



Language summary

Module 1 : Family relationships

Lesson	Grammar and functions	Vocabulary
Family Relationships	<p>Asking questions :</p> <p>WH question words :</p> <ul style="list-style-type: none"> - What → things/objects - When → time - Where → place - Who → person - Why → cause / reason - How → manner <p>نسخة متوفرة فقط لدى: GOLDEN BAC 94.193.616</p>	<p>Supportive = helpful(adj) / support = help (v/n)</p> <p>To lean on someone= rely on = depend on (v)</p> <p>Quarrel (n) = lighting / fight = argument (n)</p> <p>Magic : mysterious quality , wonderful , exciting</p> <p>Severe=strict</p> <p>Easy-going = calm and relaxed (adj)</p> <p>Miserable=unhappy = sad (adj)</p> <p>Orphanage (n)=place where orphans live</p> <p>To afford(v) = have enough money</p> <p>To see eye to eye : agree about everything</p>
Sharing family responsibilities	<p>Comparing</p> <ul style="list-style-type: none"> • Comparative form Short adjective + ER + (than) e.g : taller more + long adjective + (than) e.g : more expensive • superlative form the + short adjective + est e.g : the tallest the most + long adjective e.g : the most supportive 	<p>To feed (v) :to give food to someone</p> <p>To bring up(v) = to look after = to take care of (child)</p> <p>Close= intimate (adj)</p> <p>Demanding (adj) : need care / attention</p> <p>To share housework = participate in = take part in it</p> <p>Exciting (adj) : make you feel very happy</p>
Generation Gap	<p>Compound adjectives :</p> <p>Adjective + (-)+noun+ed e.g : open-minded</p> <p>adjective + (-)+gerund(v+ing) e.g : Good-looking</p> <p>adverb + (-) + past participle e.g : well-done</p> <p>نسخة متوفرة فقط لدى: GOLDEN BAC 94.193.616</p>	<p>To agree with = to approve of</p> <p>Agreement = approval (n)</p> <p>To break (v) the rules : not to respect them</p> <p>To sneak out (v) : go out secretly</p> <p>Embarrassed (adj) : feel shy , ashamed about s.th</p> <p>Conservative (adj) = old-fashioned # open-minded</p> <p>To obey(v) : accept rules / obedient = disobedient (adj)</p> <p>Conflict = argument (n)</p>
Pocket money	<p>Comparison of equality</p> <p>As+adjective + as</p>	<p>Savings (n) : saved money</p> <p>Extra(adj) = additional , more</p>





Writing hints & topics

1/ Good Family relationships:

- Parents take care of their children.
- Parents are supportive , caring and understanding.
- Children **lean on** their parents for help and support.
- Children have good relationship with their **siblings**: (brothers and sisters).
- Parents see eye to eye and never fight or argue.

2/ Bad family relationships:

- Parents quarrel about everything(money, housework...)
- Parents are strict and conservative. They never discuss things with their children.
- Siblings fight with one another.
- Children disobey their parents' rules.

3/ Sharing family responsibilities :

- It helps the family members build a closer relationship.
- Household chores are easier when they are shared with family members.
- There's no way that one person, usually the mother , does everything at home.
- It's not a problem for a father to rock a baby in his hands till he falls asleep.
- Today, fathers don't mind doing the shopping , cooking meals or washing the dishes and looking after children.
- Parents should share their children's upbringing: it's the responsibility of both parents to bring up their children well.

4/ Generation gap :

- It's the difference between parents and children in age , opinion , appearance and behaviour.
- Children complain about their parents' overprotection and supervision : they are pushy , overprotective and strict.
- Children don't get on well with their parents : they argue with them over different issues.(pocket money , going out...)

Parents' complaints	Teenagers' complaints
My children : <ul style="list-style-type: none"> - don't help in the household chores. - dress badly and have ugly hairstyles. - have strange/bad friends. - watch too much TV. - spend too much time on the internet. - don't listen to my advice. - don't study enough, have bad results. 	My parents : <ul style="list-style-type: none"> - disapprove of my friends, my appearance ... - don't respect my private life. - always tell me what to do. - nag about chores and homework. - criticize my spending habits (how to spend my pocket money) - don't listen to my opinion; - don't give me enough pocket money to cover my expenses.

5/ Pocket money :

Nowadays children are given some amount of pocket money on a regular basis. They spend it on food and stationery . However, some children overspend their money on useless things such as sweets ,chocolate or cigarettes. They are always asking their parents for more . Children don't realize that money is hard-earned and that their parents can't afford to give them as much money as they want. In fact, overspending has become an addiction for many kids. They can't stop it. Therefore parents should teach them the importance of saving.

6 / Safety at home :

Parents should beware of the different hazards their children may risk at home and try to set safety rules to keep them safe. Children should avoid hugging or having face to face contact with pet dogs because they are common causes of dog bites. Second, Tell your children to never tease a dog and never disturb a dog that is sleeping, eating or protecting something. Besides, parents should supervise their children's interaction with the dog. Finally, Don't Leave dogs **isolated** outside without any social interaction. Chained dogs are really aggressive and will certainly attack at the first chance they have.





