I read your report, I found out that you translated many words. You have to check your dictionary.
3. The teacher asked his students to write the report because it was full of mistakes.
4. To protect your computer, you need to install an virus.
5. Many people are happy because of the lockdown conditions.
6. In our history class, students are interested in learning more about the World War II socio-economic situation.

Activity C

Fill in the gaps with the appropriate word from the list:

a. cooperate ; b. antibiotics ; c. dissatisfied; d. advisable ; e. re-elect

1. Do you think people will the current president?
2. If you want your project to be successful, you need to with other people who have experience in the field.
3. I had a very serious fever yesterday. Therefore, my mother gave me some
4. It is for all people to eat healthy and fresh food.
5. Salwa was with her math grades. Now she is determined to work harder for the coming exam.

Grammar

Activity A

Rewrite the following sentences as suggested:

- 1. Muslim people celebrate Aid El Adha on the 10th of Dou Elhija.
- Aid El Adha.....
- 2. The school will post the results of the competition on the school board.
- The results of the competition.....
- 3. My friends didn't invite me to their birthday party.
- I
- 4. Many people underestimate the power of women.
- The power of women.....
- 5. Everyone should write a story for the school project.
- A story

Activity B

Choose the right answer:

- 1. Many hospitals have(**been built / built**) by the government to save people's lives.
- 2. A new family (**has moved/ is moved**) to our neighbour recently.
- 3. Last week, a baby (**was found / is found**) by the police in the park.
- 4. A special cake will (**be made / have made**) for your birthday.
- 5. In our country, English (**is preferred / was preferred**) to French by more and more young people more.

Activity C

There is an error in each sentence. Correct it:

- 1. Morocco is visit by many tourists from around the world every year.
.....
- 2. Many schools are been planned by the government for the coming year.
.....
- 2. Al Qarawiyyine University was found by Fatima Al Fihriya.
.....
- 4. A new project were presented by our English teacher yesterday.
.....
- 5. Many new highways have built recently.
.....

Functions

Activity A

Match each expression with its appropriate function:

1. ; 2. ; 3. ; 4. ; 5. ; 6. ; 7. ; 8. ; 9. ; 10.

1. It doesn't matter.
2. I do apologize for...
3. I'm afraid there is nothing I/we can do about it.
4. That's all right.
5. Enough is enough.
6. I am so sorry for...
7. No harm done.
8. Please, forgive me for...
9. Never mind.
10. I am terribly sorry....

a. Apologizing
b. Refusing an apology
c. Accepting an apology

Activity B

Complete the following exchanges appropriately:

- Iyad:** I am sorry to say this, but you flattened my bicycle's wheel.

Rayan: (apologize)

Iyad: (refuse the apology)
- Salma:** I forgot your birthday. (apologize)

Rania: (accept the apology)
- Rachida:** I don't know how to say this, but your music is too loud. I am trying to focus on my reading.

Ilham: (apologize)

Rachida: (accept apology)

Activity C

Write an appropriate response to the following situations:

- Your classmate complains about the disturbing noise you make while scratching your feet against the floor.

You:
- You are not satisfied with the cold soup the waiter served you.

The waiter:
- You gave your notebook to your friend, but he gave it back with some pages stained with coffee.

Your:

Reading

[1] Fatima Mernissi, Moroccan sociologist and writer, was born on 27 Sept., 1940, in Fez and died on 30 Nov., 2015. She was a pioneer in the field of Islamic feminism and argued for social justice for women within Morocco and beyond. Unlike her mother and grandmother, who were uneducated, Professor Mernissi was one of the intellectuals that had arisen in Morocco in the 1930s as the country sought to break free of French dominance.



[2] With the death of Mernissi, Morocco has lost one of the greatest sociologists ever in contemporary Morocco and one of the representatives of the feminist movement. She was a good honest woman who dedicated her life to defending the rights of women in order to free them from the oppression and exploitation in all its forms.



[3] Her father permitted her to pursue a formal education—unlike her illiterate mother and grandmother. As a young child, she attended nationalist schools, where she was educated alongside male classmates. She studied sociology at Muhammad V University in Rabat and the Sorbonne in Paris, where she briefly worked as a journalist. After she earned a Ph.D. (1973) at Brandeis University, Massachusetts, she returned home to teach sociology at Muhammad V University and to pursue research at the Moroccan Institut ‘Universitaire de Recherche Scientifique’. She also lectured in many countries.

[4] Fatima Mernissi wrote in Arabic, French, and English and published her work in the best of international publishing houses. She was translated into several foreign languages and she lectured and taught in the most prestigious European and American universities. Her attention was focused on issues of democracy in Muslim societies, in particular the status of women and the analysis of the evolution of Islamic thought, and recent developments related to globalization and the Middle East.



[5] In parallel to her academic work, Mernissi conducted a constant struggle in the context of civil society for gender equality and women’s rights. Also she organized and participated in numerous workshops, meetings and other social activities, including “civic synergy” and “citizenship caravan”.

Adapted from: www.morocoworldnews.com/2015/11/173962/fatima-mernissi-greatest-female-sociologist-ever-in-contemporary-morocco/

Comprehension exercises. Base all your answers on the text.

A. Are these statements true or false? Justify.

1. Fatima Mernissi was uneducated like her mother and grandmother.

.....

2. Fatima was a famous writer all over the world.

.....

3. Fatima Mernissi didn't return to Morocco to finish what she had started.

.....

B. Answer these questions from the text:

1. How old was Fatima Mernissi when she died?

.....

2. Why did Fatima Mernissi dedicate her life to defending women?

.....

3. State two main issues that Mernissi focused on:

a.

b.

C. Complete the following sentences from the text:

1. Fatima Mernissi worked as a journalist for a short period when she

.....

2. In addition to her academic work, Mernissi

.....

D. Complete the following chart.

Main idea	Paragraph number
a. She defended the rights of women, social justice and gender equality.
b. Fatima is a worldwide writer.
c. Fatima achieves her dreams thanks to her father.
d. Fatima Mernissi is well-known in the field of Islamic feminism	1

E. Find in the text words or expressions that mean almost the same as:

1. illiterate: (parag.1) 2. to continue: (parag. 3)

F. What do the underlined words in the text refer to:

1. who: (parag.1) 2. home: (parag. 4)

Unit 5

Science and technology



Vocabulary

Activity A

Match the words that go together to make appropriate collocations:

A
1. nuclear
2. Facebook
3. internet
4. technological
5. virtual

B
a. addiction
b. devices
c. account
d. world
e. plant

Activity B

Fill in the gaps with appropriate words or expressions from the list:

a. media - b. access - c. genetic - d. credit - e. digital

- Hi Hassan, my friends and I are going on a trip tomorrow and we want to take some photos. Could you please lend us your camera?
- Facebook, YouTube and WhatsApp are famous social
- I wanted to send you an email yesterday, but I didn't have to the internet.
- Some people prefer to pay by cards instead of cash when they do the shopping.
- Scientists use engineering to protect or modify some food.

Activity C

Give the correct forms of the words in brackets:

- My cousin is a mobile phone (**addiction**) He uses it all the time.
- Scientists are doing many (**science**) experiments on animals to find out a cure for AIDS.
- Did you know that PC stands for (**person**) computer?
- To use information and (**communicate**) Technology in education, classrooms should be equipped with necessary material.
- There are many websites that can help you (**improvement**) your English.

Grammar

Activity A

Choose the right answer:

1. By the time I am 22, my dad (**will be / will have been**) 56 years old.
2. By next year, Mr and Mrs Jawhari (**will be married / will have been married**) for 15 years.
3. Next year, I (**will study/will have studied**) at university.
4. In five years' time, I (**will finish / will have finished**) my university studies.
5. I (**will watch / will have watched**) a film tonight if I have time.

Activity B

Put the verbs in brackets in future perfect simple:

1. We are still working on our English project, but we (**finish**) it by next week.
2. By the end of July, the results of Baccalaureate national exams (**come out**)
3. Do you think that most countries (**achieve**) the 17 Sustainable Development Goals by 2030?
4. (**you/read**) this book in 2 week's time?
5. I (**not/complete**) this task by tonight, I wasted a lot of time playing video games.

Activity C

Put the verbs in the correct tense (simple future or future perfect):

1. By the time I get my Baccalaureate, I (**study**) English for four years.
2. Do you think that flying cars (**become**) popular by 2040?
3. By this time next year, I (**finish**) my first year at university.
4. Next summer holiday, I (**visit**) Tangiers.
5. Online education (**be**) more and more used in the near future.

Functions

Activity A

Fill in the table with appropriate expressions from the list:

- a. For me. b. What’s your opinion about...? c. In my opinion...
- d. Personally, I think... e. What do you think about/of?
- f. I (strongly) believe that... g. How do you feel about?
- h. If you ask me... i. I really feel that..... j. Is that what you think?

Asking for opinion	Expressing opinion
.....
.....
.....
.....

Activity B

Complete the following mini-dialogues appropriately:

1. **Your friend:** What do you think about last year’s national English exam?
You: (express opinion)
2. **You:** (ask for opinion)?
Your brother: For me, this book is very interesting.
3. **Your friend:** In your opinion, how can I study for the Bac. national exam?
You:
4. **Your friend:** What do you think of distance learning?
You:

Activity C

Write an appropriate response to the following situations:

1. You want to buy a mobile phone. Ask your friend to give you his/her opinion .

2. Ask your friend’s opinion about a book he has recently finished reading.

3. Your friend wants to visit Marrakesh for the first time. He asks you about your opinion about this city.

Reading

[1] Today's world is a global village. Everyone is connected to one another by the Internet. In the past, the communicating and free sharing of ideas were limited by long distance. But today, the new world of social networking allows this to happen fast.



[2] As of 2015, Facebook has reached 1.49 billion active users, and the number of student users on such social networking sites is increasing.

According to a study, 72 percent of high school and 78 percent of university students spend time on Facebook, Twitter, Instagram, etc. These numbers indicate how much the students are involved in social media networking.

[3] There are many reasons why students love to spend time on social networks. Firstly, social networks provide them the freedom to upload what they want and talk to people they want. Secondly, they like to make new friends and comment on the lives of different people. Moreover, students can create other online identities that the real world does not allow.



[4] However, the social networking has negative effects on students. It results in quick change in students' mood and self-control. If one of a student's friends posted about himself or herself, then other friends are pressed to do the same thing. Many students are worried about their looks, and so they always try to upload nicer pictures than their friends'. A recent study has stated that whenever someone uploads a profile picture, it immediately affects the moods of friends. It often produces stress, worry or fear about their identities as people. This can sometimes lead to depression.



[5] The most important thing in a student's life is studying. But a lot of students neglect their studies by spending time on social networking websites. Students prefer to chat with friends for hours, and this leads to a waste of time that could have been used for studying, playing or learning new skills. As a result of this, they get unsatisfying results at school. Furthermore, this involvement in social media can lead to addiction.

[6] All in all, it is necessary to develop certain regulations over the use of such social networking sites, especially for students. But still, students should get the choice to spend time socializing in an effective way.

Adapted from: www.technicianonline.com/opinion/article_d1142b70-5a92-11e5-86b4-cb7c98a6e45f.html

Comprehension exercises. Base all your answers on the text.

A. Choose the best title for the passage:

- a. Social media and our lives.
- b. The impact of social media on student life.
- c. Students' school results.

The best title is:

B. Put the ideas in the correct order in which they appear in the text:

- a. Why students love social media. (.....)
- b. Social media effects on students' education. (.....)
- c. Number of social media users. (.....)

C. Are these statements true or false? Justify:

1. It was easy for people to communicate and share ideas in the past.

.....

2. A big number of students are involved in social networking.

.....

3. Social media do not have any negative impact on students' marks at school.

.....

D. Answer these questions:

1. How many people used Facebook in 2015?

.....

2. Why do students like social networks?

.....

3. What are some negative effects of social networking on students' lives?

.....

E. Pick out from the text a sentence or a phrase which shows that:

1. people can use false names and personalities on social networks.

.....

2. students try to look better than their friends on social networks.

.....

F. Find in the text words, phrases or expressions that mean the same as:

1. growing (parag. 2): 2. disregard (parag. 5):

G. What do the underlined words in the text refer to?

1. this (parag. 1): 2. them (paragraph 3):

Writing

Activity A

Complete the following paragraph about the most important technological invention (for example: TV, computer, Tablet, iPad, smart phone etc.).

In my opinion, the most important technological invention is
because it has made my life easier and better. First of all,

.....

.....

.....

.....

.....

.....

Activity B

You certainly have to spend more time at home during the lockdown period. Write an email to your friend about the technological means that have helped you study and enjoy your time during this period. These questions may help you:

- | | |
|----------------------|---|
| - Do you watch TV? | - Do you use a mobile phone/computer? |
| - What programmes? | - What do you do with it? |
| - For what purposes? | - How do you communicate with teachers/friends? |

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Unit 6 Humour



Vocabulary

Activity A

Match the words in column A with those in B. Then, complete the sentences with the appropriate collocations:

A
1. tell
2. artistic
3. have
4. a sense of
5. burst into

B
a. laughter
b. humour
c. talents
d. a joke
e. fun

- The comedians in “Marrakech de Rire” always succeed in making the audience
- Hassan El fad is a famous comedian. He has great This makes all his shows outstanding.
- Our teacher is good at motivating us thanks to his use of He usually cheers us up.
- Some people think that all that teenagers want these days is to
- My cousins always cheer me up. Whenever we meet, they me

Activity B

Match the words that go together to make appropriate collocations:

A. Make

B. Do

- | |
|---------------------|
| 1. a mistake |
| 2. a wish |
| 3. a favour |
| 4. a telephone call |
| 5. a promise |
| 6. the washing up |
| 7. a speech |
| 8. business |
| 9. your best |

Answer	
A. Make	B. Do
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

Activity C

Give the correct forms of the words in brackets:

- It is said that (**laugh**) reduces stress hormones and boosts immune cells and infection-fighting antibodies.
- Charlie Chaplin is still considered as one of the (**funny**) actors.
- My brother is very (**humour**) and that’s why I like him very much.
- The (**art**) talents of some students in my school are really promising. They might become famous one day.
- We had an (**enjoy**) day in the forest yesterday. I will always go there.

Grammar

Activity A

Match the parts of sentences in column A with the ones in column B:

1. ; 2. ; 3. ; 4. ; 5.

A	B
1. If the weather had been nice last weekend,	a. if the driver hadn't been reckless.
2. If he had woken up earlier,	b. he wouldn't have arrived late for the exam.
3. If my mum had known guests were coming,	c. if I had known it was your birthday.
4. That horrible accident could have been avoided	d. they could have gone to the forest.
5. I wouldn't have travelled that day	e. she would have made some delicious cakes.

Activity B

Put the verbs in brackets in the right tense:

- If you (**to prepare**) for the exam last year, you (to pass) it.
- Sara (**to help**) you If you (**to phone**) her. She was at home doing nothing.
- We (**to meet**) our friend Reda if we (**to go**) to the club last weekend.
- If she (**to receive**) your email earlier, she (to come) to your birthday party.
- We (**to be**) home earlier if we (**not to take**) the wrong way.

Activity C

There is one error in each sentence. Correct it:

- Peter would had got lost if he had not taken a map with him.
.....
- If Mary had arrive on time, she would not have missed the plane.
.....
- The students will have answered the questions correctly if they had been careful yesterday.
.....
- If I had have enough money, I would have bought a new mobile phone yesterday.
.....

Functions

Activity A

Complete the chart with the appropriate expressions from the list:

- a. I don't think so. b. I can't agree more. c. I totally disagree.
 d. that's exactly what I think. e. I see what you mean, but...
 f. that's absolutely true. g. you're right, but...

Agreeing	Disagreeing	Partly agreeing
.....
.....
.....

Activity B

Write an appropriate response to the following situations:

1. Vaccines against viruses aren't easy to find.
 (Agree or disagree and give a reason)

2. Technology will make our life much easier in the future.
 (Agree and give a reason)

3. Distance learning develops many skills for both learners and teachers.
 (Agree or disagree and give a reason)

Activity C

Put the following exchanges in the following dialogue in the correct order:

1. ; 2. ; 3. ; 4. ; 5. ; 6. ; 7. ; 8.
- A. "I think it is a new one. Yes, why not?"
 - B. "You are right, but some of them are exciting, sometimes"
 - C. "They are just for fun. They are not interesting."
 - D. "I totally disagree. They make us laugh and forget about our stress; and they also teach a lesson, sometimes."
 - E. "I don't really like them. They don't have a message."
 - F. "What do you think of action movies?"
 - G. "And what about comedies?"
 - H. "Look! A Moroccan movie has just started. Would you like to watch it?"

Reading

[1] Many of the most memorable advertisements tend to be funny. Advertisers use **this strategy** to attract customers to their product. Most people like to be entertained, but they hate being given a lot of facts about products. People will pay more attention to a humorous ad than a factual or serious one. The key to funny advertising is assuring the humour is appropriate to both product and customer. A marketer must be certain the positive effects outnumber the negative ones before an advertisement can be introduced.



[2] The best products to sell using humour are those that consumers have to think the least about. Products that are relatively inexpensive, and often consumable, can be represented without providing a lot of facts, and that's where there's room for humour. Candy, food, alcohol, tobacco and toys or entertainment related products have proven to benefit the most from humour in their campaigns. One of the most important things to keep in mind is relevance to the product. An example of an extremely successful humorous campaign is the series of, "Yo Quiero Taco Bell" commercials. The repetition of the company name and the actual content of the commercial reinforce the message in a relevant manner. Thanks to humour, Taco Bell saw a substantial rise in sales and their reputation grew.



[3] Another point to consider when using humour in advertising is that different things are funny to different people. A commercial that may leave one person laughing loudly may leave a bad taste in another's mouth. The target market must always be considered. What's funny in a restaurant may not be funny on an airplane, at a country club or in a hospital.



[4] Humour in advertising tends to improve the image people have about a product, but does not improve product recall, message credibility, or buying intentions. In other words, consumers may be familiar with and have good feelings towards the product, but their purchasing decisions will probably not be affected. One of the major keys to a successful humorous campaign is variety. Once a commercial starts to deteriorate, there's no saving it without some variation on the concept. Humorous campaigns are often expensive because they have to be constantly changed. Advertisers must remember that while making the customer laugh, **they** have to keep things interesting, because old jokes die along with their products.

Adapted from: www.experience.com/advice/careers/professions/humor-in-advertising/

Comprehension exercises. Base all your answers on the text.

A. Choose the right answer from the list given:

The text is mainly about:

- 1. humour in advertising.
- 2. the effects of humour on people.
- 3. why humour is not important in advertising.

The right answer is:

B. Pick out from the text a sentence or a phrase which shows that the choice of the type of humour to use in advertising is very important.

.....

C. Are these statements true or false? Justify:

1. All products need to be advertised using humour.

.....

2. Humour in advertising can help companies to sell more and more products.

.....

3. Funny advertisements have the same impact on all people.

.....

D. Answer these questions:

1. Why do advertisers use humour in advertising? Give two reasons.

.....

2. What is the most important key to a successful humorous campaign?

.....

3. Why are humorous campaigns not often cheap?

.....

E. Complete the following sentences with information from the text:

1. An advertisement can be launched on TV after

.....

2. As making people laugh in an advertisement is not enough, advertisers need

.....

F. Find in the text words, phrases or expressions that mean the same as:

1. to remember (parag. 2): 2. buying (parag. 4):

G. What do the underlined words in the text refer to?

1. this strategy (parag. 1): 2. they (parag. 4):

Vocabulary

Activity A

Match the words in column A with the ones in column to make correct collocations:

A	Answers	B
1. Human	1.	a. work
2. Active	2.	b. the law
3. Community	3.	c. rights
4. Obey	4.	d. citizenship
5. Voluntary	5.	e. service

Activity B

Fill in the blanks with words from the list:

a. volunteer - b. rights - c. taxes - d. respect - e. duties - f. vote

1. All citizens must enjoy their and carry out their
2. Law-abiding Citizens ought to pay in order to boost national economy.
3. When you for work, do not expect payment in return.
4. You cannot unless you are eighteen years old.
5. Good citizens should other peoples' opinions even if different.

Activity C

Match these idiomatic expressions with their definitions:

Idiom	Answers	Definition
1. be a second-class citizen	1.	a. inexperienced
2. be on the go	2.	b. be less important than other people
3. have green fingers	3.	c. hope for the best
4. keep one's fingers crossed	4.	d. be very active and busy
5. be green	5.	e. have a talent for gardening

Grammar

Activity A

Rewrite the sentences beginning with the words given:

- 1. "I will be here at midnight," he said.
He said
- 2. "I can't enter the house because I have lost my keys," she said.
She told her friend
- 3. "The film started fifteen minutes ago," the man told me.
The man told me
- 4. "We are correcting the exam paper now."
The teacher said

Activity B

Rewrite the sentences as indicated:

- 1. "Where did you spend your last summer holiday?" he asked me.
He asked me
- 2. "How long have you been married?" the officer asked.
The officer asked the couple
- 3. "Will you stay here?" Ahmed asked us.
Ahmed asked us.....
- 4. Did you remember to post your letter?" she asked.
She asked me

Activity C

Rewrite the sentences as suggested:

- 1. "Stay at home!" the local authorities ordered the citizens.
The local authorities ordered the citizens
- 2. "Don't shake hands these days!" the doctors advised us.
The doctors advised us
- 3. "Don't make noise!" our teacher told us.
Our teacher told us
- 4. "Complete the form first!"
The clerk told the applicant

Functions

Activity A

Match sentences in column A with the ones in column B:

A	Answer	B
1. "I don't have a car."	1.	a. If only I had not eaten too much.
2. "I didn't attend his party."	2.	b. She wishes she had watched Gladiator.
3. "I ate too much."	3.	c. He wishes he could fly.
4. "She didn't watch Gladiator."	4.	d. I wish I had a car
5. "He can't fly."	5.	e. If only I had attended his party.

Activity B

Give the correct forms of the verbs in brackets:

1. She lives in Istanbul and she hates it. She wishes she (not live) there.
2. It is winter and I cannot go out. I wish it (not be) winter.
3. He does not know the answer. "If only I (know) the answer now.
4. Nancy doesn't help with the housework. Her mom wishes she (can help)
5. Tom avoided meeting his boss and he regrets it. "If only I (not avoid) him." he said.

Activity C

Rewrite the sentences as indicated:

1. I got up late yesterday, so I missed an interesting class.
I regret.....
2. It rained all day yesterday, so I could not play.
If only
3. She felt sorry because she didn't have enough time to visit the park.
She wishes
4. He didn't give me a present since he didn't know it was my birthday.
He wishes

Reading

[1] Many people believe that to be a good citizen depends on the extent to which we abide by the law. Obeying the law creates followers-people who imitate other people and end up forming a community rooted in conformity and resisting change. Good citizenship is not about asking your country to do something for you; on the contrary, it is asking what you can do for your country.



[2] One important aspect for being an active citizen is to help people around us. They are everywhere, but we often fail to notice them. **They** vary from those people on the breadline, to a pregnant lady or a lame person not finding a vacant seat on the bus or to an old man unable to cross the street on his own. Our job as active citizens is to spot them and take action that shows we care about them and prevent them from feeling they are left to their own devices. These little actions make a big difference.



[3] Another important thing good citizens do is active contribution to the well-being of their community. There are a lot of ways we can do that. On election day, giving your vote can teach you the first lesson on democracy- that of exercising your right. When there is a gathering in your neighbourhood for deciding about the maintenance of the streets, you have to be **there** to voice out your opinion.



[4] The last recommendation for being a good citizen is the respect toward the people that live around us. We have to remember that as we have rights and they have them, too. There is no right without responsibility and the biggest responsibility is the ability to treat others in the same way we like to be treated. We all have freedom, but it only makes sense when we are all responsible. A thief or a murderer cannot be good citizens simply because their actions are irresponsible.



[5] These are some of the ideas and actions that good citizenship requires. A community will always feel strong if its citizens think of themselves as one and unique body.

Adapted from: www.eslprintables.com/vocabulary_worksheets/education/citizenship/citizenship_678755/

Comprehension exercises. Base all your answers on the text.

A. Choose the best title for the text:

- 1. National Citizenship
- 2. Easy citizenship.
- 3. Active citizenship.

The best title is:

B. Answer these questions:

- 1. Why is voting beneficial?

.....

- 2. List 2 aspects of being a good citizen.

.....

- 3. How can a needy person feel s/he is not left behind?

.....

C. Are these statements true or false? Justify:

- 1. Good citizens are those who want to help their countries.

.....

- 2. It is easy to find out who needs help in society.

.....

- 3. Freedom without feeling responsible does not have meaning.

.....

D. Complete these sentences with information from the text.

- 1. Some people can't be considered active citizens because.....

- 2. The strength of a society is possible when.....

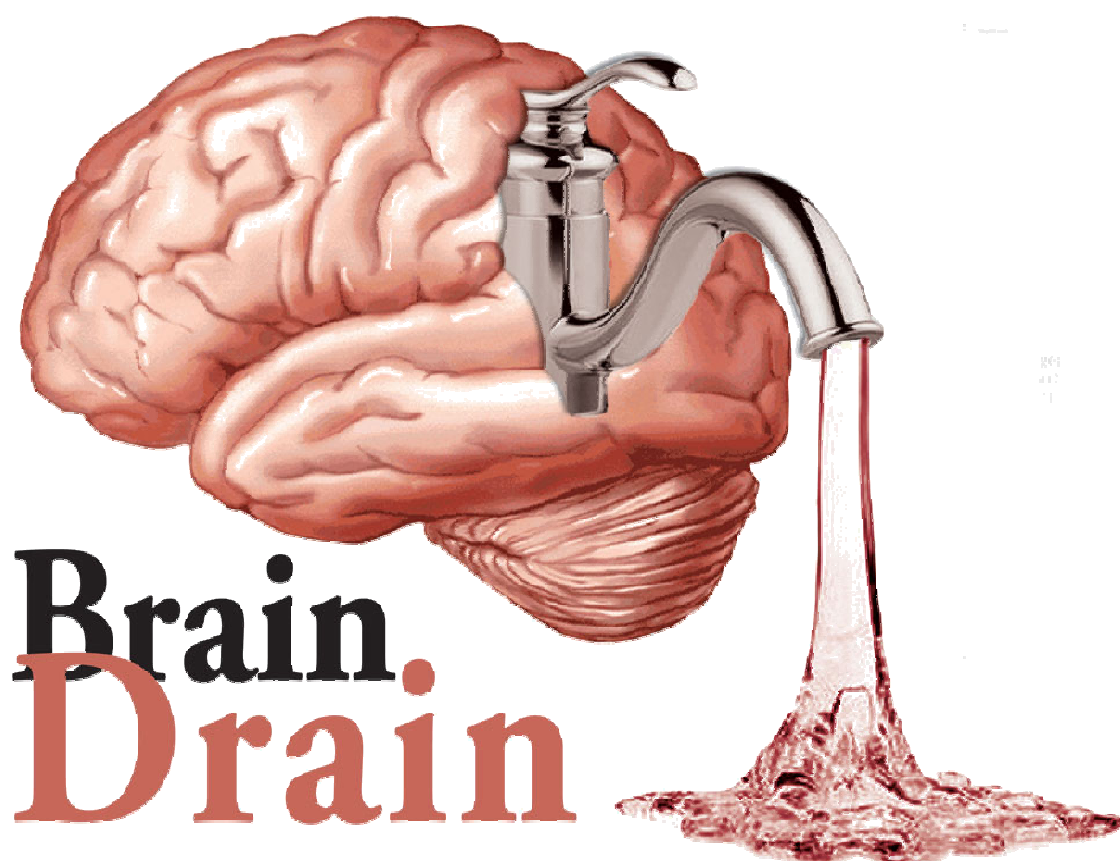
E. What do the underlined words in the text refer to?

- 1. they: (parag 2).....
- 2. there: (parag3).....

F. Find in the text words or expressions that have the same meaning as:

- 1. empty (parag2):
- 2. needs (parag 5):

Unit 8
Brain drain



Vocabulary

Activity A

Match the words that go together to make appropriate collocations:

A	Answer	B
1. living	1.	a. technology
2. human	2.	b. growth
3. information	3.	c. salaries
4. economic	4.	d. conditions
5. low	5.	e. resources

Activity B

Fill in the gaps with appropriate words or expressions from the list:

a. impact - b. graduates - c. remittances - d. growth - e. skilled

- Many university leave their countries to look for a better life abroad.
- Brain drain has to be stopped because it has a negative on the economy of developing countries.
- The economic difficulties that the third world countries suffer from prevent them from bringing back some expatriates.
- Scientific research is one of three main engines of economic
- Most immigrants, especially those who have well-paid jobs, send to their families back home.

Activity C

Give the correct forms of the words in brackets:

- Without adequatein scientific research, developing countries would lose more talented people every year. (**invest**)
- Brain drain refers to the emigration of skilled individuals who have received training. (**advance**)
- Brain gain is an increase in the number of skilled workers in a country as a result of (**immigrate**)
- Political and good governance in developed countries, among other things, always attract skilled labour. (**stable**)
- Many developed countries have shown their deep interest in skilled people from Morocco. (**high**)

Grammar

Activity A

Fill in the gaps with appropriate relative pronouns:

a. who - b. which - c. whose - d. when - e. where

1. Moncef Slaoui, is an eminent immunology expert, emigrated to the USA when he was very young.
2. Host country refers to the country a person resides , while home country refers to his place of birth.
3. Paris, is a historical French city, is the place where lots of intelligent African students study.
4. Ahmed remembers his twelfth birthday. It was the day his brother travelled to France to work as an engineer.
5. This is Samira..... brother is a famous doctor in Canada.

Activity B

Choose the right answer:

1. the law, people continue to use mobile phones while driving.
a. In spite of b. Although c. However
2. I enjoyed the online course it was a bit long.
a. despite b. although c. yet
3. She was very tired., she kept on working.
a. Despite b. Nevertheless c. Even though
4. I liked the jacket. I decided not to buy it,
a. although b. though c. however
5.having a headache, I finished my exam on time.
a. Yet b. Even though c. Despite

Activity C

Join the pairs of sentences with the words given:

1. Mr Brown got on the bus early. He didn't arrive on time. **(yet)**

2. It started to rain heavily. The referee did not stop the football match.
(although)

3. Samira was sad. She kept smiling and having fun. **(in spite of)**

4. I recently went back to the town. I was born there. **(where)**

5. The man works in the post office. You have just talked to him. **(whom)**

Functions

Activity A

Fill in the table with appropriate expressions from the list:

- a. What should I do?
- b. If I were you, I would....
- c. I advise you to.....
- d. What ought I to do?
- e. What do you suggest?
- f. You should

B. Asking for Advice	B. Giving Advice
.....
.....
.....
.....

Activity B

Complete the following mini-dialogues appropriately:

1. **Sara:** I have put on some weight lately.?
Jim: If I were you, I would exercise regularly.
2. **Ivan:** I have been trying to learn English for two years, but I still have problems with listening. What’s your advice?
Karl:
3. **Susan:** Procrastination is one of my bad habits.
to break this habit?
Pam: If you take my advice, you will have to see a time management consultant.
4. **Phil:** My little brother wastes too much time playing video games. If you were me, what would you do?
Chris:

Activity C

Give appropriate advice on the following situations:

1. I smoke heavily.
.....
2. I make a lot of mistakes in writing because of translation.
.....
3. I am always late for school.
.....
4. I am addicted to computer games.
.....

Reading

[1] The brain drain of young professionals from Morocco has become a centre of debate and controversy in intellectual, media and official circles. The kingdom has the second highest rate of brain drain in the Middle East and North Africa region, a recent study indicated.



[2] Efforts to combat the trend began in 2007 when the Moroccan government introduced the International Forum for Moroccan Competencies Abroad (FINCOME) to attract young Moroccan professionals and academicians working abroad back to Morocco and integrate them into the country's higher education, scientific research and business sectors.

[3] In his speech commemorating King and People's Revolution Day in August 2018, King Mohammed VI pointed out that "many young people in Morocco, especially university graduates in science and technology, are thinking of emigrating, not only because of the tempting material incentives abroad but also because they do not find in their country the appropriate conditions for employment, career advancement, innovation and scientific research." He added that, "it is for the same reasons that a number of Moroccan students abroad are not returning to work in their country after completing their studies."

[4] A study published by the Arab League in 2018 revealed that there were about 50,000 Moroccan students studying abroad and about 200,000 Moroccan experts in various fields **who** chose to work outside their country.

[5] A study by Recruit website, a leading recruitment firm, said 91% of Moroccan graduates dream of leaving the country and of finding career opportunities abroad because they believe that migration from Morocco will help them progress and develop their careers.



[6] The Moroccan Labour Union parliamentary bloc said current programmes have not halted or reduced the brain-drain-related bleeding. It attributes the **phenomenon** to the lack of political will, lack of proper follow-up and accompaniment of new graduates and to low wages in addition to widespread cronyism, social unrest and restrictions on freedoms.

[7] The Ministry of National Education, Vocational Training, Higher Education and Scientific Research affirmed that the emigration of Moroccan talents is a joint responsibility of several ministerial sectors and requires further national mobilisation to promote the country's economic fabric and ensure the success of the new development model that the country seeks to put in place.

Adapted from: <https://thearabweekly.com>

Comprehension exercises. Base all your answers on the text.