Module 2	Education	Language summary	9 th Formers	Teacher: Mery lam														
Lesson :	Grammar & functions	Vocabulary																
(1) School memories	<p>Expressing possession :</p> <ul style="list-style-type: none">• Whose is this pen ? ---- > It belongs to me• The genitive : possessive 's'<ul style="list-style-type: none">➢ Noun (singular) + 's + Noun e.g : The teacher's book➢ Noun (plural) + ' + Noun e.g : The pupils ' tests• Possessive adjectives ----> poss. pronouns<table><tr><td>My (book) -----</td><td>It's mine.</td></tr><tr><td>His -----</td><td>his</td></tr><tr><td>Her -----</td><td>hers</td></tr><tr><td>Its -----</td><td>x</td></tr><tr><td>Their -----</td><td>theirs</td></tr><tr><td>Your -----</td><td>yours</td></tr><tr><td>Our -----</td><td>ours</td></tr></table>	My (book) -----	It's mine.	His -----	his	Her -----	hers	Its -----	x	Their -----	theirs	Your -----	yours	Our -----	ours	<p>Memories : things you remember from the past</p> <p>To notice (v): become aware of s.th / s.o</p> <p>Mark = grade (n)</p> <p>To erase = remove s.th, eraser (n)</p> <p>Test = exam (n)</p> <p>To revise = to review (for an exam)</p> <p>Instead : in place of s.th</p> <p>Be proud of : happy with s.o/ s.th</p> <p>To cheat : not to obey exam rules</p> <p>A cheat / a cheater (n, person) , cheating (n)</p> <p>Fair (adj) = right = correct</p> <p>Responsible (adj) ≠ irresponsible</p> <p>Honest (adj) ≠ dishonest</p>		
My (book) -----	It's mine.																	
His -----	his																	
Her -----	hers																	
Its -----	x																	
Their -----	theirs																	
Your -----	yours																	
Our -----	ours																	
(2) School rules	<ul style="list-style-type: none">• Expressing intention : S + am / is / are + going to + V(inf) e.g: He's going to be a doctor.• Planned action : S + present progressive + future words (tomorrow , next day ...) e.g: I'm sitting for an exam tomorrow.• Reflexive pronouns : Myself , himself , herself , yourself , itself themselves , yourselves , ourselves e.g : I make the birthday cake myself He does his homework himself ...	<p>To dream : imagine events in your mind while sleeping</p> <p>To fall asleep ≠ stay awake</p> <p>Unless : if not (Unless you work harder ,you'll not succeed)</p> <p>Earthquake : natural disaster</p> <p>Cool (adj) = calm person</p> <p>Loud noise : high sound</p> <p>Break rules ≠ respect, obey rules</p> <p>Good at ≠ bad at English (+ (n), drawing (+Ving)</p> <p>To be fond of : love s.th very much</p> <p>To improve your English : make it better</p> <p>To get (= obtain) a diploma = degree</p> <p>To achieve = realize dreams , goals ...</p> <p>Private (school, lesson...) ≠ public</p>																
(3) First day At School	<p>Expressing completed action in the past :</p> <ul style="list-style-type: none">• Simple past : Verb + ed : He played football yesterday.• Irregular Verbs : I felt excited on my first day at school. I was happy to meet new friends.	<p>Fun (n) : pleasant , enjoyable thing // funny (adj)</p> <p>To pretend : to lie : not to tell true things</p> <p>Shake hands : greet , say hello</p> <p>To meet : to see someone by chance</p> <p>To forget ≠ remember</p> <p>Adventure (n) : exciting , dangerous journey</p> <p>Fairy tale : an imaginary story (e.g: Cinderella)</p>																
(4) Violence At school	<p>Expressing obligation in the :</p> <ul style="list-style-type: none">• Present : have to / has to = must• Past : had to• Future : will have to <p>E.g: - She has to /must respect school rules. - They have to /must do their homework - He failed his exam. He had to attend his lessons. - He will have to revise for his exam to get good marks.</p>	<p>To believe : think</p> <p>Used to : something done regularly in the past</p> <p>To move : to go to another place</p> <p>Accent (n) : the way to pronounce words</p> <p>To taunt = tease = make fun of = laugh at someone</p> <p>To be mad = to be very angry</p> <p>To participate = take part in something</p> <p>Violent = aggressive (adj) // violence =bullying (n)</p> <p>To yell = shout at someone =/ whisper</p> <p>To beat = hit = attack someone</p> <p>Optional =/ compulsory (obligatory) (adj)</p> <p>To apologize : say sorry</p>																

Writing hints & topics:

1/ School memories

I have good **school memories**. I still remember my **first day at school**. It was 9 years ago, when I was six. I felt so excited and happy because I didn't know school life. At that day, I got up early. I put on my new school uniform. I packed my schoolbag and went to school with my mother. My school was big and nice. The teacher was smiling and kind. The classroom was clean and decorated with nice pictures. I met new classmates. We became good friends. I liked my school. It was a good fun.





2/ School rules.

Some pupils don't **respect school rules**, but, I think that these rules are very important for them. Here are some rules that can help them stay safe at school.

To start with, pupils must bring their books and attend their lessons if they want to have good results.

Also, they must sit up straight and keep their legs for themselves. If they want to participate in class discussion, they have to raise their hands first. **Besides**, they must treat each other with respect. **For instance**, they mustn't be violent and punch or kick their classmates. **In addition to that**, they have to keep their classroom clean and never throw rubbish on the floor. **Last but not least**, pupils must listen carefully to their teachers and stop making noise in order to achieve better results.

To sum up, I think that school rules maintain discipline. **Therefore**, pupils will learn how to behave well and be responsible for themselves.

3/ School bullying : (school violence)

Introduction

School bullying is a serious problem in many schools nowadays and it has negative effects on pupils who are bullied. However, working together, we can solve it.

Body

Some pupils **resort to** violence because they want to show off and impress their classmates. However, their violent behaviour has many negative impacts on their victims. Pupils who are victims of bullying usually feel insecure when they go to school. They may feel embarrassed and intend to leave school. Also, they can lose confidence on themselves and feel lonely and isolated. Therefore, violence whether verbal or physical is hurting and has bad effects on its victims.

That's why, I think that we should work together to stop it as soon as possible. **For example**, pupils should be tolerant and forgive their classmates' mistakes. **Also**, they can tell their parents if they are bullied or report it to the school principals because those bullies must be punished severely. **Furthermore**, we should support the victims of violence and protect them **otherwise** they will turn to violence themselves.

Conclusion

To sum up, violence is a serious problem that threatens schools. **But**, fighting it is the responsibility of all pupils in order to have a peaceful and happy school life.

4 / Cheating : Why do pupils cheat in exams ?

Reasons	Consequences	Solutions
<ul style="list-style-type: none"> Laziness : pupils are lazy and don't care about their education seriously Pupils think that school is about grades and not learning. Get good marks: cheating can help them succeed. Lack of self- confidence : they can't rely on themselves. They think they don't understand well and they are too weak to get good grades. 	<ul style="list-style-type: none"> Pupils who are caught cheating will be punished and expelled from school for at least 15 days. Cheaters feel guilty and ashamed. They are no longer respected and trusted by their teachers. Cheating has a negative effect on pupils' learning and future. They don't have the necessary skills and competence to be successful. They have less chance to be employed (have a job) 	<ul style="list-style-type: none"> Pupils should realize that school is about learning and not grades. Work harder to get good marks. Cheating is a bad habit that leads to fake success and not a real one pupils revise well for their exams pupils review their lessons regularly and should be attentive in class.





Module ③	Environment & health	Language summary	9 th Formers	Teacher: Mery lam
Lesson :	Grammar & functions	Vocabulary		
(1) Air and land Pollution	Sequencing events : <ul style="list-style-type: none"> Linkers : <ul style="list-style-type: none"> ➤ Because → cause e.g: The air is polluted because factories release fumes. ➤ So , result in , as a result , therefore , that's why → result , effect , consequence e.g: Pollution is dangerous. Therefore we should keep our environment clean. 	Hole in ozone layer : ozone layer depletion : destruction fumes = smoke : harmful gases released by ars/factories to release : let fall in the air smog : smoke + fog to accumulate (v) = increase acid rain : rain polluted by acid substances inflammable (adj) : catch fire easily e.g : solvents , glues.. Exposure (to noise) : contact with s.th Toxic (adj) = poisonous Contaminated (fish, food..) : dirty fish /food (adj) Diseases : sicknesses : lung cancer, heart attack ... Deafness : inability to hear		
(2) Smoking And Health	Expressing possibility : <ul style="list-style-type: none"> May / might / could e.g : -Smokers may suffer from lung cancer - Smoking could damage your health - Smoking might lead to heart attack 	Smoker =/= non-smoker To give up = quit = stop (smoking) To damage = cause harm = ruin = destroy To dump (sewage, waste): empty out into the sea ... Cigarette addict : heavy smoker/ addictive (adj) Prohibited = forbidden = not allowed (smoking) Spray pesticides : chemicals used by farmers to kill insects Nag at s.o : complain , criticize repeatedly Nasty (habit) : unpleasant , bad To disapprove of = disagree with : not to accept Careless (adj) : don't care , indifferent Tooth decay : tooth destruction (n) , destroy (v)		
(3) Pollution A threat to the environment	Relative pronouns <ul style="list-style-type: none"> Who → person e.g: people who / that cut down trees should be punished . Which → things e.g: He inhaled the fumes which / that are toxic That → things / People 	Waste = rubbish = garbage = litter = trash (n) Landfill : place where waste is discharged and buried To discharge = throw away = get rid of (rubbish) Threat (n) = danger , threaten (v) = cause harm Impact = effect (n) , affect (v) Collect = pick up (rubbish) Pure = clean (air) Visible (you can see) =/= invisible (can't see it) Campaign (n/v): activities organized to accomplish a goal. Smoky (adj)fire : causing smoke or fumes To inhale = breathe in (air , smoke ...) The coast (n) : seashore		
(4) Save the Earth	<ul style="list-style-type: none"> Giving advice : e.g: We shouldn't cut down trees. We should/ought to plant trees. Obligation : e.g: We must punish the offenders Prohibition : e.g: Don't cut down trees; You mustn't hunt wild animals. 	Prohibit logging = forbid = ban cutting down trees To prevent : stop , avoid Offender : person who breaks the law Creatures : living things (animals, humans) Hunter : person who kills animals for food / money... To regret : feel sorry , wish you had not done something Jumbo jet : plane Go on a diet : eat less to lose weight Endangered species : animals in danger of extinction (death) Habitat : environment in which animals live To save = protect = preserve Earth = planet		
(5) Let's everyday be an earth day	Compound nouns: <ul style="list-style-type: none"> Noun + noun : earth day Noun + er noun: football player Gerund + noun: eating habits Noun + gerund : wind surfing 	Litter bins : garbage cans Organic food: natural , produced with no pesticides Eat sparingly : eat in very small quantity Eat generously : without limits , a lot Fatty, Sugary, Salty (adj): food contains a lot of: fat, sugar , salt. Crunchy : make noise when you eat it (e.g : chips) Legumes : vegetables To recycle : treat waste and reuse it again Tasteless (food) : has no flavour		





Writing hints & topics :

1/ Smoking :

Smoking is bad for health. Millions of people smoke. Some are cigarette addicts while others have just started smoking. Smokers tend to die younger than non-smokers. They may also catch diseases such as lung cancer and asthma. The nicotine in tobacco is addictive. That means that when you start smoking, you won't be able to give it up easily. In addition, smoking may cause breathing problems. For these reasons, it's better not to start smoking. If you have already started smoking, try to stop before it will be too late.

To quit this nasty habit, it's necessary to have the desire to give it up. You should avoid stress and keep yourself busy. Try also to practise sports to keep fit and healthy.

2/ Pollution : effects and solutions

A/ Pollution has become a serious threat to the environment. The air we breathe, the water we drink and the land we live on are all polluted. People cause pollution. They throw rubbish everywhere. Factories and vehicles (cars...) release fumes into the air. Ships and tanks spill oil into the sea.

The effects of pollution on the environment are catastrophic. In fact, serious diseases have become very common nowadays such as cancer and heart diseases. Animal species have become extinct. Added to that, the forests which provide us with oxygen are destroyed because of logging and forests fire.

If we don't react urgently, our survival on the earth will be at risk. The first step to avoid this problem is to sensitize people about the dangers of pollution. The second thing to be done is to punish those who don't react positively and continue polluting the environment. Besides, let's use solar energy instead of fuels. Planting trees, getting rid of rubbish properly and saving wild animals and nature are other significant solutions to this threat.

B / I have noticed that many offenders kill birds and animals illegally. They forget that **wild life** with its diversities is part of our environment that we should preserve. Wild life is very important in the balance of nature. Yet, thousands of animals are killed every day. Millions of trees are cut and more other thousands of sea species are fished. Unless we react urgently, the Earth will become a large desert within hundreds of years. Nothing is more beautiful than the sight of green trees, animals and birds in the forest. So, let's work together to protect endangered species from extinction by prohibiting overhunting and punishing the offenders. It's high time we cooperated for the benefit of our nature and environment.

3 / To stay healthy :

To keep fit and stay healthy we should follow some advice. **First**, we should have a balanced diet. That means, we should eat less fatty and sugary food. Instead, we should eat organic food , fresh fruit and vegetables. **Second** , we should practise sports every day. Doctors usually advise people to go jogging or running daily. **Finally**, we have to avoid smoking because it's addictive and harmful to our health.





Module 4 : Services		Language summary	9 th Formers	Teacher: Mery lam
Lesson :	Grammar & functions		Vocabulary	
(1) At the airport	Polite request : <ul style="list-style-type: none"> Would you mind + Verb+ ing Would you mind giving your ticket, please ? Could you + VP : Could you fasten your seat belt, please ? 		Services(n) : things we need such as transport, hospitals, hotels ... Boarding pass(n) = plane ticket / card Aisle seat / window seat (plane) Flight(n) : trip on a plane Flight attendant(n) : steward ,stewardess who serves passengers on a plane Fasten a belt (v) : attach / close a belt Planes take off (depart) =/= land (arrive) (v) Railway station = train station (n)	
(2) Internet shopping	Warning : <ul style="list-style-type: none"> Mind + NP (beware of) : Mind hackers when you buy goods online ! Beware of hackers ! Look out ! : Look out ! Internet shopping is not always safe. 		Exchange(v) (files...) : give them to each other Chat (v) to s.o : talk to s.o Website(v) : internet page Surf (v) the net: spend time finding things on the net Hackers(n) : computer users who do illegal things Huge (adj) = many = a lot of Benefits(n) = advantages Drawbacks(n) = disadvantages Secure(adj) : safe / protected/ security , safety (n)	
(3) Tourism	<ul style="list-style-type: none"> Present perfect tense : Have / has + past participle Tunisia has made a huge progress in tourism I have visited many monuments. Thanking : It's very nice / kind of you 		Amount of s.th (n) = quantity Progress(n) = development/growth/ improvement Make progress in s.th (v) : develop , improve experience comfort (v) : feel relaxed because you have everything you need achieve (v) = realize = complete (a goal, dream...) Field of tourism : domain of tourism Booking (n) = reservation / book (v) a ticket, a hotel room.. Monuments(n) = ruins : historical buildings (castle...)	
(4) Transport	First conditional : <ul style="list-style-type: none"> If + presentwill + V (inf) (future) If you travel by train , you will enjoy the landscape . 		Convenient (adj) = suitable Frequent (adj) = happens very often Available(adj) = easily found= obtainable Throughout / all over (the world) Enquire (v) : ask for information/ enquiry (n) Suburb (n) : area surrounding the city Comfortable (adj) = at ease Risky(adj) = dangerous = not safe Costly(adj) = expensive Family outing(n) = day out = family trip Economical(adj) : using money , goods ... carefully Go sightseeing(v) : travel around visiting interesting places	
(5) Communication	Gerund (verb + ing) : <ul style="list-style-type: none"> Subject : Chatting is my favoutite pastime. After certain verbs(like,enjoy, finish,hate,,) She enjoys surfing the net. I like drawing After prepositions : After / Before shopping , she went to a restaurant. Noun formation : Gerund + noun : swimming pool Noun + Gerund : business meeting 		Seller(n) : person who sells things / sell =/= buy come round (v) (a place) : come there to see s.o Reception desk : (hotels, banks ..) : office that gives information to visitors Someone joins another : goes to the same place to meet s.o Join (activity) : take part in it/ involved in it look forward to seeing you : want/like to see s.o call s.o (v) = ring up = to telephone s.o	

s.o = someone / s.th = something / (n) = noun / (adj) = adjective / (v) = verb





Writing hints & topics :

1/ Online Shopping benefits and drawbacks :

Benefits (advantages) of internet shopping (+)	Drawbacks (disadvantages) of internet shopping (-)
<ul style="list-style-type: none"> - a new way of shopping for goods and services. - convenient and easy to use : you can shop all the day long, 7 days a week. - It saves you time : you buy your goods in few minutes from your home. - It saves you money : goods will be delivered home ,so there's no parking fees. - It gives you the opportunity to compare prices easily on different websites. - There is no pressure online : no salesman to urge you to buy an item. 	<ul style="list-style-type: none"> - You don't receive goods immediately because they must be shipped to you. - It's not always safe to pay by credit card over the internet; You can be a victim of hackers. - You don't know the quality of the product. - You can't touch, see and test the product beforehand because online stores only show product description and photos which can be misleading.