A. Choose the right answer from the list given:

The text is mainly about:

1. The issue of brain drain in Morocco.
2. The effects of brain drain on Morocco.
3. Illegal immigration in Morocco.

B. Fill in the chart with the right information from the text:

Year	Event
.....	Efforts to combat brain drain in Morocco began.
200,000

C. Are these statements true or false? Justify:

1. The emigration of young talented people is not a serious issue in Morocco.
.....
2. The majority of Moroccan graduates prefer to stay in Morocco.
.....
3. Fighting brain drain is a shared responsibility among different ministerial sectors.

D. Answer these questions:

1. What was the government's aim behind creating FINCOME?
.....
2. Why are many Moroccan students considering emigrating according to King Mohammed VI?
.....
3. Why haven't the Moroccan programmes decreased brain drain?
.....

E. Find in the text words, phrases or expressions that mean the same as:

1. inviting (parag. 3):
2. develop (parag. 7):

F. Find in the text words, phrases or expressions that mean the opposite of:

1. hid (parag. 4):
2. past (parag. 6):

G. What do the underlined words in the text refer to?

1. who (parag. 4):
2. phenomenon (parag. 6):

Unit 9

Sustainable development



Vocabulary

Activity A

The following sentences are either metaphors (M) or similes (S). Fill in the chart with ‘M’ or ‘S’:

1. Adil is as silly as a clown.	S
2. Dreams are wisps of smoke.	
3. The sidewalk is as hot as the sun.	
4. My sister swims like a fish.	
5. Mom has a heart of gold.	
6. Said runs fast like a cheetah.	
7. Rim is as smart as Albert Einstein.	
8. He had a young-looking face but his hair was bone white.	

Activity B

Match the words to form appropriate collocations. Then complete the sentences:

A	B	Complete the sentences with the appropriate collocations
1. global	a. rain	1. Banks should provide to help poor families engage in productive activities or grow their tiny businesses. 2. Many African Countries are torn apart by which have killed over 5 million people. 3. The in Africa is very high due to people’s unawareness of birth control. 4. Trees are dying in areas where is prevalent. 5. Egypt will be facing a serious because of pollution.
2. armed	b. resources	
3. micro	c. warming	
4. birth	d. countries	
5. economic	e. shortage	
6. Acid	f. credits	
7. water	g. growth	
8. natural	h. rate	
9. developing	i. conflicts	

Activity C

Give the correct forms of the words in brackets:

- (Pollute) poses a great threat to our existence.
- Some animal rights advocates set up an association to preserve (**danger**) species from extinction.
- It is believed that world energy (**short**) could eventually lead to wars.
- The hurricane left massive (**destroy**) behind it.
- (New) energy will become progressively more important as time goes on.
- The Black Sea is facing an (**ecology**) catastrophe because of pollution.

Grammar

Activity A

Read the sentences and tick ‘Present’ or ‘Past’ for the modal verb tense:

Sentences	Present	Past
1. I can’t find the movie we downloaded yesterday.
2. It must be there.
3. Jean must have done something wrong.
4. We can download the movie again.
5. You shouldn’t have let Jane use my laptop.
6. You needn’t worry . We are almost there.

Activity B

Put the verbs in brackets in the correct form:

- Bob (may/ take) a shower before he left to work.
- “Life is a journey not a race.” I (couldn’t/say) it better myself.
- Amy (can’t/be) at home. Her car is not in the parking lot.
- Bill (might/need) some help with his presentation for tomorrow.
- The thief (must/ have) a key. The door and windows were not broken.

Activity C

Rewrite the sentences as suggested:

- We all agree that we must take action.
We all agree that action
- John can’t have written this. It’s not his handwriting.
This
- Someone ought to have called the police when the accident happened.
The police
- We must check our cars before going on long trips.
Our cars
- Authorities could have done a lot to prevent the disaster.
A lot

Functions

Activity A

What do the following sentences and expressions express?

(Write only the numbers in the table below)

- | | | |
|-------------------------|------------------------|-------------------------------|
| 1. I'm absolutely sure. | 2. It may not happen. | 3. I am convinced that... |
| 4. I have no doubts. | 5. I'm not sure. | 6. I doubt it. |
| 7. I'm sure that... | 8. It's very unlikely. | 9. I can't tell you for sure. |
| | | 10. I'm certain about that. |

Expressing certainty	Expressing uncertainty
.....
.....
.....
.....

Activity B

Write an appropriate response to the following situation(s):

1. **Your friend:** Are you sure that FC Barcelona will win this match?
You: (Express certainty)

2. You are expecting a guest, but he hasn't arrived yet.
Your friend: Do you think he's forgotten to come?
You: (Express uncertainty)

3. **Your friend:** Is learning English easy?
You: (Express certainty)

4. **Your friend:** Will the government will find a solution to unemployment soon?
You: (Express uncertainty)

Activity C

Write the number of sentences which do not express certainty:

.....

1. The driver couldn't have been careful.
2. The students may do this exercise in no time.
3. Peter must be sick.
4. You should see a doctor as soon as possible.

Reading

[1] "Today, sustainable development is a crucial concept. What does it mean? A starting point is to think how a crowded world of 7.2 billion people is making life on earth a very complicated one. A world divided between great wealth and crippling poverty and facing unprecedented environmental challenges.

[2] Sustainable Development is really two ideas. One is the way to understand this complicated world and how its economic, social, environmental and political factors fit together. The second idea is sensible goals for this crowded, interconnected planet. That is, how can we make the world prosperous, fair and environmentally sustainable without overrunning the physical planet itself? That's really the aim of the study of sustainable development: to understand the world and to help improve it.



[3] **This task** is not easy as there is no one simple magic formula. We need to get into that complexity because we live in a world that is complicated and whose economy connects all parts of the world, all people, all businesses and technologies through trade, finance, ideas, advertising, and production systems.



[4] Yet, all these activities and services also connect us with the physical earth in unprecedented ways. Human action is actually changing the climate, the chemistry of the oceans and the safety of the air. **It** is also changing the access to and availability of fresh water and impacting what species will survive on the planet. This is a fascinating situation that will be the challenge of future generations. Let's see what we can figure out about all this and how through that knowledge we can do something about it.

[5] One example of how technology will help achieve sustainable development in the future is the Maglev in Shanghai. It is the fastest intercity rail transport which is powered by clean electricity to help people, goods and services move in a way that is safe for the environment. However, not all the world can afford such technology. For example, Dhaka, in Bangladesh, is one of the most crowded cities in the world nowadays with more than 15 million people. You can imagine how transportation systems, water systems and sanitation systems are facing unbelievable stress with population increase. The real question is: *how can we achieve sustainable development in a very low income and very crowded place like Bangladesh? ...*



Adapted from: Sachs, Jeffrey. "The Age of Sustainable Development." Online video clip. YouTube, 30 Sep. 2015. Web. 5 June 2020.

Comprehension exercises. Base all your answers on the text.

A. Choose the correct answer from the list given:

The text is about the link between sustainable development and

- 1. effective saving of natural resources.
- 2. effective management of human and natural resources.
- 3. protecting wildlife.

The correct answer is

B. Which sentence in the text shows that

it is difficult to achieve sustainable development in Dhaka.

C. Are the following statements True or False? Justify:

1. Sustainable development involves economic, social, environmental and political issues.

2. The writer does not blame people for what is happening in the world.

D. Fill in the chart with the right information from the text:

The four problems that human action has caused are:

1.	2.
3.	4.

E. Answer these questions:

1. In what way is the world we live in a complex one?

2. Why is Maglev a good example of sustainable development?

3. Which sectors face big challenges in overcrowded cities?

F. Find in the text words or expressions that mean the same as:

1. influencing (paragraph 4):

2. connecting different parts of the city (paragraph 5):

G. What do the underlined words refer to in the text?

1. This task (para 3):

2. It (para 4) :

Writing

Activity A

Choose from the list the appropriate topic sentence for each paragraph:

- a. The Sustainable Development Goals (SDGs) are about environment.
- b. The 17 SDGs are mainly about economic development.
- c. The Sustainable Development Goals (SDGs) are also known as the Global Goals.
- d. The 17 SDGs promise is to Leave No One Behind.

1.

They were adopted by all United Nations Member States in 2015 as a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030. They recognize that action in one area will affect outcomes in others. That is, they aim at integrating and balancing social, economic and environmental sustainability development.

2.

Countries have committed to accelerate progress for those furthest behind first. That is why the SDGs are planned to bring the world to several life-changing 'zeros', including zero poverty, hunger, AIDS and discrimination against women and girls. Everyone is needed to reach these ambitious targets. The creativity, know-how, technology and financial resources from all of society are necessary to achieve the SDGs in every context.

Adapted from: www.undp.org/content/singapore-global-centre/en/home/sustainable-development-goals.html

Activity B

Write about your or a friend's volunteering experience.

Where? Who were the other volunteers? What did you? (cleaning the neighbourhood / helping the elderly / visiting a charity / mentoring disabled children / raising money for a charity) What did you do first? Second? Third? What did you learn from the experience? How do you feel about the experience now?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

Vocabulary

Activity A

Match the international organizations with their corresponding mission:

International organizations		Answers	Mission
1	The World Health Organization (WHO)	1.	a To maintain peace and security in the world.
2	The <i>United Nations High Commissioner for Refugees</i> (UNHCR)	2.	b To fight epidemics and provide public health care for people in need.
3	Amnesty International (AI)	3.	c To save and protect the lives and rights of refugees.
4	The United Nations (UN)	4.	d To protect children's rights and help them to meet their basic needs.
5	The United Nations International Children's Emergency Fund (UNICEF)	5.	e To safeguard and protect human rights, including prisoners.

Activity B

Fill in the gaps with the appropriate words or expressions from the list:

a. World War II - b. headquarters - c. secretary general - d. celebrated - e. emblem

- The current of the United Nations is António Guterres.
- The of the UN symbolizes peace. It shows the world held between two olive wreaths.
- The UN was set up immediately after, around 1945.
- The UN Day is..... every year on 24 October.
- The UN is a huge building in New York.

Activity C

Match the words to make appropriate collocations:

A	Answers	B
1. bilateral	1.	a. council
2. humanitarian	2.	b. countries
3. security	3.	c. community
4. developing	4.	d. relations
5. world	5.	e. aid

Grammar

Activity A

Complete the sentences with the right answer:

1. Mary has a
 a. small white cat b. cat small white c. white small cat.
2. Khalid was wearing a hat.
 a. big black white b. big black and white c. white and black big
3. I wore a to the party.
 a. silk blue tie b. tie blue silk c. blue silk tie
4. I met people at the conference.
 a. very smart two b. two very smart c. very two smart
5. A lives next door.
 a. nice lady new b. nice new lady c. new lady nice

Activity B

Choose the right answer:

1. Fouad does his best at work, his brother is very lazy. (**whereas/also**)
2. Mary had a lot of money, she wouldn't help the poor.
 (**Although / In addition**)
3. being late, I was able to finish in time. (**Even if / In spite of**)
4. Sara sings very well., her sister plays the guitar skilfully.
 (**Likewise / But**)
5. Aicha is generous. her sister is mean. (**By contrast / Moreover**)

Activity C

Match the phrasal verbs with their definitions:

Phrasal verbs	Answers	Definitions
1. look up	1. 2. 3. 4. 5.	a. put on formal or nice clothes.
2. let down		b. write a short note.
3. dress up		c. invent a story.
4. jot down		d. find information in a dictionary or printed source.
5. make up		e. disappoint.

Functions

Activity A

Fill in the table with the appropriate expressions from the dialogue:



I'm really pleased to tell you that I got the job I applied for last week.

I really feel bad to have to say this, but I am obliged to leave my city and move to Fes?

Glad to know that. Surely I will need them.

I really don't know how to say it, but they will stay with their father for now.



That's great news. Congratulations!

Sorry to hear that. Wait, I have good news for you. I know some friends in Fes who can help in case of need.

What about the children? Are you taking them with you?

I do sympathize with you. I hope you can find a way out soon.

Giving good news	Responding to good news	Giving bad news	Responding to bad news
.....
.....
.....
.....

Activity B

Respond appropriately to the following situations:

- Jamal:** We've got some good news for you **Mary:** You've passed your exam.
Mary:
- Hassan:** I'm afraid, we are not going to be able to offer you the job.
Ali:
- Salma:**
Jihane: My goodness!
- Adam:**
Mohamed: Congratulations!

Activity C

Write an appropriate response to the following situations:

- A member of your family passed away. Announce the news to your friend.
You:
- You have been accepted for a job. Tell your family about the news.
You:
- Your neighbour told you that he had an accident.
You:
- You have got a grant to study abroad.
Your friend:

Reading

[1] As part of a United Nations discussion on children in armed conflict, UNICEF Executive Director Henrietta H. Fore called on humanitarian groups to work together for the safety and well-being of children. “A generation of children is at risk. We must help them,” she said. She also highlighted how the number of children living in conflict zones has risen over the last decade by 74 per cent.



[2] As a matter of fact, children in countries where there are armed conflicts face terrible realities like forced displacement, separation from **their** family, trafficking, sexual abuse and exploitation. Besides, during conflict, basic services like water, health and education, as well as family incomes, are all impacted. Meantime, difficulties in humanitarian access to these places of conflict increases their vulnerability.



[3] Highlighting the issue, Ms. Fore noted how hundreds of thousands of children had been driven away from their homes and schools because of armed conflicts. For example, in Yemen, the conflict has led to 2 million children out of school. Hence, calling for these conflicts to end, Ms. Fore emphasized the need for zero-tolerance for the targeting of children and the denial of humanitarian access.

[4] UNICEF’s purpose is to serve children, but **it** can only do so if all parties to the conflict show agreement. According to the UNICEF, there are four ways to help children in armed conflicts:

1. UNICEF’s Rapid Response Mechanism for urgent support to children in emergencies.
2. Taking a long-term development approach that goes beyond the immediate emergency.
3. Engaging with all parties to a conflict in order to negotiate humanitarian access as UNICEF seeks to serve children.
4. Building new partnerships to reach children living through these conflicts, from local government to NGOs and local businesses.



[5] Ms. Fore concluded on the importance of long-term engagements: “We are doing far more than serving immediate humanitarian needs — we are spreading the seeds of lasting development. And more, we are building peace.”

Adapted from: www.unicef.org/stories/fighting-rights-children-armed-conflict?fbclid=IwAR3UmqWR81GmssuRtYRLVd6ZhkOHUC5OfxvfNo6IoKB4RPBR9qnHINpC18g

Comprehension exercises. Base all your answers on the text.

A. Choose the best title for the passage:

1. The establishment of UNICEF.
2. UNICEF role in conflict zones.
3. The challenges facing UNICEF.

The best title is:

B. Complete the chart with the right information from the text:

Figures	What they refer to
.....	increase percentage of children in conflict zones over the last decade.
2 million

C. Are these sentences true or false? Justify:

1. Henrietta H. Fore asked humanitarian groups to work separately.
.....
2. UNICEF involves all parties in a conflict to be able to serve children at risk.
.....
3. UNICEF provides only immediate humanitarian needs.
.....

D. Answer the following questions:

1. What are the basic services that are affected during armed conflicts?
.....
2. Which danger in the list is not faced by children in armed conflict areas?
a. displacement - b. early marriage - c. trafficking - d. separation from family.
.....
3. Why does UNICEF build up partnerships with local government, NGOs and local businesses?
.....

E. Complete the following sentences with information from the text:

1. UNICEF cannot serve children in conflict zones if
.....
2. The role of UNICEF’s Rapid Response Mechanism is to
.....

F. Find in the text words, phrases or expressions that mean the same as:

1. in danger (parag. 1): 2. rejection (parag. 3):

G. What do the underlined words in the text refer to?

1. their (parag. 2): 2. it (parag. 4):

Key

Unit 1: Education

Vocabulary

Activity A

1. Redefine - 2. Training - 3. private
4. Higher - 5. educational

Activity B

1. system - 2. inclusive - 3. subjects
4. types - 5. illiteracy

Activity C

1. d - 2. e - 3. a - 4. b - 5.c

Grammar

Activity A

1. to miss - 2. listening - 3. to go out
4. waiting - 5. to see

Activity B

1. despite - 2. but - 3. Moreover
4. Whereas 5. in order to

Activity C

1. depends - 2. because of - 3. receiving
4. despite - 5. Living (Life)

Functions

Activity A

Making a request	Accepting a request	Declining a request
c - d - i	b - e - g	a - f - h

Activity B: Answers vary.

Activity C: Answers vary.

Reading

A. The best title is **b.**

B.

Figures	What they refer to
2005	Dar Taliba was founded/the program began.
774	The number of Dar Taliba boarding schools several

	years later.
7%	The national dropout rate.
74%	Youth literacy rate in 2012.

C.

1. **False.** ‘which was seven kilometers away from home to follow her secondary school.’
2. **True.** ‘She finished her secondary school with excellent grades and graduated from high school with an honor degree.’
3. **False.** ‘there is no cost on the girls or their families.’

D.

1. It first began (started) in Khenifra, Figuig, Khouribga and Errachidia.
2. It offers them lodging, educational support and psychosocial enrichment programs.
3. ...because of the limited infrastructure of the rural areas and parents’ poverty

E.