2/ Tourism :

A/ Tourism is certainly one of the fields that offer a lot of things to people who want to entertain themselves and to forget about everyday stress. In Tunisia, for example, tourism has made a lot of progress. Many hotels offer comfort and luxury to tourists who now come from all over the world to enjoy the sandy beaches in Tunisia or to go sightseeing and visit its historical monuments such as Eljem theatre or Carthage theatre which are famous Roman ruins.

B/ Tourism is travelling for pleasure or enjoying yourself away from the place you live . People like travelling for different reasons. They want to have fun, to visit other countries or to learn about other cultures. Tourists go to various destinations that have lovely beaches and wonderful nature. In the last few decades tourism has grown very much, mostly because people's lifestyles have changed. They don't want to stay at home any more. They spend more money on travelling than previous generations did. Travelling has also become cheaper and more affordable.

3/ Internet advantages and disadvantages :

Internet advantages:

The internet has become an essential part of our life. It's widely used by people of all ages because it offers them huge benefits . The internet is **not only** a source of information and a means of entertainment **but also** a convenient way of communication and shopping. People can use it to chat to their friends and exchange files with them. They can **also** download music , look for information and buy goods online. **In addition**, the internet facilitates people's life. **For instance**, they can book hotel rooms for their holidays and pay their bills from their homes. **Therefore**, the internet saves them time and money.

Internet disadvantages:

There's no doubt that the internet is useful and offers many services to people. However, it has some drawbacks. **Firstly**, it has a negative impact on people's health. **For example** , spending too much time in front of computer screen can harm the eyes and the brain. **Secondly**, children and teenagers may become addicted to online games which are most of the time violent. Some of these games, such as Blue Whale, are so harmful that urge teenagers and children to harm themselves and even commit suicide. Therefore, these online games could affect teenagers' physical and mental health. **Moreover**, the internet is not always safe. Some websites are dangerous and people, particularly youngsters may be victims of cyber bullying and hackers. **Furthermore** , the internet can distract pupils from their homework and consequently affect their school results. **Last but not least**, the internet has decreased face-to-face communication and interaction with family members.

4/ Means of transport advantages and disadvantages : Activity Book page 116

Travelling by plane has both advantages and disadvantages. **On one hand**, it is the fastest means of transport. It is **also** more comfortable than the train and the bus. **Moreover**, travelling by plane is safe. Therefore, aircraft accidents are quite rare. **On the other hand**, travelling by plane can be more expensive than travelling by other means of transport. It's also strictly dependent on time. **That is to say** , you have to buy the plane ticket in advance. **In addition**, unlike the train , there is no sightseeing on travelling by plane. **Furthermore**, some people are afraid of heights and may feel uncomfortable and scared.





Module 5 : Entertainment Language summary 9th Formers Teacher: Mery lam

Lesson :	Grammar & functions	Vocabulary
(1) Means of entertainment	Expressing certainty : <ul style="list-style-type: none"> I'm sure that clause I'm sure that you'll enjoy going on the rides No doubt + declarative sentence: No doubt he'll come soon. Don't worry. Expressing uncertainty : <ul style="list-style-type: none"> Maybe / Perhaps : Maybe / Perhaps we'll go on family outing next week 	entertain(v) = amuse , enjoy oneself disc-based technology(n) : CD,DVD games take over(v) = replace interrupt(v) = disturb giant (adj) : big and large annoy(v) : bother, make s.o angry Dolby system(n) : reduce the background noise (cinema) walk-in cinema (n) : open-air cinema pastimes = leisure / free time activities =entertainment
(2) Eating out	Exclamations (expressing surprise) : <ul style="list-style-type: none"> It's a surprise ! What a surprise ! (+ noun) How nice ! / wonderful ! (+ adj) How nice to + Verb ! Expressing satisfaction : <ul style="list-style-type: none"> This is just what I wanted / needed. 	Make up one's mind(v) : decide , choose Order(v) : ask for a meal Diet coke(n) : sugar-free soft drink Vegetarian(n) : person who doesn't eat meat or fish dressing : salad sause starter : first course of a meal waiter/ waitress(n) : person who serves food in restaurants/cafes barbecued(adj) : grilled food
(3) Where shall we go ?	Making suggestion : <ul style="list-style-type: none"> Shall we + Verb (infinitive) ? I suggest that + clause Why don't we, you + V ...? What / How about + V+ing...? Let's +V 	Performance (n) = show(seal show): presentation of artistic work Wild (adj) ≠ domestic (animals) = pets Flavor(n) = taste (food) Exotic (food) : unusual , out of the ordinary Windsurfing(n) : (sport activity) = riding waves Acrobat (n/person) = entertainer in a circus fun fair(n) : amusement park (go on rides) mall = supermarket
(4) Let's watch a film	Expressing regret : <ul style="list-style-type: none"> I'm so/ very sorry that + clause I'm so sorry that I made you feel sad I regret + noun / + Ving I regret disobeying my father 	Take away (v) = take s.o with you and stay in another place Run away(v) = escape = flee (from dangers , from police) Come across (v) : meet s.o by chance Disobey(v) : not to respect an order Creatures (sea): animals (n) Adventurous (adj) : s.o who is willing to take risks Fish tank (n) : container for fish Rescue (v) = save from danger
(5) Stars' pastimes	Showing interest : <ul style="list-style-type: none"> I'd like to know more about ... It sounds interesting I'm interested in ... Showing indifference : <ul style="list-style-type: none"> I don't mind / care ... 	Act (v) : have a role (in a film) / actor /actress = film stars Fade (v) : disappear , go away , you can no longer see it Sound (v) = seem Famous (adj) = well-known person = celebrity Lyrics (n) : words of a song Award (n) = prize A single (n) : main song on a CD A yacht (n) : large boat for pleasure trips Skateboarding (n) : activity of riding on skateboard

s.o = someone / s.th = something / (n) = noun / (adj) = adjective / (v) = verb

Writing topics : (Teenagers' favourite pastimes / Different means of entertainment)

1/ Going to the cinema :

We all enjoy watching different types of films. Action films are the most popular ones among teenagers. Personally speaking, I love different types of films. I prefer watching adventure movies. Last Saturday, I saw "Mission impossible" at the cinema . It's one of the greatest films in the world. I also love watching films about nature because you can learn a lot by watching them. I like historical movies as well. It's interesting to watch past stories come alive on the screen.