1. ... they believed that girls should not be educated in the first place.
2. ... are obliged to do unskilled jobs with low pay or get married during their adolescence.

F. 1. founded - 2. ensure

G. young girls - 2. girls like Faouzia

Writing

Activity A:

1. Although - 2. in order to - 3. both exhausted and sleepy - 4. Because - 5. whereas.

Activity B: Answers vary

Unit 2: Culture

Vocabulary

Activity A

- 1e. stereotypes 2d. deeply rooted
3c. cultural offense 4a. culture shock
5b. ceremony

Activity B

- 1c. exchange visit
2d. embarrassing experience
3a. cultural diversity
4e. mixed marriages
5b. local communities

Activity C

1. musical 2. inappropriate 3. offense
4. discrimination 5. racism

Grammar

Activity A

1. had never had
2. came - had already gone.
3. had asked
4. cleaned - had left
5. had done - went

Activity B

1. after - 2. until - 3. By the time
4. Because

Activity C

1. After Fahim had read the text twice, he answered the questions.
2. As soon as Imane had read the job ad in a local paper, she applied for the new post.
3. We had visited many different places before we returned to the campsite.
4. I didn't go to bed until I had set the alarm clock.
5. Because Assia had worked very hard, she got a promotion.

Functions

Activity A

Lack of understanding: c - e - f - h
Asking for clarification: a - b - d - g

Activity B

1. B ; 2. A ; 3. B ; 4. A ; 5. B

Activity C

1. **Houda:** I'm not sure I got your point.

2. **You:** Can you clarify your idea a bit.

3. **You:** I'm not sure I got your point. Do you mean where the train station is?

4. **Customer:** Sorry, I didn't get your point. Could you clarify, please?

Reading

Activity A

1. c 2. d

Activity B

1. **F:** From the first encounter with Bolivians, you might get the feeling that they do not like your presence.
2. **T:** A long and hard times as a Spanish colony
3. **F:** We borrowed traditional Bolivian dresses.

Activity C

1. Five months,
2. They're not used to them and are suspicious of them.
3. What they liked most is how Bolivians keep their traditions alive .
4. It is an indication that a person is growing.

Activity D

1. ... a great surprise to them.
2. ... show their love and appreciation of the local culture.

Activity E

2. **contact:** encounter (paragraph 2)
3. **obstacle:** barrier (paragraph 4)

Activity F

2. **them:** Bolivians. (parag. 2)
3. **their:** many countries (parag. 3)

Writing

Activity A:

1. E
2. C
3. F
4. A
5. G
6. D
7. B

Activity B: answers vary.

Unit 3: Gifts of youth

Vocabulary

Activity A

1.c - 2.d - 3.a - 4.e - 5.b

Activity B

1. knocked out - 2. fill in - 3. let in
4. put up - 5. looking for

Activity C

1.c - 2.e - 3.b - 4.a - 5.d

Grammar

Activity A

1. after - 2. in - 3. down
4. off - 5. on - 6. away - 7. up

Activity B

1. get on - 2. look for - 3. switch on
4. hand out - 5. take off

Activity C

A. 1.b - 2.a - 3.e - 4.c - 5.d
B. Varied answers.

Functions

Activity A

Making complaints	Accepting complaints	Rejecting complaints
1-4-7-10	3-5-9-11	2-6-8-12

Activity B

1. Customer: c
2. Manager: b
3. Customer: a
4. Customer: d

Activity C

1. Sorry to bother you but I can't find my seat.
2. I want to complain about the protection mask price.
3. My sincerest apologies! We'll never do it again.

4. I am afraid it takes you a long time to serve people here.
5. Sorry to bother you but you are standing on my foot.

Reading

A. 2.

B. 1.b - 2.c

C.

1. **False:** In places like school and even family gatherings, our voices were often silenced or not taken seriously.
2. **False:** Although we were smaller, shorter, and younger, I never doubted our potential
3. **True:** After the success of Light and Hope for Puerto Rico
4. **False:** distribute solar powered-lamps.

D.

1. ... will not put him down.
2. ... determine what he could or couldn't do.

E.

1. Assertion, open-mindedness and respect are....
2. ... belongings, homes and family members ...

F. 1. yield - 2. limitless

G. 1. personalities - 2. People.

Writing

Activity A

1. Due to - 2. since - 3. Also
4. Consequently - 5. Finally
6. As a result

Activity B: Answers vary.

Unit 4: Women and power

Vocabulary

Activity A

1. e 2. f 3. b 4. j 5. c
6. g 7. i 8. h 9. d 10. a

1. rewrite 2. cooperate 3. comfortable
4. homeless 5. misunderstand

Activity B

1. co.... ;ment - 2. mis
3. re..... - 4. anti.....
5. un..... - 6. post.....

Activity C

1. e. re-elect - 2. a. cooperate - 3. b. antibiotics - 4. d. advisable - 5. c. dissatisfied

Grammar

Activity A

- Aid El Adha is celebrated on the 10th of Dou Elhija.
- The results of the competition will be posted on the school board.
- I was not invited to my friends' birthday at their house.
- The power of women is underestimated (by many people).
- A story should be written for the school project (by everyone).

Activity B

1. been built - 2. has moved - 3. was found
- 4. be made - 5. is liked

Activity C

1. visit visited - 2. been being
3. found founded - 4. were was
5. is are

Functions

Activity A

1. c 2. a 3. b 4. c 5. b 6. a 7. c 8. a 9. c 10. a

Activity B

- Rayan:** I do apologize / I am sorry for flattening your bicycle's wheel.
Iyad: I am afraid there is nothing I can do about that.
- Salma:** I am terribly sorry. I forgot your birthday.

Rania: Never mind / That's all right.

3. **Ilham:** I do apologize.
Rachida: Never mind.

Activity C

- You:** I do apologize.
- The waiter:** I am sorry for that.
- You:** That's all right.

Reading

Activity A

- F: "Unlike her mother and grandmother, who were uneducated."
- T: "She published her work in the best of international publishing houses."
- F: "She returned home to teach sociology..."

Activity B

- 75 / She was 75 years old.
- in order to free them from the oppression and exploitation in all its forms.
- a. democracy in Muslim societies
b. The analysis of the evolution of Islamic thought.

Activity C

- she studied sociology at Muhammad V University in Rabat and the Sorbonne in Paris.
- conducted a constant struggle in the context of civil society for gender equality and women's rights.

Activity D

- a. 2 - b. 4 - c. 3 - d. 1

Activity E

- illiterate:** uneducated (paragraph 1)
- to continue:** to pursue (paragraph 3)

Activity F

- who:** Her mother and grandmother.
- home:** Her country/Morocco.

Writing

Activity A: 1. e 2. b 3. d 4. g 5. h 6. a 7. c 8. f

Activity B: Answers vary.

Unit 5: Science and technology

Vocabulary

Activity A

1.e 2. c 3.a 4. b 5. d

Activity B

1. digital - 2. media - 3. access
4. credit - 5. genetic

Activity C

1. addict - 2. scientific - 3. personal
4. communication - 2. Improve.

Grammar

Activity A

1. will have been - 2. will have been married
3. will study - 4. will have finished
5. will watch.

Activity B

1. will have finished - 2. will have come out
3. will have achieved - 4. will you have read
5. won't/will not have completed.

Activity C

1. will have studied - 2. will have become
3. will have finished - 4. will visit
5. will be used.

Functions

Activity A

Asking for opinion	Expressing opinion
b - e - g - j	a - c - d - f - h - i

Activity B

Different possible answers.

Activity C

Different possible answers.

Reading

Activity A

The best title is: **b.** The impact of social media on student life

Activity B

- Why students love social media. (2)
- Social media effects on students' education. (3)
- Number of social media users. (1)

Activity C

- F:** "In the past, the communicating and free sharing of ideas were limited by long distance"
- T:** "72 percent of high school and 78 percent of university students spend time on Facebook, Twitter, Instagram, etc."
- F:** "As a result of this, they get unsatisfying results at school."

Activity D

- 1.49 billion people (used Facebook in 2015).
- Because it gives them freedom to do any things they want:
 - * to upload what they want and talk to people they want;
 - * to make friends and comment on people's lives;
 - * to create new identities.
- *It results in quick change in their mood and self-control;
 - *It causes stress, worry, and fear about their identities;
 - *It causes depression;
 - *They waste a lot of time and get unsatisfying results at school;
 - *and it leads to addiction.

Activity E

- "Students can create other online identities that the real world does not allow."
- "Many students are worried about their looks, and so they always try to upload nicer pictures than their friends."

Activity F

- increasing - 2. neglect

Activity G

- communicating and free sharing of ideas
- students

Writing

Activity A: Answers vary.

Activity B: Answers vary.

Unit 6: Humour

Vocabulary

Activity A

- Collocations: 1. d - 2. c - 3. e - 4. b - 5. a

- Sentence completion:

1. burst into laughter
2. artistic talents
3. a sense of humour
4. have fun
5. tell me jokes

Activity B

A. Make	B. Do
1. a mistake	3. a favour
2. a wish	6. the washing up
4. a telephone call	8. business
5. promise	9. your best
7. a speech	

Activity C

1. laughter - 2. Funniest - 3. Humorous
4. artistic - 5. enjoyable

Grammar

Activity A

1. d - 2. b - 3. e - 4. a - 5. c

Activity B

6. had prepared - could/ would have passed it.
7. would have helped - had phoned
8. would have met - had gone
9. had received - could/would have come
10. would/could have been - had not taken

Activity C

1. would have got - 2. had arrived - 3. would have answered
4. had had

Functions

Activity A

Agreeing	Disagreeing	Partly agreeing
b - d - f	a - c	e - g

Activity B

5. Answers may vary.

Activity C

1. F ; 2. E ; 3. B ; 4. G ;
5. C ; 6. D ; 7. H ; 8. A

Reading

A. 1

B. The key to funny advertising is assuring the humor is appropriate to both product and customer.

C.

1. **False.** Products that are relatively inexpensive, and often consumable.
2. **True.** Thanks to humour, Taco Bell saw a substantial rise in sales and their reputation grew.
3. **False.** A commercial that may leave one person laughing loudly may leave a bad taste in another's mouth.

D.

1. to attract customers to their products / to increase sales / to improve the image people have about a product.
2. ... variety
3. because they have to be constantly changed.

E.

1. ... a marketer has been/is certain the positive effects outnumber the negative ones.
2. to keep it interesting.

F. 1. keep in mind - 2. purchasing

G. 1. to make advertisements funny - 2. Advertisers

Writing

Activity A: Answers vary.

1. b ; 2. f ; 3. e ; 4. a ; 5. c ; 6. d

Activity B: Answers vary.

Unit 7: Citizenship

Vocabulary

Activity A

1. c. human rights
2. d. active citizenship
3. e. community service
4. b. obey the law
5. a. voluntary work

Activity B

1. rights/duties - 2. taxes - 3. volunteer
4. vote - 5. respect

Activity C

1. b - 2. d - 3. e - 4. e - 5. a

Grammar

Activity A

1. He said that he would be there at midnight.
2. She told her friend that she couldn't enter the house because she had lost her keys.
3. The man told me that the film had started fifteen minutes before.
4. The teacher said that they were correcting the exam papers then.

Activity B

1. He asked me where I had spent the previous summer holiday.
2. The officer asked the couple how long they had been married.
3. Ahmed asked us if we would stay there.
4. She asked me if I had remembered to post my letter.

Activity C

6. The local authorities ordered the citizens to stay at home.
7. The doctors advised us not to shake hands those days.
8. Our teacher told us not to make noise.
9. The clerk told the applicant to complete the form first.

Functions

Activity A

1. d - 2. e - 3. a - 4. b - 5. c

Activity B:

1. did not live 2. was not/ were not 3. I knew 4. could help 5. hadn't avoided

Activity C:

1. I regret having got up late yesterday. / I regret getting up late yesterday.
2. If only it had not rained all day yesterday.
3. She wishes she had had enough time to visit the park.
4. He wishes he had known it was my birthday.

Reading

A. The best title is: 3. Active citizenship

B.

1. because it teaches you the first lesson on democracy.
2. The two aspects are: active contribution to the well-being of their community and the respect toward the people that live around us.
3. when we take actions that show him or her that we care.

C.

1. **True.** " Good citizenship is not about asking your country to do something for you... it is asking what you can do for your country."
2. **False.** "but we often fail to notice them".
3. **True.** " but it only makes sense when we are all responsible."

D.

1. their actions are not responsible.
2. citizens think of themselves as one and unique body.

E.

1. people - 2. neighborhood

F.

1. vacant - 2. requires

Writing

Activity A: Answers vary.

Activity B: Answers vary

Unit 8: Brain drain

Vocabulary

Activity A

6. **d.** living conditions
7. **e.** human resources
8. **a.** information technology
9. **b.** economic growth
10. **c.** low salaries

Activity B

1. graduates - 2. impact - 3. skilled
4. growth - 5. remittances

Activity C

1. investment - 2. advanced - 3. immigration
4. stability - 5. highly

Grammar

Activity A

1. who - 2. Where 3. which - 4. when
5. whose

Activity B

1. In spite of - 2. although 3. nevertheless
4. though 5. Despite

Activity C

10. Mr Brown got the bus early. Yet, he didn't arrive on time to the meeting.
11. Although it started to rain heavily, the referee did not stop the football match.
12. In spite of being sad / her sadness, Samira kept smiling and having fun.
13. I recently went back to the town where I was born there.
14. The man whom you have just talked to works in the post office.

Functions

Activity A

Asking for Advice	Giving Advice
a - e - d	c - b - f

Activity B: Answers vary.

Activity C: Answers vary.

Reading

A. The text is mainly about: **1.** The issue of brain drain in Morocco.

B.

Year	Event
2007	Efforts to combat brain drain in Morocco began.
200,000	The number of Moroccan experts who chose to work outside Morocco.

C.

- 1. False.** The brain drain of young professionals from Morocco has become a centre of debate and controversy in intellectual, media and official circles.
- 2. False.** 91% of Moroccan graduates dream of leaving the country and of finding career opportunities abroad.
- 3. True.** The emigration of Moroccan talents is a joint responsibility of several ministerial sectors.

D.

- 1.** ... to attract young Moroccan professionals and academicians working abroad back to Morocco / integrate them into the country's higher education, scientific research and business sectors.
- 2.** because of the tempting material incentives abroad and the inappropriate conditions for employment ,career advancement, innovation and scientific research.
- 3.**(due to) lack of political will, lack of proper follow-up and accompaniment of new graduates / low wages in addition to widespread cronyism, social unrest and restrictions on freedoms.

E. 1. tempting - 2. promote

F. revealed - 2. current

G

1. Moroccan experts
2. brain drain / brain-drain-related bleeding

Writing

Activity A: Answers vary.

Activity B: Answers vary.

Unit 9: Sustainable development

Vocabulary

Activity A

1. S - 2. M - 3. S - 4. S - 5. M - 6. S - 7. S - 8. M

Activity B

Collocations:

- 1c. global warming - 2i. armed conflicts - 3f. micro credits - 4h. birth rate - 5g. economic growth - 6a. acid rain - 7e. water shortage - 8b. natural resources - 9d. developing countries.

Sentence completion:

1. micro credits - 2. armed conflicts
3. birth rate - 4. acid rain - 5. water shortage .

Activity C

1. pollution - 2. endangered - 3. shortage - 4. destruction - 5. renewable - 6. ecological.

Grammar

Activity A

1. Present - 2. Present - 3. Past - 4. Present - 5. Past - 6. Present

Activity B

1. must have taken - 2. couldn't have said - 3. can't be - 4. might need - 5. must have had.

Activity C

6. We all agree that action must be taken.
7. This can't have been written by John.
8. The police ought to have been called.
9. Our cars must be checked before going on long trips.
10. A lot could have been done by the authorities to prevent the disaster.

Functions

Activity A

Expressing certainty	Expressing uncertainty
1. I'm absolutely sure	2. It may not happen
3. I am convinced that	5. I'm not sure
4. I have no doubts	6. I doubt it

7. I'm sure that	8. It's very unlikely
10. I'm certain about that.	9. I can't tell you for sure

Activity B

Answers vary.

Activity C

2 - 4

Reading

A.

The correct answer is 2.

B. how can we achieve sustainable development in a very low income and very crowded place like Bangladesh?

C.

1. **True.** "economic, social, environmental and political factors."
2. **False.** Human action is actually changing the climate ... air.

D.

1. climate change	2. water shortage
3. Air pollution	4. endangered species

E.

1. It is divided between great wealth and crippling poverty and facing unprecedented environmental challenges.
2. It is safe for the environment as it is powered by clean electricity.
3. Transportation systems, water systems and sanitation systems.

F. 1. impacting - 2. intercity

Activity G

1. understand the world and improve it
2. Human action.

Writing

Activity A: 1→c, 2→d,

Activity B: Answers vary.