2 / Favourite place for entertainment :

The zoo is my favourite place for entertainment. In fact, it's an occasion to see wild animals such as lions, tigers and crocodiles. It's really safer and more enjoyable to see these animals which are kept in cages than to see them in the jungle. It's also a chance to learn a lot about these animals and their habits. We can feed monkeys or gazelles. In brief, going to the zoo is really entertaining and a great fun for me.

3/Tunisian teenagers' leisure time activities.

Teenagers in Tunisia like different types of entertainment. Many young people are interested in music. They use the internet to listen to music or watch videos on You Tube. Some others prefer attending sports events, hanging around with their friends or going to concerts and festivals in summer holidays. In fact, just as everywhere else in the world, using social media such as Facebook and Instagram to chat with friends or watch things online remain the most popular forms of entertainment among teenagers.





Module 6 : Civility		Language summary	9 th Formers	Teacher: Mery lam
Lesson :	Grammar & functions	Vocabulary		
(1) Voluntary Work	<p>➤ Expressing ability :</p> <p>You can / are able to take part in house chores.</p> <p>➤ Expressing inability :</p> <p>He can't / is unable to survive because of starvation.</p>	<p>-take part in (v) = participate in (activity...)</p> <p>-the needy (n/ pl) : poor people</p> <p>-the homeless : people without homes</p> <p>-the disabled : the handicapped (the crippled, the blind, the deaf..)</p> <p>- volunteer (v) to do s.th / volunteer (n/Person) /voluntary work</p> <p>Volunteerism (n)</p> <p>- Cruel (adj) : s.o who causes pain to people / animals</p> <p>- donate (v) = give (money, blood...) for free / donation (n) donor (person)</p> <p>- stand by s.o (v) = support , help</p> <p>-Survive (v) : continue to live</p> <p>-Lack of (food) = absence of = shortage of</p> <p>-Give a hand (v) = lend a hand = help , support</p> <p>-beneficiary (n) : person who receives benefits from a charity</p>		
(2) Volunteering Kids	<p>Offering help :</p> <ul style="list-style-type: none"> Can I help you ? What can I do for you ? to help you ? How can I help you ? Do you need any help ? 	<p>-join(v) a club... : become a member of it</p> <p>-come forward (v) : be willing and ready to do s.th</p> <p>-establish (v) = found = create an organization.</p> <p>-membership(n): being member of an organization</p> <p>-involve (v) in/ with : take part in s.th</p> <p>-foreign : other country not yours</p> <p>-sponsor (v/n) : to agree to give s.o money for a charity</p>		
(3) How to be Cooperative	<p>Past progressive (continuous) : describing a past action in progress</p> <ul style="list-style-type: none"> Was / were + Ving <p>They were helping each other</p>	<p>-Hard time = difficult time</p> <p>-Cooperate = collaborate : work together , work with others</p> <p>Cooperative (adj) / Cooperation (n)</p> <p>-Trust (n) = have faith/ confidence on s.o</p> <p>-figure out : understand and solve a problem</p> <p>-carry out = continue to do s.th / complete</p> <p>-peers : people have same age as you : classmates</p>		
(4) Clubs , Associations and Charities	<p>Expressing opinion :</p> <ul style="list-style-type: none"> I think that I believe that + Ving / + Noun <p>I believe that volunteering is a good experience.</p> <p>I think that the best way to support the needy is being a charitable donor.</p>	<p>-opportunity = chance</p> <p>-mission = role , aim , goal</p> <p>-first hand (knowledge/ experience) : direct / immediate</p> <p>-income = money = salary</p> <p>-provide = give = offer</p> <p>-equipment : wheelchairs, walking sticks, stair lifts for the disabled</p> <p>-make someone's face light up: make s.o laugh , be happy</p> <p>-stuffed stockings = collection of things given as a gift</p>		
(5) Tolerance and Respect for Others	<p>Expressing hope :</p> <ul style="list-style-type: none"> I hope that + clause <p>I hope that we live in peace in every part of the world.</p> <p>She hoped that she could help the immigrants.</p>	<p>- unable to fit in : can't be part of society</p> <p>-hang out with (friends) = spend time with them</p> <p>-comfort (v) : cheer s.o up / sympathize with s.o</p> <p>-in trouble = have problems</p> <p>-immigrants = people who immigrate to other countries</p> <p>-refugees: people who run away from their counties because of war</p> <p>-peacemaker : s.o who makes peace between 2 sides</p> <p>-conflict : disagreement, argument about s.th</p> <p>-flee = run away = leave a place</p> <p>-reconciliation : being friends again/ reconcile (v)</p> <p>-torture(v): act of causing pain and physical suffering</p> <p>-resolve (v) = solve : find solution</p>		

s.o = someone / s.th = something / (n) = noun / (adj) = adjective / (v) = verb

Writing hints & topics :

1/ VOLUNTARY WORK :

Benefits of volunteering

- Volunteering means giving your time to help others for free and without being forced.
- It maintains the values of cooperation, humanitarianism and public spirit.
- It's an opportunity to share and learn new skills.
- Working as a volunteer can help you meet new people and make new friends.
- The world will be better place if people do voluntary work.





What can you do as a volunteer ?

Volunteering can take many forms. For example, you can :

- Donate money and clothes to the needy.
- Visit the elderly in nursing homes to keep them company and offer them gifts.
- Give a hand to the orphans and stand by them.
- Sponsor a charity and make donations.
- Join charitable organizations, associations or clubs which raise money to support those in need.
- Provide the disabled with some medical equipment such as wheelchairs and walking sticks .
- Take part in campaigns for planting trees and protecting the environment.
- Help the refugees and provide them with shelter, camps or food.

Encourage people to volunteer :

- Don't think twice and start making a difference in someone's life.
- Nothing can teach hope and kindness like volunteering to help others.
- Make donations and you'll give hope and life to many people.
- Volunteering is a meaningful experience for all of us. Don't miss the chance to go through it.

2/ COOPERATION : (group work , team work)

Advantages of cooperation

- ❖ Cooperation means working together and helping each other.
- ❖ Many human activities require cooperation: voluntary work, family responsibilities, project work
- ❖ When you cooperate you share thoughts and ideas.
- ❖ It can save time and make the work easier and lighter.
- ❖ Working with others is a good fun
- ❖ It maintains human relationships.

How can people cooperate ?

- ❖ Family members should cooperate and share family responsibilities.
- ❖ Cooperate to do voluntary work
- ❖ Parents cooperate with each other to ensure their children's good upbringing.
- ❖ Pupils cooperate to do a project work for better understanding and good results.
- ❖ People cooperate to protect the environment.

Encourage people to cooperate

- ❖ "Many hands make a light work", so cooperate to make the work easier and more enjoyable.
- ❖ Give it a try and you will realize the difference.

3 / TOLERANCE

- Tolerance is the ability to accept the difference (allow others to say and do as they like)
- Respect others regardless of their race, religion , age , gender or opinion.
- Tolerance is mutual respect through mutual understanding.
- We may disagree with others but we should treat them with respect and dignity.
- It's important to live together in harmony despite our differences.
- The spirit of tolerance and acceptance should be highlighted and emphasized.

4 / Writing a report about an experience , a visit , describing past events ...

I had the most exciting experience of my life last (month, week, summer holidays...)