Unit 10: International organizations

Vocabulary

Activity A

1. b - 2. c - 3. e - 4. a - 5. d.

Activity B

1. c - 2. e - 3. a - 4. d - 5. b

Activity C

1. d - 2. e - 3. a - 4. b - 5. c

Grammar

Activity A

1. a - 2. b - 3. c - 4. b - 5. b

Activity B

1. whereas
2. Although
3. In spite of
4. Likewise
5. By contrast

Activity C

1. d - 2. e - 3. a - 4. b - 5. c

Functions

Activity A

Giving good news:

- I'm really pleased to tell you that...
- I have good news for you...

Responding to good news:

- That's great news. Congratulations!
- Glad to know that.

Giving bad news:

- I really feel bad to have to say this...
- I really don't know how to say it...

Responding to bad news:

- Sorry to hear that.
- I do sympathize with you.

Activity B

1. Great news.
2. I really feel bad to hear such bad news.
3. I'm really pleased to tell you that your project was accepted.
4. You know what! I've got the scholarship.

Activity C

1. I'm sorry I've got bad news to tell you.
2. I've got some good news to tell you.
I've got a new job.
3. Oh, dear!
4. Lucky you!

Reading

A. 2

B.

- 74 per cent
- The number of children who dropped out of school in Yemen

C.

1. **False.** "... called on humanitarian groups to work together."
2. **True.** "Engaging with all parties to a conflict in order to negotiate humanitarian access as UNICEF seeks to serve children."
3. **False.** "we are doing far more than serving immediate humanitarian needs."

D.

1. Water, health and education as well as family incomes.
2. **b.** early marriage.
3. To reach children living through these conflicts.

E.

1. ... if one of the parties to the conflict does not show agreement."

2. ... support children in emergencies.

F.

1. at risk. - 2. denial.

G.

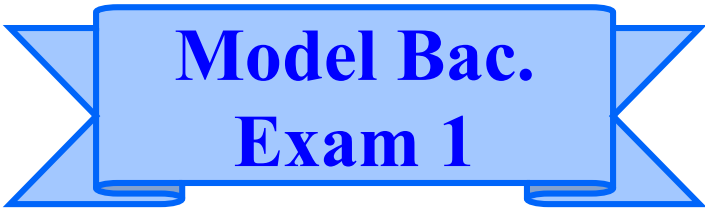
1. children / children in countries where there are armed conflicts.
2. UNICEF.

Writing

Activity A: answers vary.

Activity B: answers vary

7 Model Bac. Exams with Key



**Model Bac.
Exam 1**

Reading comprehension

[1] While our country is facing one of the most challenging times during the coronavirus pandemic, young Moroccans are showing resilience, intelligence, innovation, and patriotism. They are standing on the frontlines and proving that young people are central in fighting COVID-19.



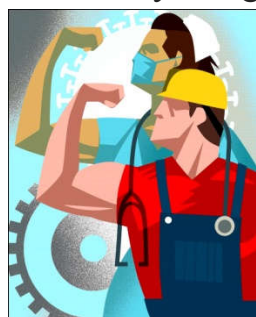
[2] Today we see young Moroccans producing face masks, distributing food packages and hand sanitizers, and raising awareness through social media and volunteering. Young professionals, scientists, healthcare workers, professors, journalists, activists, artists, and many others are joining forces and mobilizing massively to serve their **country** as an integral part of Morocco's national response plan.



[3] Since the confirmation of the first COVID-19 case in Morocco on March 2, 2020, a youth-led association called "Madness" launched the "Frigal" initiative. The initiative's objective is to save the lives of those most at risk of infection: Frontline healthcare workers.

[4] The young Moroccans of "Frigal" have produced over 25,000 medical face shields. **They** then donated the shields particularly to healthcare workers in local hospitals and prisons and also to police officers. "I felt from the beginning of this pandemic that it is my responsibility as a young volunteer to support the brave efforts of healthcare workers," said a "Frigal" member, Abdessamad Nouidrate.

[5] "It is our duty as young people to impact positively our family and friends by spreading awareness during these challenging times, and to put into actions youth-led innovative initiatives that can help our country in fighting Covid-19 pandemic," he added.



[6] Young volunteers are also participating in an initiative called "Solidarity with Cooperatives" (SAC). The SMarT Foundation, the Office for the Development of Cooperation (ODCO), and Maroc Impact launched SAC in coordination with local authorities. **It** aims to distribute over 4,000 solidarity baskets to the most vulnerable Moroccans.

Adapted from:

<https://www.morocoworldnews.com/2020/05/302818/how-young-moroccans-are-leading-the-fight-against-covid-19/>

I. COMPREHENSION. (15 points)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. CHOOSE THE BEST TITLE FOR THE TEXT: (1 point)

- 1. Moroccan youth and politics.
- 2. Youth involvement to fight COVID-19 in Morocco.
- 3. Youth and voluntary work.

The best title is:

B. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY: (3 points)

- 1. The goal of Madness association is to provide food for needy people.
.....
- 2. The young Moroccans of “Frigal” donated medical face shields to patients.
.....
- 3. SAC aims to give away more than 4.000 solidarity baskets to the most vulnerable Moroccans.
.....

C. ANSWER THESE QUESTIONS: (3 points)

- 1. When was the first COVID -19 case confirmed in Morocco?
.....
- 2. How many face shields have the Youth Moroccans of Frigal produced?
.....
- 3. Who is Abdessamad Nouidrate?
.....

D. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3 points)

- 1. country: (paragraph 2).....
- 2. They: (paragraph 4)
- 3. It: (paragraph 6)

E. FIND IN THE TEXT WORDS OR EXPRESSIONS MEANING ALMOST THE SAME AS: (3 points)

- 1. devotion to one’s country (paragraph 1).....
- 2. handing out (paragraph 2)
- 3. responsibility (paragraph 5)

F. COMPLETE THE FOLLOWING SENTENCES WITH INFORMATION FROM THE TEXT: (2 points)

- 1. The mobilized voluntary forces include
- 2. The “Frigal” initiative was launched by

I. LANGUAGE (15 points)

A. FILL IN THE GAPS WITH THE APPROPRIATE WORDS FROM THE LISTS. (2 pts)

1. The boy sister won the spelling bee contest studies with me. (**who – whose - which**)
2. You lose some weight. You are very fat. (**would – should - ought**)

B. REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN. (3pts)

1. I didn't attend my friend's wedding ceremony because I was seriously ill.
If only
2. "My mother will celebrate her birthday next weekend". John said
John said
3. Russia hosted the World Cup Championship last summer.
The World Cup Championship

C. PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE. (2 pts)

Last Saturday night, while the Richards (**watch**) a film on TV in the living room, the lights (**go**) out.

D. GIVE THE CORRECT FORM OF THE WORDS BETWEEN BRACKETS. (2pts)

1. Taking computer courses has proven to be (benefit) for my professional development.
2. The company has received many (complain) about its new products.

E. FILL IN THE GAPS WITH A SUITABLE WORD FROM THE LIST. (2 pts)
discrimination ; equality; resolution; tolerance

1. Nelson Mandela fought against racial in South Africa.
2. The United Nations unanimously voted for a to stop war in Syria.

F. MATCH EACH EXPRESSION TO ITS APPROPRIATE FUNCTION. (2 pts)

1. ; 2. ; 3. ; 4.

Expressions	Functions
1. You look tired, would you like me to call a doctor?	a. Making request
2. I might have forgotten my jacket at home	b. Expressing agreement
3. I take your point. Morocco is making progress	c. Expressing probability
4. I wonder if you could help me unload my luggage from the car.	d. Complaining
	e. Making an offer

G. COMPLETE THE FOLLOWING EXCHANGES. (2 pts)

1. I'm suffering from lack of concentration during class, what would you do if you were in this situation?
-
2.
- That's a good idea! I am crazy about video games.

III. WRITING (10 points) DO TASKS 1 AND 2

TASK 1: Complete the following paragraph. (4 pts)

Complete the paragraph using the following ideas:

a. It's fun. - b. The language of sciences. - c. Language of the internet.

It's very important to study English nowadays. First,

.....

.....

.....

.....

.....

.....

.....

.....

TASK 2: (6 pts)

Many highly educated Moroccans choose to work in some developed countries.

Write a paragraph showing the causes of this phenomenon.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

KEY AND MARKING SCALE

I. COMPREHENSION (15 points)

A. Choose the best title for the text:

The best title is: **2. Youth involvement to fight COVID-19 in Morocco.**

B. Read the text and decide if the following sentences are true or false:

1. **False** "The initiative's objective is to save the lives of those most at risk of infection: Frontline healthcare workers."
2. **False**: "to healthcare workers in local hospitals and prisons and also to police officers"
3. **True**: "It (SAC) aims to distribute over 4,000 solidarity baskets to the most vulnerable Moroccans."

C. Read the text again and answer the following questions:

1. On March 2, 2020.
2. over 25,000 medical face shields.
3. Abdessamad Nouidrate is a member of "Frigal" initiative (and a young volunteer).

D. What do the underlined words in the text refer to?

1. Country: (parag. 2) **Morocco**
2. They: (parag. 4) **The young Moroccans of ("Frigal")**
3. It: (paragraph 6) **SAC**

E. Find in the text words or expressions meaning almost the same as:

1. devotion to one's country (parag. 1) **Patriotism**
2. Handing out (parag. 2): **handing out**
3. Responsibility (parag. 5): **duty**

F. Complete the following sentences:

1. The mobilized voluntary forces include **young professionals, scientists, healthcare workers, professors, journalists, activists, artists**
2. The "Frigal" initiative was launched by **a youth-led association called "Madness" / by "Madness"**.

II. LANGUAGE (15 points)

A. GAP FILLING :(2 pts ; 1 pt each): 1. whose - 2. should

B. SENTENCE REWRITING: (3pts ; 1 pt each)

1. **If only I had not been ill. If only I had attended my friend's wedding ceremony.**
2. **John said that his mother would celebrate her birthday the following weekend.**
3. **The World Cup Championship was hosted by Russia last summer.**

C. VERB FORMS: (2 pts ; 1 pt each): 1. were watching - 2. crashed

D. WORD FORMS: (2 pts ; 1 pt each): 1. beneficial - 2. complaints

E. GAP FILLING: (2 pts ; 1 pt each): 1. discrimination - 2. resolution

F. MATCHING: (2 pts; 0.5 each): 1. e - 2. c - 3. b - 4. a

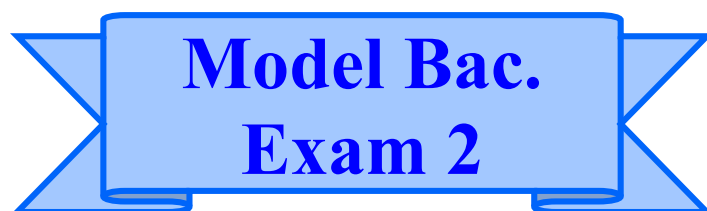
G. RESPONDING TO SITUATIONS: (2 pts; 1 pt each)

Accept any correct and appropriate answer

III. WRITING (10 points; Task1: 4 pts; Task 2: 6 pts)

The following criteria should be respected while scoring the writing tasks.

Scoring criteria	Task 1	Task 2
Relevance of content to the task	2 pts	3 pts
Appropriateness and variety of vocabulary	1 pt	2 pts
Grammar and mechanics	1 pt	1 pt



**Model Bac.
Exam 2**

Reading comprehension

How humour can ease the stress of COVID-19

[1] We have all heard the popular saying, "Laughter is the best medicine," but does that type of thinking apply to something as serious as a global pandemic? Most psychologists would say yes. Humour helps people take back their sense of power in a powerless situation and it helps **them** connect with others—two things we have lost during this pandemic.



[2] And although there is nothing particularly funny about what we are going through, science suggests that those funny memes, crazy TikTok videos, and snarky online quotes may be just what we need to ease the overwhelming fear, anxiety, and grief many of us are dealing with on a daily basis.



[3] Even loneliness has become as crushing as **the pandemic** itself threatening to overwhelm people every day. Clearly, we need something to lighten the stress load we are all experiencing. And humour could be just what the doctor ordered.

[4] Obviously, the seriousness of COVID-19 is no laughing matter. People are dying every day, and those in the medical field are being stretched beyond what any person should have to bear. But, we all need to find a way to cope with the dangers and limitations we are facing or risk serious mental health consequences. Laughter also increases the number of antibody-producing cells we have working in our bodies. And, **it** enhances our T-cells, which are at the core of adaptive immunity and help tailor our immune response. All of this equates to a stronger immune system.



[5] Research also indicates that humour benefits both a person's physical and psychological state. In fact, studies show that humour has the ability to provide pain relief, improve positive emotions, regulate stress, disengage from distress, and improve interpersonal communications. And, according to the Association of Applied and Therapeutic Humour, people experience a 39% reduction in stress just by anticipating humour.



[6] There also is a physical release that comes through laughter—it's a cleansing sort of feeling that impacts us both physically and emotionally. Most people feel really good after laughing. In fact, many people report that they feel like a weight has been lifted. At a time when so much is weighing us down, it can be very therapeutic to engage in some good-natured humour.

Adapted from: www.verywellmind.com/it-s-ok-to-laugh-even-during-a-pandemic-4843082

I. COMPREHENSION. (15 points)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. CHOOSE THE RIGHT ANSWER. (1 point)

The purpose of the writer is:

1. to show the negative sides of humour.
2. to criticize the funny messages posted on social media.
3. to show the benefits people can get from laughter.

The right answer is:

B. ARE THESE FOLLOWING STATEMENTS ARE TRUE OR FALSE? JUSTIFY. (3 pts)

1. Laughter helps people regain their strength.

.....

2. Laughter has positive effects people psychologically and physically.

.....

3. The writer is against those who create a sense of humour during COVID-19.

.....

C. ANSWER THE FOLLOWING QUESTIONS. (3 points)

1. What do people share during the COVID-19 period?

.....

2. How is humour beneficial to people's immune system?

.....

3. To what extent COVID-19 is critical?

.....

D. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3 pts)

1. them (paragraph 1):

2. the pandemic (paragraph 3):

3. it (paragraph 4):

E. FIND IN THE TEXT WORDS OR EXPRESSIONS THAT MEAN THE SAME AS: (3 points)

1. universal (Paragraph 1):

2. sadness: (Paragraph 2):

3. improves (Paragraph 4):

F. COMPLETE THE FOLLOWING SENTENCES WITH INFORMATION FROM THE TEXT. (2 points)

1. Humour facilitates people's

2. Anticipating humour can

II. LANGUAGE (15 points)

A. GIVE THE CORRECT FORM OF THE WORDS IN BRACKETS: (2 points)

- Morocco celebrates its (depend) in November every year.
- I really enjoyed Bassou’s show. It was so (amuse)
- The meeting was very (fruit) So many problems have been solved.
- Young people enjoy gaming as it is a great source of (entertaining)

B. REWRITE THE FOLLOWING SENTENCES BEGINNING WITH THE WORDS GIVEN: (4 pts)

- I am so sad because my favourite team lost the game.
If only
- They have recently discovered oil in Argentina.
Oil
- “A lot of people will participate in this campaign”
The reporter said that
- I felt guilty because I didn’t treat my parents well.
If

C. FILL IN THE BLANKS WITH THE APPROPRIATE PHRASAL VERB FROM THE LIST: (2 pts): pick up - keep on - turned down - pick up - put off - look up

- Although he was tired, he wanted to working.
- I need to the word “engross” in the dictionary
- We must wait till the second week of July. Our flight was
- Hammou is very sad. Lamia his marriage proposal.

D. PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE. (2 pts)

- Christine (**never - be**) to an opera before last night.
- We are late. The show (**start**) by the time we arrive to the theatre room.

E. JOIN THE PAIRS OF SETNECES WITH THE LINKING WORDS GIVEN: (3 pts)

- An epidemic spread in some countries. MSF Organisation sent volunteers to the area. (**Because**)
.....
- Ali got higher marks this semester. He was terribly sick. (**despite**)
.....
- They listen to English songs regularly. They want to improve their English. (**so that**)
.....

F. MATCH THESE SETNECES WITH THEIR FUNCTOIONS: (2 pts): 1... ; 2. ...

Sentences
1. Values refer to the principles and standards of good behaviour.
2. Children’s Internet addiction is due to parents’ carelessness.

functions
a. purpose
b. defining
c. cause and effect.
d. sharing information

III. WRITING (10 points)

TASK 1: (4 pts) COMPLETE THE FOLLOWING PARAGRAPH.

Many educated and skilled workers leave their own developing countries and head to the developed countries for many reasons. First,

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

TASK 2: (6 pts)

Your cousin is a social networks addict. This affects his/her studies and everyday life negatively. Write an email to him/her, making to him/her some suggestions for the good use of those tools.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

KEY AND MARKING SCALE

I. COMPREHENSION (15 points)

A. 3. (1 point)

B. (3 pts; 1 pt each)

1. **True:** Humour helps people get back their sense of power.

2. **True:** Humour benefits both a person's physical and psychological state.

3. **False:** It can be very therapeutic to engage in some good-natured humour.

C. (3 pts; 1 pt each)

1. funny memes, crazy TikTok videos and snarky online quotes.

2. It increases the number of antibody-producing cells and enhances T-cells.

3. People are dying every day.

D. (3 pts; 1 pt each)

1. people - 2. COVID-19 - 3. Laughter

E. (3 pts; 1 pt each)

1. global - 2. grief - 3. enhances

F. (2 pts; 1 pt each)

1. connection with others.

2. can reduce stress by 39%

2. Oil has been recently discovered in Argentina.

3. The reporter said that a lot people would participate in that campaign.

4. If I had treated my parents well, I would not have felt guilt.

C. BLANKS FILLING (2 pts; 0.5 pt each)

1. keep on - 2. look up - 3. put off - 4. turned down

D. (2 pts; 1 pt each)

1. had never been - 2. Will have started

E. SENTENCE JOINING (3 pts; 1 pt each)

1. Because an epidemic spread in some countries, MSF Organisation has sent volunteers to the area.

2. Despite being terribly ill, Ali got higher grades this semester.

3. They listen to English songs regularly so that they can improve their English.

F. FUNCTIONS: (2 pts; 1 pt each)

1. b - 2. c

III. WRITING (10 points)

(10 Points: task 1: 4 pts ; task 2: 6 pts)

The following criteria should be respected while scoring the writing tasks

Scoring criteria	Task 1	Task 2
Relevance of content to the task	2 pts	3 pts
Appropriateness and variety of vocabulary	1 pt	2 pts
Grammar and mechanics	1 pt	1 pt

II. LANGUAGE (15 points)

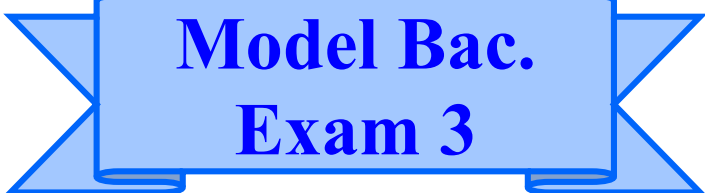
A. Correct form of the words (2 pts; 0.5 pt each)

1. independence - 2. Amusing

3. Fruitful - 4. Entertainment

B. SENTENCE REWRITING (4 pts; 1 pt each)

1. If only my favourite team hadn't lost the game.



**Model Bac.
Exam 3**

Reading comprehension

[1] Summer jobs do not require a special uniform, or standing in a queue for a work permit. All you need is to choose a popular commodity and the appropriate place to sell it. Every summer, products which become necessary for the season appear on sidewalks and near beaches.



[2] This phenomenon attracts people from various professions. “This trade does not thrive only in the summer, specifically from June to September,” explains Ayoub, who sells sunglasses and protective hats he bought from one of Rabat’s popular markets, on sidewalks. The 22-year-old always tries to satisfy his customers by bringing new models of glasses. “Most of my customers are ladies and teenagers,” Ayoub adds. It seems that unemployment forces many youths to create new kinds of trade, even if it cannot extend past the end of a specific season.



[3] Seasonal trade is not necessarily linked to sunglasses, summer products, caps, and protective sunblocks. Rental chairs represent also a profitable business. “This domain does not always provide us enough to live by as the benefit is only in summer months,” says Tareq, 33 years old and a father of two. He adds, “Some exploit our trust and just steal chairs.” In order to provide a lasting income, Tareq invests what he saves during this period. “We live just like ants. We save what we earn during these months to spend in the coming ones.”

[4] Commenting on the phenomenon, the sociologist Ali Shaabani says, “Even if the seasonal jobs are only marginal and do not provide stable income, they abound in the summers. Since people are attracted to these products, it is a seductive business venture for many. However, only if you have a product that receives a large turnout will you make a sizeable profit.” The sociologist adds, “The absence of surveillance contributes to the spread of this trade; however, its practitioners do not respect safety conditions in the absence of deterrence mechanisms.” Regarding customers’ growing demand for sandwiches, Ali mentions the effect of restaurants on food consumption trends of Moroccan families. “The family meal setting is preferable – especially in this season – to snacks”.



[5] Summer raises several problematic issues such as the emergence of seasonal professions. Several age groups try to fight unemployment, albeit for a short period. However, many questions exist specifically regarding safety conditions. Among these are how to abate the trend and what alternatives exist to the crowds of jobless people practicing these professions unwillingly. Questions that are still without response.

Adapted from: www.moroccoworldnews.com

I. COMPREHENSION. (15 points)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. ANSWER THESE QUESTIONS. (3 pts)

1. Where do seasonal sellers sell their products?

.....

2. How does Tareq try to provide a permanent income?

.....

3. According to Mr Shaabani, why does seasonal trade flourish in the summers?

.....

B. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY. (3 pts)

1. Ayoub sells sunglasses and chairs.

.....

2. Rental chairs trade is a profitable business during the whole year.

.....

3. Mr Shaabani thinks the authorities do not control seasonal trade activities.

.....

C. COMPLETE THESE SENTENCES WITH INFORMATION FROM THE TEXT:

(3 pts)

1. As a seasonal seller, all you need to start a trade is

.....

2. Ayoub gets his products he sells from

.....

3. Mr Shaabani thinks that the seasonal jobs abound in the summers although

.....

D. FIND IN THE TEXT WORDS THAT MEAN THE SAME AS: (3 pts)

1. flourish (paragraph 2):

2. impact (paragraph 4):

3. unemployed (paragraph 5):

E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3pts)

1. his (paragraph 2):

2. this period (paragraph3):

3. they (paragraph 4):

II. LANGUAGE (15 points)

A. FILL IN THE GAPS WITH APPROPRIATE WORDS FROM THE LIST: (2 pts)
nations - assistance - voluntary - campaigns - NGOs - environment

A lot of are active in Moroccan civil society. Many of them offer to the poor. Some participate in work while others organize to sensitize people about some of the social problems the Moroccan society suffers from.

B. GIVE THE CORRECT FORMS OF THE WORDS BETWEEN BRACKETS: (2 pts)

Sarah really feels (**enthusiasm**) about her life at home and her job. On the contrary, her friend Rachida feels that man’s attitudes (**destruction**) her hopes and dreams as a modern woman.

C. PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE. (2 pts)

Hello Jane,
 I (**write**) to you now from Tetouan. I (**arrive**) here two days ago after I (**be**) in Tangiers. By the end of the week, I hope I (**visit**) most of the beautiful sites here in the north of Morocco.

D. FILL IN EACH GAP WITH AN APPROPRIATE PHRASAL VERB FROM THE LIST: (2 pts):

jot down - log in - speak up - pick up

1. My brother spent three weeks in Spain. He managed to some Spanish words.
2. I couldn’t to my Facebook account as I lost my password.

E. REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN: (3 pts)

1. Drivers ought to check their cars regularly.
 Cars
2. Jawad couldn’t send a video to his friend because he didn’t have a “WhatsApp” account.
 If
3. “It’s a pity; women weren’t able to go to school in the past.” Mouna said.
 Mouna wishes

F. JOIN THE PAIRS OF SENTENCES WITH THE LINKING WORDS GIVEN: (2 pts)

1. “Health and environment” club organized an “anti-smoking” campaign. They wanted to sensitize students about the dangers of smoking. (**so that**)

2. Covid-19 is a highly dangerous virus. Some careless people still don’t respect social distancing and prevention measures. (**although**)

G. MATCH EACH EXPRESSION WITH ITS APPROPRIATE FUNCTION: (2 pts)

1. ; 2. ; 3. ; 4. ;

Expressions	Functions
1. “Youth’s addiction to smart phones is due to parents’ carelessness.”	a. Expressing regret
2. “Values are the principles and standards of good behaviour.”	b. Cause and effect
3. “Hind went abroad so as to continue her studies.”	c. Defining
4. “I am awfully sorry to hear about your uncle’s serious sickness.”	d. Responding to bad news
	e. Purpose
	f. apologizing

KEY AND MARKING SCALE

I. COMPREHENSION (15 points)

- A. (1 point for each sentence)**
1. On sidewalks and near beaches.
 2. He invests what he saves during summer.
 3. Because people are attracted to seasonal products.

- B. (1 point for each sentence)**
1. False. He sells sunglasses and protective hats.
 2. False. The benefit is only in the summer months.
 3. True. The absence of surveillance contributes to the spread of this trade.

- C. (1 point for each sentence)**
1.a popular commodity and the appropriate place to sell it.
 2.one of Rabat’s popular markets.
 3.they are only marginal and do not provide stable income.

- D. (1 point for each sentence)**
1. flourish (paragraph 2): abound
 2. impact (paragraph 4): effect
 3. unemployed (paragraph 5): jobless

- E. (1 point for each sentence)**
1. his (paragraph 2): Ayoub’s
 2. this period (paragraph 3): summer
 3. they (paragraph 4): the seasonal jobs

II. LANGUAGE (15 points)

- A. GAP FILLING: (2 pts; 0.5 pt each):**
 NGOs - assistance - voluntary - campaigns

- B. WORD FORM: (2pts; 1 pt each):**
 enthusiastic - destroy

- C. VERB TENSE: (2 pts; 0.5 pt each):**
 am writing - arrived - had been - will have visited

- D. PHRASAL VERBS: (2pts; 1 pt each):**1. pick up - 2. log in

- E. REWRITING SENTENCES: (3pts; 1 pt each)**
1. Cars ought to be checked regularly by drivers.
 2. If Jawad had had a “WhatsApp” account, he would/ could have sent a video to his friend.
 3. Mouna wishes women had been able to go to school in the past.

- F. JOINING SENTENCES: (2pts; 1 pt each)**
1. “Health and environment” club organized an “anti-smoking” campaign so that they could sensitize students about the dangers of smoking.
 2. Covid-19 is a highly dangerous virus. Some careless people still don’t respect social distancing and prevention measures. **(although)**

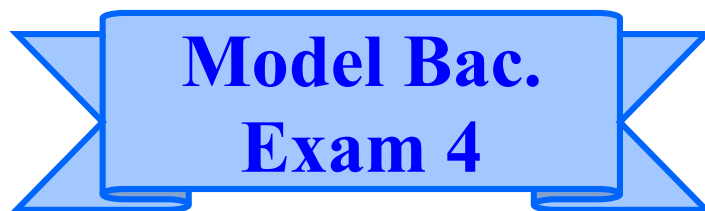
- G. MATCHING: (2 pts; 0.5 pt each)**
 1: b 2: c 3: e 4: d

III. Writing (10 points)

Task 1: (4 Points) (1 point for each sentence)

Task 2 (6 points)

Scoring criteria	Task 1	Task 2
Relevance of content to the task	2 pts	3 pts
Appropriateness and variety of vocabulary	1 pt	2 pts
Grammar and mechanics	1 pt	1 pt



**Model Bac.
Exam 4**

Reading comprehension

[1] The question of replacing students' textbooks with individual laptops, or other similar gadgets, has become more popular. Still, this is connected to numerous issues; and some scientists believe technological advancement makes such problems inevitable. As modern lifestyles become more efficient and more complicated, people seek ways to apply every piece of technology to make life easier and more comfortable. Opinions concerning **this question** vary, which resulted in controversy reaching its peak.



**NO MORE TEXTBOOKS IN SCHOOLS.
ONLY LAPTOPS AND TABLETS**

[2] The general cost of buying a laptop and maintaining it is higher as compared to school textbooks. The digital text combination, inherent in laptops, is still a relatively new and expensive technology. Someday, in the future, its cost might lower significantly. As of now, though, not every student can afford to have a laptop. Presently, the most affordable way to gradually slash costs is creating CDs of textbooks by publishers to be used in schools. This could also eliminate the need for paper, and lower printing expenses. This would also be a boon to environmental preservation.

[3] The other important issue linked to the usage of laptops at school, instead of textbooks, is that reading long expanses of text on a screen can be harmful for students' health. Bright lights and digital text affect the eyes in a negative way, making students unable to study for extended periods. This disrupts study sessions in schools, leading to inadequacies in lessons. Besides, laptops have a serious drawback—they cannot be used for long periods of time, as they consume copious amounts of energy. On the other hand, laptops increase students' interactivity, as **they** are considered more interesting in learning than textbooks.



[4] There is another factor to consider here. In the modern world, students living in developed countries are familiar with the latest technologies and using computers has already become a part of their lives, and this helps them when **they** join the job market. The availability of the Internet also makes the use of computers, seemingly, more interesting. However, laptops may pose a challenge to some students with regard to the ease of use, especially in economically undeveloped countries where, apparently textbooks will remain the main education tools for a long time.



[5] Recently, the number of schools approving the usage of technologies substituting paper textbooks has increased. The complete replacement of school textbooks with laptops seems destined to happen, despite some conspicuous disadvantages.

Adapted from: <https://academichelp.net/samples/academics/essays/analysis/laptops.html>

I. COMPREHENSION. (15 points)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. CHOOSE THE RIGHT ANSWER FROM THE LIST GIVEN. (1pts)

The text is mainly about:

- 1. the issue of replacing school textbooks with laptops.
- 2. the advantages of using laptops in schools.
- 3. the advantages of using textbooks.

The right answer is:

B. PICK OUT FROM THE TEXT A SENTENCE OR A PHRASE WHICH SHOWS THAT (1pts)

students are used to technological devices nowadays

C. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY. (3pts)

- 1. The price of laptops will remain high.
.....
- 2. There is a general agreement on the idea of replacing textbooks with laptops.
.....
- 3. More and more schools are using technological gadgets.
.....

D. ANSWER THESE QUESTIONS. (3pts)

- 1. List two related to replacing textbooks with laptops.
a. b.
- 2. List two advantages to using laptops in schools.
a. b.
- 3. Why is it difficult to use laptops in some countries?
.....

E. COMPLETE THE FOLLOWING SENTENCES WITH INFORMATION FROM THE TEXT. (2pts)

- 1. In order to facilitate life, people
- 2. Since he cost of laptops is still high now,.....
.....

F. FIND IN THE TEXT WORDS, PHRASES OR EXPRESSIONS THAT MEAN THE SAME AS: (2pts)

- 1. In addition to (parag. 3): 2. replacing (parag. 5):

G. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3pts)

- 1. **this question** (parag. 1):..... 2. **they** (parag. 3):.....
- 3. **they** (parag. 1):.....

II. LANGUAGE (15 points)

A. GIVE THE CORRECT FORM OF THE WORDS IN BRACKETS. (2pts)

1. It has become easy (education) students nowadays thanks to technology, hasn't it?
2. Doctors Without Borders is an international (human)..... organization that provides emergency aid in more than 80 countries.

B. FILL IN THE GAPS WITH AN APPROPRIATE PHRASAL VERB. FROM THE LIST. (2pts): picked up looked up went through look into made up

1. The whole world a tough time due to the pandemic last year.
2. There isn't a grain of truth in what he said. He just that story. He always does.

C. JOIN THE PAIRS OF SENTENCES WITH THE LINKING WORDS GIVEN. (2pts)

1. There are serious environmental problems nowadays. Many governments are still lenient towards people and companies that pollute the environment. (**although**)
.....
.....
2. Peter was not appreciated by his teachers. He was lazy. (**because of**)
.....

D. CORRECT THE ERRORS IN THESE SENTENCES. THERE IS ONE ERROR IN EACH SENTENCE. (2pts)

1. The man whose you have been talking about is my cousin.
.....
2. The administration should had given high quality prizes to the three winners of the contest.
.....

E. PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE. (2pts)

1. **John:** "Hurry up Mary. We are running short of time. If we don't leave now, by the time we (arrive) at the airport, the plane (take off) "
- Mary:** "Ok. I am ready."

F. REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN. (3pts)

1. The doctors are operating on the 70 year -old patient at the moment.
The 70 year-old patient.....
2. The manager did not take the problem seriously, so it became worse and worse.
If
3. It's a pity I can't give a hand to my friends in need.
I wish

G. MATCH EACH EXPRESSION WITH ITS APPROPRIATE FUNCTION. (2pts)

1. ; 2. ; 3. ; 4.

1. I see what you mean, but.....
2. I am sorry. I didn't get your point
3. would you mind wearing your mask, please?
4. That's all right.

Accepting an apology
Expressing lack of understanding
Making a request
Partly agreeing

III. WRITING (10 points)

Your friend spends most of his time playing video games. Write an email telling him/her about the disadvantages of these games.

A large rectangular box with a black border, containing 25 horizontal dotted lines for writing an email.

KEY AND MARKING SCALE

I. COMPREHENSION (15 points)

A. The correct answer is: 1

B. are familiar with the latest technologies and using computers has already become a part of their lives.

C.

1. T: "Someday, in the future, its cost might lower significantly."

2. F: "which resulted in controversy reaching its peak."

3. T: "the number of schools approving the usage of technologies substituting paper textbooks has increased."

D.