My friends and I went to (an orphanage , a nursing home , a refugee camp ...). When we arrived there the (children, the elderly, the refugees...) welcomed us warmly and gave us a big smile. They were extremely glad when we offer them gifts and some food. We saw how their faces lighted up with joy and happiness. Then we cheered them up by organizing a small birthday party for the (youngest, the eldest) of them. It was a great fun! It was an exciting experience I will never forget.

I highly recommend doing voluntary work to help others. Don't think twice and take part in such humanitarian actions. I'm sure it will be a meaningful and a unique experience for you. So, don't miss the chance to be a volunteer.





	<p>e.g : as old as as many + countable noun + as e.g : as many friends , brothers as much + uncountable noun + as e.g : as much water , mills , food</p> <p>نسخة متوفرة فقط لدى: GOLDEN BAC 94.193.616</p>	<p>To purchase (v) = to buy To overspend(v) = to waste = to squander (money) Addiction(n) : can't stop doing s.th / addictive (adj) To be addicted to (cigarettes , internet ..) To increase = to raise # to reduce Allowance (n) = pocket money</p>
Safety at home	<p>Expressing contrast : While / whereas e.g : while my mother is lenient , my father is very severe e.g : im moody whereas my sister is patient</p>	<p>Safe # dangerous (adj) safety (n) , danger (n) To bite (v) : cut / hurt using your teeth Dog bites(n) / cat bites Owner (n) = person who owns / has (a cat , a dog ...) Isolated (adj) dog = lonely dog Isolation = loneliness(n) Hasard = danger = risk (n) To supervise (v) = to watch = to control (a child) To occur(v) = to happen= to take place</p>

N : Noun / adj = adjective / V : verb / S.O : something / s.th : something

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Annexe Vos Repères

Vous trouverez ici un bref rappel de quelques règles grammaticales. Lisez-les avec intérêt.

L'expression du temps

A/ Dans la phrase simple : emploi d'adverbes (bientôt, demain = **date** / longtemps, toujours, souvent = **durée, fréquence, répétition**) ; de **G.N.** avec ou sans préposition (la nuit, le matin, cette année, après le concours, durant la révision...) ; d'un infinitif (avant de partir ; en attendant de faire...) ; d'un gérondif (en travaillant, en révisant...)

B/ Dans la phrase complexe : a- proposition subordonnée circonstancielle : il faut vérifier le **rapport temporel** pour situer l'action de cette subordonnée par rapport à celle de la proposition principale et bien choisir le **mot subordonnant**.

* **antériorité** : l'action exprimée par le verbe de la principale se passe **avant** celle exprimée par le verbe de la sub. de temps. (avant que, en attendant que, jusqu'à ce que + **subjonctif**.) / * **simultanéité** : les deux actions se passent **en même temps** (alors que, tandis que, pendant que, au moment où...) / * **postériorité** : l'action exprimée par le verbe de la principale a lieu **après** celle exprimée par le verbe de la sub. de temps. (après que, dès que, quand, lorsque ...)

b- proposition participiale (participe présent ou passé)

Ex. - Ayant terminé le travail, je ... / - Une fois le travail **achevé**, je ...
Remarque : la concordance des temps doit être respectée : (* le passé composé exprime l'antériorité par rapport au présent / * le plus-que-parfait exprime l'antériorité par rapport au passé simple et à l'imparfait. / * le futur antérieur exprime l'antériorité par rapport au futur simple. / **Ex. * Dès qu'il avait appris** la nouvelle de sa réussite, **il se mit** à préparer une fête. / * **Il commencera** à travailler aussitôt qu'il **aura obtenu** son diplôme.

La proposition subordonnée relative

* C'est une expansion du G.N. qui joue le même rôle qu'un adjectif qualificatif **épithète, apposé** ou un **G.N. apposé** ou encore un **G.N.P. c. de nom**. On introduit la **relative** par :

a- des pronoms relatifs de **forme simple** : forme **invariable**.
- **qui** : toujours **sujet** du verbe de la relative. (peut être remplacé par « **lequel** » : variable selon l'antécédent.) / - **que** : C.O.D. du verbe de la relative. / - **où** : C.C. de lieu ou de temps. / - **dont** : C.O.I. du verbe de la relative ; C. de nom ou encore C. de l'adjectif. (son emploi nécessite la présence de la préposition « **de** » qui accompagne le verbe, le nom ou l'adjectif : se souvenir **de**, être fier **de**, les chansons **de** cet album...) **Ex. * Je me souviens de cette fête... → Cette fête dont je me souviens...**

* **J'ai appris toutes les chansons du répertoire... → Le répertoire dont j'ai appris ...**

* **Je suis fier de cet exploit → Cet exploit dont je suis fier ...**

b- des pronoms relatifs de **forme composée** : = **préposition** ou locution prépositive avec laquelle se construit le verbe de la relative + **lequel**, pronom **variable** selon le **genre et le nombre de l'antécédent**. **Ex. * avec lequel** / * **auxquels** / * **autour de laquelle** / * **à l'ombre desquels** / * **sur lequel** / * **sans lesquelles** ... (On peut dire aussi : **à qui**, **pour qui**... si l'antécédent désigne une **personne**.) **Ex. * Le garagiste chez qui (chez lequel) le pauvre enfant travaille** est très sévère. / * **Les enfants avec lesquels (avec qui) je sympathise** sont orphelins. **Mais** : les outils **avec lesquels** je travaille, sont sophistiqués.





La forme passive

- * L'**objet** de l'action est mis en valeur. / * le **sujet** grammatical **subit** l'action exprimée par le verbe. / * l'**auxiliaire** « être » est obligatoirement présent : il se conjugue au **temps** et au **mode** du verbe de la phrase active et on le fait suivre du **participe passé** de ce verbe sans oublier de l'**accorder**.
- * C'est le **C.O.D.** du verbe de la phrase active qui devient **sujet** dans la phrase passive.
- * C'est le **sujet** du verbe de la phrase active qui devient souvent **complément d'agent** dans la phrase passive. On l'introduit généralement par les prépositions « par ». On emploie aussi « de » si le verbe exprime un sentiment ou un état (couvert de... ; passionné de...) **Ex.** Je suis passionnée **de** musique. / Le tapis est couvert **de** fleurs.
- * Le complément d'agent n'est pas un constituant essentiel de la phrase passive. On peut s'en passer. D'ailleurs, si le sujet actif est : « on » ou un autre **pronom personnel**, on ne met pas de complément d'agent. / **Ex.** On a puni cet enfant. → Cet enfant a été puni.
- * Seuls les verbes **transitifs directs** admettent la transformation passive.
- * Certains verbes **n'ont pas de passif** : avoir, vouloir, pouvoir, posséder.
- * D'autres qui sont déjà de sens passif (comme : recevoir un prix) changent de sens si on les transforme. **Mais** : recevoir quelqu'un n'est pas de sens passif : il signifie : accueillir. **Ex.** Le directeur m'a bien reçu. → J'ai été bien reçu par le directeur.
- * Certains verbes employés au **sens figuré** (**peser** le pour et le contre, le visage de ... **respire** la santé...) ne peuvent pas être transformés, car ainsi, ils retrouvent leur **sens premier**.
- * D'autres verbes employés dans des expressions figées (comprendre, compter...) ne peuvent être mis à la forme passive. / **Ex.** La Tunisie **compte** douze mille habitants.