1.

a. They increase students' interactivity

b. This would also be a boon to environmental preservation.

2.

a. reading long expanses of text on a screen can be harmful for students' health.

b. They cannot be used for long periods of time

E.

1., people use every piece of technology.

2. publishers should create CDs of textbooks to be used in schools.

F. 1. Besides 2. substituting

G.

1. replacing textbooks with laptops or tablets.

2. laptops

3. students in developing countries.

II. LANGUAGE (15 points)

A. 1. educate 2. Humanitarian

B. 1. went through 2. made up

C.

1. Although there are serious environmental problems nowadays, Many governments are still lenient towards people and companies that pollute the environment.

2. Peter was not appreciated by his teachers because of his laziness.

D.

1. The man **whose** (who/whom/Ø) you have been talking about is my cousin.

2. The administration should **had** (have) given high quality prizes to the three winners of the contest.

E.

Arrive/ will have taken off

F.

1. The 70 year-old patient is being operated on at the moment.

2. If the manager had taken the problem seriously, it would not have become worse and worse.

3. I wish I had given a hand to my friends in need.

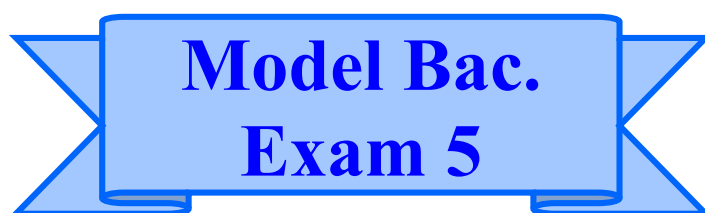
G.

1. d; 2. b; 3. c ; 4. a

III. WRITING (10 points)

Answers vary.

Scoring criteria	Scores
Relevance to the task(s)	3 pts
Appropriate paragraphing and organisation	2 pts
Appropriateness and variety of vocabulary	2 pts
Accurate use of grammar	2 pts
Accurate use of mechanics (spelling, punctuation and capitalization)	1 pt



**Model Bac.
Exam 5**

Reading comprehension

Just one picture changed everything

[1] Abdul Halim al-Attar is a Syrian refugee who was selling pens in the streets of Beirut in order to make a living for his children. But once a photo of Abdul selling his pens while holding his daughter hit the Internet, it went big-time viral. The picture featured his daughter Reem sleeping on his shoulder as he tried to market his pens to passerbys in the scorching heat. It touched people's hearts across the globe. The heartbreaking picture of his little one slumbering on her struggling father was almost too much for people to bear.



[2] Now, thanks to an online crowd funding campaign set up for him, Abdul has amassed a fund of \$191,000. It was an online journalist and web developer in Norway named Gissur Simonarso who saw this man's plight and decided he wanted to help. He had no idea that his simple campaign would bring in nearly \$200,000. And Abdul is certainly putting it to good use. The 33-year-old father has opened 3 businesses with the new financial blessing. He started with a bakery two months ago, and later he opened a kebab shop and a small restaurant.



[3] He went from pen seller on the street to quite the business entrepreneur, and he now employs 16 other Syrian refugees. There are approximately 1.2 million refugees registered in Lebanon, and it's been extremely difficult for them to find jobs, so his 16 employees feel very lucky. "Not only did my life change, but also the lives of my children and the lives of people in Syria whom I helped," he said. He gave away about \$25,000 to friends and family members in Syria.

[4] On top of the new business ventures, Abdul has been able to move his children into a two-bedroom apartment where his 4-year-old daughter Reem and his 9-year-old son Abdullelah can now enjoy a more comfortable life. Reem gets to play with her new plastic kitchen set and swing, and Abdullelah is back in school after being out for 3 years. And Abdul has a newfound respect in the community as well. "They just greet me better now when they see me. They respect me more," he said smiling.



[5] One act of kindness by one man ignited a viral act of kindness from thousands of strangers pouring in their contributions. What a wonderful reminder that no act for good is too small. After all, you never know when it could change someone's entire life.

Adapted from: <https://mashable.com/2015/12/03/syrian-refugee-pens-beirut/#JvTXcTyS35qN>

I. COMPREHENSION: (15 points)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY: (3 pts)

1. Abdul Halim al-Attar got a lot of money from selling pens on the street.
.....
2. Gissur Simonarso knew that his campaign would change Abdul Halim al-Attar’s life.
.....
3. Abdullelah is following his studies after leaving school for three years,
.....

B. ANSWER THESE QUESTIONS: (2 pts)

1. What made people feel sympathy for Abdul Halim al-Attar?
.....
2. How did Abdul Halim al-Attar use the money collected through the online campaign?
.....

C. COMPLETE THE FOLLOWING SENTENCES FROM THE TEXT: (2 pts)

1. If Gissur Simonarso hadn’t taken that photo of Abdul Halim al-Attar,
2. Abdul Halim al-Attar’s success made people

D. FIND IN THE TEXT WORDS THAT MEAN ALMOST THE SAME AS: (3 pts)

1. sell (paragraph 1) :
2. difficulty (paragraph 2) :
3. donated (paragraph 4) :

E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3 pts)

1. it (paragraph 1) :
2. people (paragraph 4) :
3. one man (paragraph 6) :

F. FILL IN EACH BLANK WITH ONE WORD FROM THE TEXT: (2 pts)

The picture taken by Gissur Simonarso was _____. It caused extreme sadness, but it was a _____ for Abdul Halim al-Attar.

II. LANGUAGE (15 points)

A. GIVE THE CORRECT FORM OF THE WORDS IN BRACKETS: (3 pts)

1. The Moroccan (**education**) system has recently known a lot of reforms.
2. Global (**citizen**) means to think globally and act locally.
3. The Moroccan ministry of social affairs and solidarity has launched a new (**initiate**) concerning the situation of street children in big cities.

B. FILL IN THE GAPS WITH APPROPRIATE WORDS OR EXPRESSIONS FROM THE LISTS: (2 pts)

1. Halima couldn't her husband's maltreatment, so she asked for divorce.
(**carry on - put up with - put on - jot down**)
2. When she was at the university, Zahra great efforts to get a scholarship to follow her studies abroad. (**made - did - took - had**)

C. PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE. (3 pts)

1. Ahmed Nassiri is a Moroccan migrant in the United States of America. Before he (**join**) Michigan University as a lecturer, he (**work**) as a high school teacher in Rabat.
2. By the end of 2030, social media (**change**) our way of living radically.

D. REWRITE THE SENTENCES BEGINNING WITH THE WORDS GIVEN: (4 pts)

1. Ahmed and Fatima have recently created a small enterprise.
A small enterprise
2. One of my classmates had a horrific accident because he didn't respect the traffic signs.
If only
3. "You mustn't stay here," said the security agent.
The security agent told passersby
4. Moroccan expatriates enjoy better living conditions. They suffer from discrimination and Islamo-phobia.
In spite of

E. MATCH EACH EXPRESSION WITH ITS APPROPRIATE FUNCTION: (2 pts)

1. ; 2. ; 3. ; 4.

Expressions	Functions
1. "Wow! That sounds interesting!"	a. disagreeing b. giving advice c. responding to good news. d. asking for clarification.
2. "Could you please explain more what you mean by 'Culture shock'?"	
3. "I don't always see eye to eye with my teacher."	
4. "You ought to exercise at least three times a week if you want to keep healthy."	

F. COMPLETE THE FOLLOWING EXCHANGE APPROPRIATELY: (1 pt)

Your friend's father has passed away and you've just got the news.

- You (respond to bad news):
-

Key and marking scale

I. COMPREHENSION (15 points)

A. ARE THESE STATEMENTS TRUE OR FALSE? JUSTIFY (3pts, 1 pt each)

1. **False.** He was selling pens on the street to survive
2. **False.** He had no idea that his simple campaign would bring in nearly \$200,000.
3. **True.** Abdul is back in school.

B. ANSWER THESE QUESTIONS (2 pts, 1 pt each)

1. The picture of his daughter Reem sleeping on his shoulder as he tried to market his pens to passersby in the scorching heat/ The heartbreaking picture of his little daughter slumbering on her struggling father
2. He opened 3 businesses, he gave away about \$25,000 to friends and family members in Syria and he bought an apartment.

C. COMPLETE THE FOLLOWING SENTENCES FROM THE TEXT (2 pts, 1 pt each)

1. ... Abdul wouldn't have amassed a fund of \$191,000. / Abdul's life wouldn't have changed
2. ... respect him more.

D. FIND IN THE TEXT WORDS THAT MEAN ALMOST THE SAME AS: (3 pts, 1 pt each)

1. market - 2. Plight - 3. gave away

E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3pts, 1pt each)

1. a photo of Abdul
2. 1.2 million refugees registered in Lebanon
3. Gissur Simonarso

F. FILL IN EACH BLANK WITH ONE WORD FROM THE TEXT: (2 pts, 1 pt each)

- heartbreaking - blessing

II. LANGUAGE (15 points)

A. WORDS FORMATION: (3 pts : 1 pt each)

1. educational - 2. citizenship - 3. initiative

B. GAP FILLING: (2 pts, 1 pt each)

1. put up with
2. made

C. VERBS FORM: (3 pts : 1 pt each)

1. attended / had worked
2. ... will have changed ...

D. SENTENCE REWRITING: (4 pts, 1 pt each)

1. A small enterprise has recently been created by Ahmed and Fatima.
2. If only he had respected the traffic signs.
3. The security agent told the passersby not to stay there.
4. In spite of enjoying better living conditions, Moroccan expatriates suffer from discrimination and Islamo-phobia.

E. FUNCTIONS: (2 pts, 0.5 pt each)

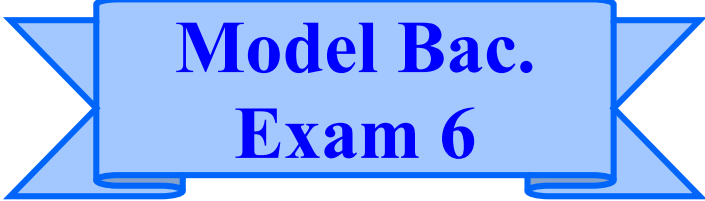
1. c. responding to good news
2. d. asking for clarification.
3. a. disagreeing
4. b. giving advice.

F. EXCHANGE COMPLETION: (1 pt)

Accept any expressions of responding to bad news and offering condolences.

III. Writing (10 points)

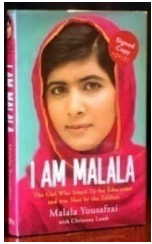
Scoring criteria	Scores
Relevance to the task(s)	3 pts
Appropriate paragraphing and organisation	2 pts
Appropriateness and variety of vocabulary	2 pts
Accurate use of grammar	2 pts
Accurate use of mechanics (spelling, punctuation and capitalization)	1 pt



**Model Bac.
Exam 6**

Reading comprehension

Malala Yousafzai, the Most Outstanding Teenager in the World

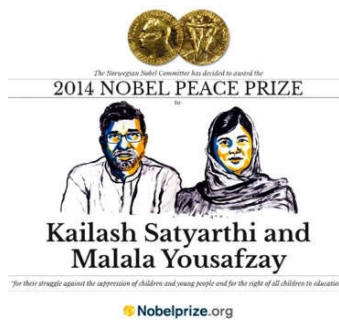


[1] Malala Yousafzai, the child rights activist who became the youngest person to receive the Nobel Peace Prize in 2014, received the U.S. Liberty Medal in Philadelphia two weeks later, on October 22, 2014 at the age of 17. After receiving the award, she promised to donate the \$100,000 cash prize to fund education and humanitarian relief efforts in **her** homeland, Pakistan.

[2] Yousafzai won the annual Liberty Medal from the National Constitution Centre, or NCC, which honours people who “strive to secure the blessings of liberty.” According to the NCC, the 17-year-old Nobel laureate received the prize for her “courage and resilience” and for raising her voice against denial of basic human rights and liberties. “I speak for those without a voice, I speak for girls who have been persecuted,” Yousafzai said, in a statement. “Why should I not speak? It is our duty to our country. I needed to speak for our right to go to school.”



[3] Yousafzai, who became the 26th recipient of the Liberty Medal, said that the award would encourage her to continue her campaign for education, and her fight for the rights of children worldwide. She also urged other countries to invest the money **they** spent on acquiring weapons in their children's future instead. “We all need to protect children’s’ rights,” Yousafzai said, adding that young women in Syria and Nigeria also have a right to education despite the struggles in those nations. “Why not spend this money [used for war] on education,” Yousafzai said, announcing that her cash reward would be donated toward education in Pakistan.



[4] **The latest award** comes two weeks after Yousafzai won the Nobel Peace Prize along with Indian child-rights activist Kailash Satyarthi. Yousafzai came to international attention at the age of 11 by writing about girls' right to education on BBC's Urdu language service. In October 2012, Yousafzai was shot in the head by Taliban gunmen while returning from her school on a bus. However, she survived the attack and settled in Britain to continue her campaign for education amid ongoing threats by extremists in Pakistan.

[5] “Malala's courageous fight for equality and liberty from tyranny is evidence that a passionate, committed leader, regardless of age, has the power to ignite a movement for reform,” Agence France-Presse, or AFP, quoted NCC chairman Jeb Bush as saying. “Let us all, young and old, strive to be like Malala -- to challenge the status quo and to serve as catalysts for meaningful change.”

Adapted from: [www.ibtimes.com/22 Oct.2014](http://www.ibtimes.com/22-Oct-2014)

I. COMPREHENSION. (15 points)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. ANSWER THESE QUESTIONS. (4 pts)

1. Why did Malala Yousafzai receive the U.S Liberty Medal?

.....

2. When did Malala attract the world’s attention?

.....

3. Why should people be like Malala according to Jeb Bush??

.....

4. Complete the table below from the text.

Years	Date
.....	Malala received the U.S Liberty Medal in Philadelphia.
2012

B. ARE THESE SENTENCES TRUE OR FALSE? JUSTIFY. (3 pts)

1. Malala promised to donate \$ 100,000 cash prize to fund education only.

.....

2. Malala defends the rights of children all over the world.

.....

3. Malala received the Nobel Peace Prize together with the Indian activist KailashSatyarthi.

.....

C. COMPLETE THESE SENTENCES. (2 pts)

1. Malala promised that she would continue her fight for

2. She urged other nations

D. FIND IN THE TEXT WORDS OR EXPRESSIONS THAT MEAN THE SAME AS:

(3pts)

1. freedom (paragraph 1) :

2. struggle (paragraph 2) :

3. oppression (paragraph 5):

E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3 pts)

1. Her (paragraph 1) :.....

2. they (paragraph 3) :.....

3. the latest award (paragraph 4) :.....

II. LANGUAGE (15 points)

A. FILL IN THE BLANKS WITH THE RIGHT WORD FROM THE LIST: (4 pts)

1. "I can't this problem. I'll ask the teacher to help me."
 set up turn down figure out
2. Some TV programmes can teach children violence. Don't the harmful, effects they can have on them.
 over-estimate estimate underestimate
3. Yassin experienced a serious during his first year in the USA.
 culture shock cultural background cultural heritage
4. If you think that doing this maths problem is, just try it.
 a piece of cake with flying colours ups and downs

B. REWRITE THE FOLLOWING SENTENCES AS INDICATED. (3 pts)

1. The secretary didn't email the documents because the boss did not ask her.
 If
2. Morocco's investment in tourism has created a lot of job opportunities.
 A lot of job opportunities
3. "I will apply for the YES (Youth Exchange and Study) program to go to the USA,"
 Jamal told his father.
 Jamal told his father

C. FILL IN EACH GAP WITH AN APPROPRIATE WORD OR PHRASE FROM THE LIST. (2 pts)

1. I phoned last night but you didn't answer. You asleep.
 must have been can't have been should be
2. Children mothers are educated have better health and education.
 who which whose

D. PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE. (2 pts)

1. By the time we get our Baccalaureate certificate, we (**study**)
 English for at least four years.
2. Before she joined an evening computing class last year, Zahra (**never/use**)
 a computer.

E. JOIN THE PAIRS OF SENTENCES WITH THE WORDS IN BRACKETS. (2 pts)

1. Malala Yousafzai earned the 2014 Peace Nobel prize. She fervently defended girls' right to education. (**because**)

2. Physical exercise makes you feel better. It keeps many diseases away.
 (**not only/but/as well**)

F. COMPLETE THE FOLLOWING CONVERSATIONS APPROPRIATELY. (2 pts)

1. Your friend: Learning English is a waste of time.
 You: (Agree or disagree and give a reason)

2. The librarian: (complains because you haven't returned a book in due time.)

 You: (apologise)

III. WRITING (10 points)

TASK: (10 pts)

Write an article for your school magazine about a immigrant. Talk about his/her experience, the problems and benefits of his/her experience.