Les pronoms personnels C.O.D. / C.O.I.

Ce sont des procédés de reprise qui remplacent un G.N., un adjectif qualificatif ou une proposition sans changer sa fonction syntaxique. Ainsi, on trouve :

a- pronoms C.O.D. (me- te- se- le- la (l')- nous- vous- les- **en** (si le G.N.C.O.D. est introduit par un article partitif : **du** café, **de** la limonade...). D'ailleurs, si le nombre ou la quantité est précisée, on l'ajoute à la fin de la phrase. / **Ex.** Regarde ces livres, j'**en** ai acheté **trois**.

b- pronoms C.O.I. (me- te- se- lui, (à lui, de lui) -à elle(s)- d'elle (s) - nous- vous- leur (à eux, d'eux) - **en** (si le verbe est construit avec « de » et que le nom désigne une **chose**) **Ex.** Je me souviens **de** ce concert. → Je m'**en** souviens. **Mais** : Je me souviens **de** cet athlète. → Je me souviens **de** lui.

-y ; si le verbe est construit avec « à » et que le nom désigne une **chose** aussi.

Ex. Je m'intéresse à ce métier. → Je m'**y** intéresse. **Mais** : Je m'intéresse à ces enfants. → Je m'intéresse à **eux**.

Place des pronoms complément dans la phrase

* Généralement **avant** le verbe, **sauf** à l'impératif affirmatif. **Ex.** Tu t'occupes de... → Occupe- **toi** de...

* **après** le verbe si le pronom est introduit par une préposition. **Ex.** Je rêve **de** lui.

* Si l'on a **deux** pronoms : **a-** celui qui désigne la 1ère ou la 2ème personne se place **avant** celui qui désigne la 3ème personne. **Sauf** à l'impératif affirmatif.

Ex. Tu me donnes ce disque. → Tu **me** le donnes. → Donne- **le** moi !

b- Si les deux désignent la 3ème personne, le pronom C.O.D. se place avant le pronom C.O.I. même à l'impératif affirmatif. / **Ex.** Tu **le** leur donnes. → Donne- **le** leur !

c- Les pronoms : **en** et **y** occupent toujours la **deuxième** position.

Ex. Il lui donne un peu de son temps libre. → Il **lui** **en** donne un peu.





L'expression de la cause, de la conséquence et du but

1/ La cause : la raison, le motif, l'explication d'un autre fait. Elle est toujours liée au résultat (la conséquence.) → **rapport logique** entre les deux.

A- Dans la phrase simple, la cause est exprimée par : * **un nom** (La cause de son retard est la panne de sa voiture.) / * **un verbe** (un court-circuit **provoqua** l'incendie.) / * **un G.N.P.** introduit par : **grâce à** (si la conséquence est jugée **positive**) ; **à cause de** (si la conséquence est jugée **négative**), **à force de**, **faute de** ou **par manque de**, **sous prétexte de** (fausse raison), **par**, **pour** (qui peut aussi être suivie d'un infinitif) / **Ex.** * Il m'a cassé mon instrument de musique **par** jalousie. / * Il a été puni **pour** méchanceté. (pour avoir été méchant.) / Je n'ai pas acheté un violon **faute de** moyens.

B- Dans la phrase complexe, on introduit la **prop.sub.de cause** par : ***par ce que**, **puisque**, **comme** (dans ce cas, elle se place toujours en tête de phrase), étant donné que, du moment que, vu que, sous prétexte que. / **Ex.** Il n'est pas venu à la fête sous prétexte qu'il était malade. / * **Comme** le jeune musicien joue bien du piano, le public se tait pour l'écouter.

2/ La conséquence : le résultat, l'effet produit par la cause ou qui en découle.

A- Dans la phrase simple, la conséquence est exprimée par : * **un nom** (le résultat, la conséquence) **Ex.** Sa réussite est le **résultat** (la **conséquence**) de ses entraînements réguliers. / * **un verbe** (résulter, venir de...) ou encore par un **infinitif** introduit par : **de manière à**, **de façon à**, **au point de** / **Ex.** Il travaille **au point de** perdre le souffle.

B- Dans la phrase complexe, la conséquence est exprimée dans une **prop. Sub.** introduite par : **de façon que** (de **telle façon que**), **de sorte que**, **de manière que**, **si bien que**, ou bien si elle est liée à une idée d'intensité, on emploie : **au point que**, **à tel point que**, **si..... que**, **tellement..... que**, **tant..... que**, / **Ex.** Son travail est **tellement** dur qu'il se sent exténué. / * Il exerce un métier intéressant **si bien** qu'il fait vivre ses enfants confortablement.

On peut aussi employer : **trop....pour que** (+ **subjonctif**) / **Ex.** Ce garçon est **trop** paresseux **pour que** son père ne le punisse pas.

*la **prop.sub.de conséquence** vient **toujours après** la proposition principale.

3/ Le but : ce que l'on cherche à atteindre ou à éviter.

A- Dans la phrase simple, le c.c. de but peut être un **G.N.** ou un **verbe à l'infinitif** précédé de : **pour**, **en vue de**, **de peur de**, **de crainte de** / **Ex.** *Il joue de sa flûte **pour** le plaisir. (pour se faire plaisir, **dans le but de** se faire plaisir.) / *Il travaille bien **de crainte** d'un échec. (de crainte d'échouer.)

B- Dans la phrase complexe, le but est exprimé dans une **prop. Sub.** introduite par : **pour que**, **afin que**, (ce que l'on cherche à atteindre), **de crainte que**, **de peur que** + **ne explétif** (ce que l'on cherche à éviter.)

Ex. * On doit donner de l'importance au travail **afin que** notre pays progresse. /

*On fait sortir les enfants bavards de la salle **de peur que** leur bruit **ne** devienne agaçant pour le musicien.

*Le **sujet** de la proposition principale et **celui** de la proposition subordonnée de but doivent être **différents**.

*Le **verbe** de la subordonnée de **but** est **toujours** mis au mode **subjonctif**.





L'accord du participe passé

- 1/ Le participe passé d'un verbe conjugué avec l'auxiliaire « être » s'accorde souvent en genre et en nombre avec le **sujet** de ce verbe. Ex. Elles sont sorties en promenade.
- 2/ Le participe passé d'un verbe conjugué avec l'auxiliaire « avoir » ne s'accorde jamais avec le sujet du verbe, mais plutôt avec le **complément d'objet direct quand celui-ci est placé avant** ce verbe. Ex. * La promenade qu'elles ont faite les a ravies. / * Les promeneurs ont déjeuné sur l'herbe.
- 3/ a- Le participe passé du **verbe pronominal** s'accorde en genre et en nombre avec le **sujet** quand le verbe est **essentiellement pronominal** comme : s'évanouir, s'enfuir, s'évader, s'emparer, s'abstenir, s'effondrer... ou de **sens passif** (le sujet subit l'action.) Ex. Les prisonniers se sont évadés, la nuit. / * La marchandise s'est vendue cher.
- b- Le participe passé du verbe pronominal s'accorde avec le **C.O.D.** placé avant le verbe si ce verbe est de **sens réfléchi** (le sujet fait l'action sur lui-même) ou **réciroque** (sujet toujours au pluriel et chacun de ses composants fait l'action sur l'autre.) On doit donc vérifier la fonction du pronom réfléchi (C.O.D. ou C.O.I. Ex. Elles se sont lavées. (se= C.O.D) mais Elles se sont lavé les mains. (se= C.O.I.) Ex. * Ils se sont téléphoné. (se=C.O.I.) / * Ils se sont salués. (se = C.O.D.)
- * Les cadeaux qu'elles se sont offerts étaient de valeur. (que =C.O.D. / se= C.O.I.)