(Approximately 250 words)

These suggestions might help you:

- Who is the person (name, age, etc.)?
- How long has he/she been living abroad?
- What is good about his/her experience?
- What problems does he/she have?

A large rectangular box containing 25 horizontal dotted lines for writing the article.

KEY AND MARKING SCALE

I. COMPREHENSION (15 points)

A. ANSWER THESE QUESTIONS. (4 pts)

1. For her “courage and resilience” and for raising her voice against denial of basic human rights and liberties.
2. When she was 11.
3. ... to challenge the status quo and to serve as catalysts for meaningful change..
- 4.

Years	Date
2014	Malala received the U.S Liberty Medal in Philadelphia.
2012	Shot in the head by a Taliban gunman.

B. ARE THESE SENTENCES TRUE OR FALSE? JUSTIFY. (3 pts)

1. **False:** education and humanitarian relief efforts.
2. **True:** fights for the rights of children worldwide.
3. **True:** Yousafzai won the Nobel Peace Prize along with Indian child-rights activist Kailash Satyarthi.

C. COMPLETE THESE SENTENCES. (2 pts)

1. Malala promised that she will continue her fight for education. (purpose : for + noun)
2. She urged other nations to spend money used for war on education. (urge + obj +to+verb)

D. FIND IN THE TEXT WORDS OR EXPRESSIONS THAT MEAN THE SAME AS: (3 pts)

1. freedom (parag. 1): liberty - 2. struggle (parag. 2) : strive - 3. oppression (parag. 5): tyranny

E. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (3 pts)

1. her (parag. 1): Malala Yousafzai - 2. they (parag. 3): other countries
3. the latest award (parag. 4): US Liberty Medal.

II. LANGUAGE (15 points)

A. FILL IN THE BLANKS WITH THE RIGHT WORD FROM THE LIST: (4 pts: 1 pt each)

1. figure out - 2. Underestimate - 3. culture shock - 4. a piece of cake

B. REWRITE THE FOLLOWING SENTENCES AS INDICATED. (3 PTS: 1 pt each)

1. If the boss had asked the secretary, she would have emailed the documents.
2. A lot of job opportunities have been created by the Moroccan government investment in tourism.
3. Jamal told his father that he would apply for the YES programme.

C. FILL IN EACH GAP WITH AN APPROPRIATE WORD OR PHRASE FROM THE LIST. (1 pt: 0.5 pt each) :

1. must have been - 2. whose

D. PUT THE VERBS IN BRACKETS IN THE RIGHT TENSE. (2 PT: 1 pt each)

1. we will have studied - 2. had been

E. JOIN THE PAIRS OF SENTENCES WITH THE WORDS IN BRACKETS. (2 pts: 1 pt each)

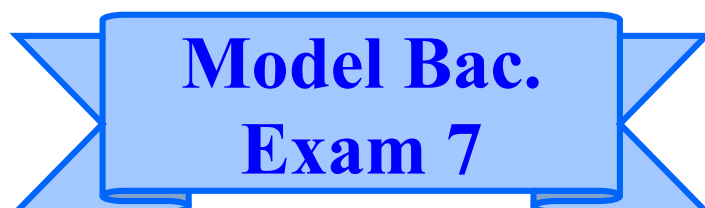
1. Malala Yousafzai defended girls’ right to education and was nearly killed. That’s why she earned the 2014 Peace Nobel prize.
2. Physical exercise not only makes you feel better, but keeps many diseases away as well.

F. COMPLETE THE FOLLOWING CONVERSATIONS APPROPRIATELY. (3pts: 1 pt each)

1. Your friend: Learning English is a waste of time.
You: (Agree or disagree and give a reason)
2. Your friend: (Complains because you haven’t returned his book for a week.)
You: (apologise)

III. WRITING (10 points)

Scoring criteria	Scores
Relevance to the task(s)	3 pts
Appropriate paragraphing and organisation	2 pts
Appropriateness and variety of vocabulary	2 pts
Accurate use of grammar	2 pts
Accurate use of mechanics (spelling, punctuation and capitalization)	1 pt



**Model Bac.
Exam 7**

Reading comprehension

A migrant's story

[1] I suppose I am one of **those** who almost made it. You don't hear much about migrants like me, because we didn't die at sea or in the desert. We just didn't make it to Europe.

[2] I left home with the dream of getting to Europe, where I was told I would easily find a job which would mean I would be able to look after my siblings. My mother died when I was very young and our father basically abandoned us as he could not, or did not want to, take care of us. I felt I had no choice but to leave Ghana and try my luck in Europe.



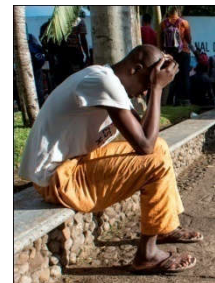
[3] After months of travelling through West Africa by whatever means, I eventually made it to Libya, where I paid €800 to men who promised they would put me on a big boat that would finally take me to Europe. But I had a terrible time in Libya. Those of us from certain African countries were treated very badly by men who kept us in dirty houses without much clean water and with very little edible food. They were very abusive and they seemed to enjoy the way they treated us.

[4] Finally, one day, after several weeks of waiting, I was one of about 75, mostly Africans, who were thrown onto a small rubber boat in the early morning when it was still dark. A few in our group initially refused to get onto this boat because it did not look strong or even big enough to carry all of us to Europe. The men in charge had weapons and were very aggressive. They were simply not interested in our complaints about the boat.



[5] We did not make it to Europe. Instead we spent five days aimlessly floating around and basically lost at sea. When the boat started losing air, we thought we were all going to die. As our food and water ran out, we eventually drifted towards the Tunisian coast where we were rescued and sent to a detention centre in Tunis. I was in this centre for a month before I was freed. When I arrived back home in Ghana, my friends and relatives wanted to know why I had come back with nothing.

[6] However, I do not see myself as a failure. For me, the most important thing is that I feel lucky to have survived at sea. I am alive and that is what matters. Although I did not make it to Europe, I genuinely do not regret trying to get there. It was the only option I felt I had at the time. One thing is certain, if I had opportunities here, I would not have been so desperate to try and go to Europe the way I did. If young people like me had jobs and a way to earn a living, we would not set off on these dangerous journeys.



[7] After my experience, my advice to other young people is: 'do not try to make this journey'. I know many of **them** may not listen and perhaps I too would probably not listen if I was very desperate to leave, but it is better to try very hard and make it here at home.

Adapted from: www.weforum.org/agenda/2015/12/3-real-stories-from-refugees

I. COMPREHENSION. (15 points)

BASE ALL YOUR ANSWERS ON THE TEXT.

A. CHOOSE THE RIGHT ANSWER FROM THE LISTS GIVEN. (2 pts)

<p>1. This passage is probably taken from:</p> <p>a. A scientific magazine.</p> <p>b. A newspaper report</p> <p>c. A website.</p> <p>d. An encyclopedia.</p> <p>1.</p>	<p>2. Emmanuel wants to show us that:</p> <p>a. emigrating is worthwhile.</p> <p>b. he regrets emigrating.</p> <p>c. it's risky to emigrate</p> <p>d. it's never too late to try to emigrate</p> <p>2.</p>
--	--

B. ARE THESE STATEMENTS "TRUE" or "FALSE". JUSTIFY. (3 pts)

1. The media only talk about people who die trying to reach Europe.

.....

2. Emmanuel was maltreated in Libya.

.....

3. The 75 migrants were all happy to get on the boat.

.....

C. COMPLETE THESE SENTENCES. (2 pts)

1. They did not reach Europe because

.....

2. Emmanuel doesn't regret his dangerous journey

.....

D. ANSWER THESE QUESTIONS. (3 pts)

1. Why did Emmanuel decide to emigrate to Europe?

.....

2. How did Emmanuel get to Libya?

.....

3. According to Emmanuel, what should young people do?

.....

E. FIND IN THE TEXT WORDS OR EXPRESSIONS THAT MEAN THE SAME AS: (3 pts)

1. brothers and sisters (paragraph 2):.....

2. violent (paragraph 4):.....

3. honestly (paragraph 7)

F. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (2 pts)

1. those (paragraph 1):.....

2. them (paragraph 8) :.....

II. LANGUAGE (15 points)

A. REWRITE THE FOLLOWING SENTENCES AS INDICATED. (3 pts)

- 1. Somaya worked on the computer all day and she had a headache.
If,
- 2. Students can't use cell phones at school.
Cell phones
- 3. "We will eradicate illiteracy gradually"
The spokesman of the government told journalists

B. PUT THE VERBS BETWEEN BRACKETS IN THE CORRECT TENSE. (2 pts)

- 1. Morocco (create) 2,000 megawatts of solar generation capacity by the year 2020
- 2. Jamal promised (call) his parents every week when he kissed them goodbye before leaving for Italy.

B. FILL IN EACH GAP WITH AN APPROPRIATE PHRASAL VERB FROM THE LIST. (2 pts)

look up - fill in - stand for - apply for - put out

- 1. Teacher: What does GMT?
Houda: *Greenwich Mean Time.*
- 2. If I were you, I'd a new job with the local newspaper.

D. MATCH THE WORDS THAT GO TOGETHER TO MAKE APPROPRIATE COLLOCATIONS. (2 pts)

1. ; 2.

1. university
2. water

a. work
b. rights.
d. shortage.
e. graduate

E. GIVE THE CORRECT FORM OF THE WORDS BETWEEN BRACKETS. (2 pts)

Training centers for girls and the disabled have facilitated their (reintegrate) into their community and led to their financial (grow) and success.

F. JOIN THE PAIRS OF SENTENCES WITH THE LINKING WORDS GIVEN. 2pts

- 1. Some youths still think of emigrating. The working conditions in the host country can be very bad. (**However**)
.....
- 2. The government has announced tough new road safety rules. They want to make roads safer. (**so as**)
.....

G. COMPLETE THE FOLLOWING DIALOGUE APPROPRIATELY. (2 pts)

Karim: What do you think about excessive chatting on the net?
Hind:
Karim: Well, my sister is addicted to it. What do you advise her to do?
Hind:

III. WRITING (10 points)

TASK 1: Complete the following email. (4 points)

Hi dear friend,
Thank you for your last email. I was surprised to read that you are planning to emigrate to Italy.

Well,

.....

.....

.....

.....

.....

.....

.....

.....

.....

TASK: (10 pts)

Write a short report, for your school magazine, of a volunteering activity you participated in.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

KEY AND MARKING SCALE

I. COMPREHENSION (15 points)

A. CHOOSE THE RIGHT ANSWER FROM THE LISTS GIVEN. (2pts, 1 each): 1. c. - 2. c.

B. ARE THESE STATEMENTS “TRUE” or “FALSE”. JUSTIFY. (3 pts, 1 each)

- T** : You don’t hear much about migrants like me
- T** : Those of us from certain African countries were treated very badly.
- F** : A few in our group initially refused to get onto this boat because it did not look strong

C. COMPLETE THESE SENTENCES. (2pts, 1 each)

- they drifted towards the Tunisian coast where they were rescued.
- he has survived/ he’s alive.

D. ANSWER THESE QUESTIONS. (3 pts, 1 each)

- to find a job and help his siblings/ he didn’t have opportunities/ he was desperate.
- by whatever means.
- They should not make the journey/ try very hard and make it at home.

E. FIND IN THE TEXT WORDS OR EXPRESSIONS THAT MEAN THE SAME AS (3 pts, 1each)

- brothers and sisters (parag. 2): siblings
- violent (paragraph 4): aggressive
- honestly (paragraph 7) : genuinely

F. WHAT DO THE UNDERLINED WORDS IN THE TEXT REFER TO? (2 pts, 1 each)

- those (paragraph 4): emigrants
- them (paragraph 8): other young people

I. LANGUAGE: (15 points)

A. REWRITE THE FOLLOWING SENTENCES AS INDICATED. (3 pts, 1 each)

- If Somaya hadn’t worked on the computer all day, she wouldn’t have had a headache.
- Cell phones can’t be used by students.
- The spokesman of the government told journalists that they would eradicate illiteracy gradually.

B. PUT THE BERBES BETWEEN BRACKETS IN THE CORRECT TENSE. (2 pts, 1 each)

- will have created - 2. to call.

C. FILL IN EACH GAP WITH AN APPROPRIATE PHRASAL VERB FROM THE LIST. (2 pts, 1 each)

- stand for - 2. apply for.

D. MATCH THE WORDS THAT GO TOGETHER TO MAKE APPROPRIATE COLLOCATIONS. (2 pts, 1 each)

- university graduate - 2. water shortage

E. GIVE THE CORRECT FORM OF THE WORDS BETWEEN BRACKETS. (2 pts, 1 each):
reintegration/ growth

F. JOIN THE PAIRS OF SENTENCES WITH THE LINKING WORDS GIVEN. (2pts, 1 each)

- The journey to Europe can be very dangerous. However, some youths still think of emigrating.
- The government has announced tough new road safety rules so as to make roads safer.

G. COMPLETE THE FOLLOWING DIALOGUE APPROPRIATLY. (2 pts, 1 each)

- **Hind**: (Accept any expression of giving opinion)
- **Hind**: (Accept any expression of giving advice)

III. WRITING (10 points)

(10 Points: task 1: 4 pts ; task 2: 6 pts)
The following criteria should be respected while scoring the writing tasks

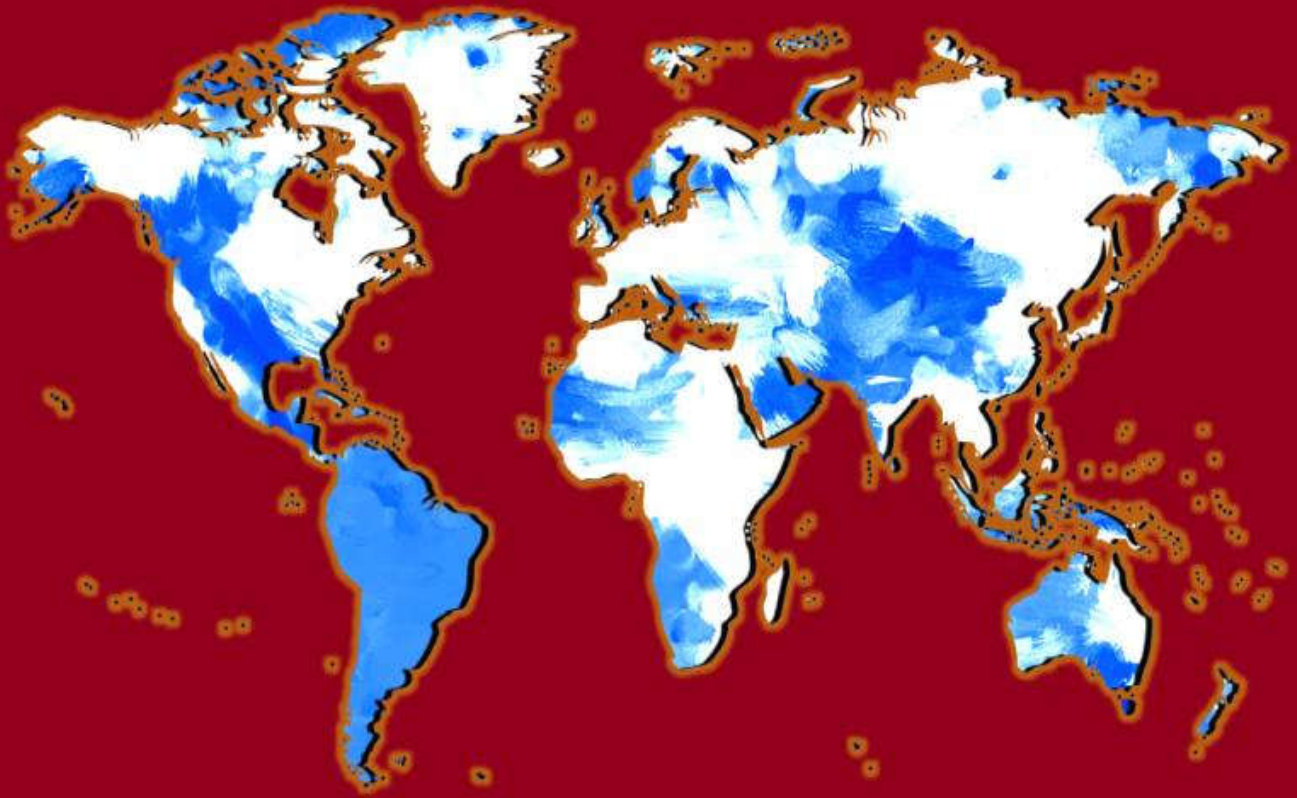
Scoring criteria	Task 1	Task 2
Relevance of content to the tas	2 pts	3 pts
Appropriateness and variety of vocabulary	1 pt	2 pts
Grammar and mechanics	1 pt	1 pt



Master English with MATE

Practice Book Level 4

Intermediate Level
For Baccalaureate Students



Publication of Moroccan Association of Teachers of English
(MATE)