L'adverbe en « ment »

L'adverbe en « ment » se forme à partir d'un adjectif.

1/ Règle générale

- * Quand l'adjectif se termine au masculin par une **consonne**, on forme l'adverbe en ajoutant le suffixe « ment » au **féminin** de l'adjectif. Ex. *heureux → heureuse → heureusement / * vif → vive → vivement. Mais : gentil → gentiment.
 - * Quand l'adjectif se termine par une voyelle (ai, é, i, u), le suffixe « ment » s'ajoute habituellement à la forme masculine de l'adjectif. Ex. * Vrai → vraiment / * poli → poliment / * modéré → modérément
 - mais : gai → galement ou gaîment.
 - * La plupart des adverbes dérivés d'adjectifs qui se terminent en « ent » se forment en remplaçant « ent » par « emment ». Ex. apparent → apparemment / * récent → récemment / Mais : lent → lentement
 - * Les adverbes dérivés d'adjectifs qui se terminent par « ant » se forment habituellement en remplaçant « ant » par « amment ». Ex. * courant → couramment / * brillant → brillamment
- #### 2/ Règles particulières
- * Certains adverbes dérivés d'adjectifs en « e » prennent un accent aigu sur cette lettre qui précède « ment ». Ex. *énorme → énormément / * uniforme → uniformément
 - *commun → communément / * confus → confusément / * précis → précisément / * obscur → obscurément / * profond → profondément / *aveugle → aveuglément.
 - * Certains adverbes dérivés d'adjectifs en « u » prennent un accent circonflexe sur le « u » alors que d'autres n'en prennent pas. Absolu → absolument / Mais : assidu → assidûment





L'accord de TOUT

Le mot **tout** peut être **adjectif**, **adverbe** ou **pronom**.

1/ S'il est **adjectif indéfini**, il s'accorde avec le nom qui suit et le **s** du mot **tous** est alors muet. **Ex.** **tout** le monde. / **Tous** les spectateurs.

2/ S'il est **pronom indéfini**, il prend le genre et le nombre du nom qu'il remplace et le **s** du mot **tous** se prononce. / **Ex.** **musiciens** sont **tous** sur scène.

3/ S'il est **adverbe** (il signifie alors **tout à fait**, **entièrement**), il est variable (pour raison d'euphonie) devant un adjectif **féminin** commençant par une consonne ou un **h** aspiré; il est invariable dans les autres cas. / **Ex.** Ils sont **tout** blancs, **tout** énervés, **tout** heureux. / Elle est **tout** heureuse, **toute** surprise / *Elles sont **toutes** contentes, **tout** attristées, **toutes** honteuses.

*Voici une liste d'adjectifs commençant par un « **h** » aspiré (au féminin)

Malheureuse, hachée, haute, hautaine, hideuse, hiérarchique, honteuse, hâlée, handicapée, hantée, harassée, harcelée, hasardeuse, hâtive, hérissée, hurlante.

L'accord des adjectifs de couleur

1/ Les adjectifs de couleur suivent la règle générale de l'accord de l'adjectif. Ils s'accordent **en genre et en nombre** avec les noms auxquels ils se rapportent.

Ex. Elle porte une robe **blanche** ; Ils sont **verts** de rage.

2/ Les **noms** employés comme **adjectifs de couleur** restent **invariables**. Ce sont en particulier les noms de fruit, de fleurs, de pierres précieuses etc. : **cerise, crème, noisette, turquoise, fraise, émeraude, kaki, orange, paille, pêche...**

sauf : **écarlate- mauve- pourpre- rose- fauve-** qui sont d'anciens noms devenus adjectifs. **Ex.*** des yeux **noisette** / * des serviettes **orange** / * des chemises **marron** / *des guirlandes **roses**.

3/* Les **adjectifs de couleur composés** avec ou sans trait d'union, formés de deux adjectifs de couleur ou d'un adjectif de couleur et d'un autre mot comme **clair, foncé...** sont invariables.

Ex. une jupe **bleu marine** – des costumes **bleu-noir** – des rideaux **jaune paille...**

* Les **adjectifs de couleur composés** formés d'éléments **coordonnés** par « **et** » ou **juxtaposés** restent invariables si chaque élément porte les deux couleurs et s'accordent si chaque élément a une couleur différente de l'autre.

Ex. des drapeaux **bleu, blanc, rouge** (chaque drapeau porte les trois couleurs) / - un bouquet de fleurs **blanches et rouges**. (il y a des fleurs blanches et des fleurs rouges)

Les homophones : quel (s) ; quelle(s) ; qu'elle (s)

1/ **quel** s'écrit en **un seul mot** : * quand il est un **adjectif interrogatif** ou **exclamatif**. Il s'accorde avec le **nom** qu'il accompagne. **Ex.** **Quel** crime a commis, Cosette ? /

Quelle malheureuse vie elle mène !

*Quand il est **pronom indéfini** dans la locution **concessive** « **quel que soit** », il s'accorde avec le **sujet** du verbe « **être** », toujours au **subjonctif**.

Ex. **Quelles** que soient les conditions de travail, je ne m'arrêterai que lorsque j'aurai fini.

2/ **quel** s'écrit en **deux mots** : * **qu'elle (s)** = **que** : **pronom relatif+elle** : **pronom personnel sujet** ; **Ex.** ...sa mère **qu'elle** n'avait pas connue.

* **qu'elle (s)** = **que** : **conjonction de subordination+ elle** : **pronom personnel sujet**. / **Ex.** Je pense **qu'elle** n'est pas capable de vivre seule.

***qu'elle(s)** = **que** : **adverbe exclamatif + elle** : **pronom personnel sujet**. / **Ex.** **Qu'elles** sont pitoyables, ces femmes de ménage !





Writing topics and tips

1-good family relationships :

- Parents take care of their children
- Parents are supportive , caring and understanding
- Children lean on their parents for help and support
- Children have good relationship with their siblings (brothers,sisters)
- Parents see eye to eye and never fight or argue

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2- bad family relationships

- Parents quarrel about everything (money , homework ...)
- Parents are strict and conservative they never discuss things with their children
- Siblings fight with one another
- Children disobey their parents rules

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3- sharing family responsibilities :

- It helps the family members build a closer relationship
- Household chores are easier when they are shared with family members
- There's no way that one person , usually the mother , can do everything at home
- It's not a problem for a father to rock a baby in his hands till he falls asleep
- Today, fathers don't mind doing shopping , cooking meals or washing the dishes and looking after children
- Parents should share their children's upbringing ; it's the responsibility of both parents to bring up their children well

-review worksheet : « module 1 lesson 2 : family responsibilities (group session) »

4- Generaion Gap

- It's the difference between parents and children in age , opinion , appearance and behaviour
- Children complain about their parents overprotection and supervision : they are pushy , over protective and strict.
- Children don't get on well with their parents : they argue with them over different issues.(pocket money , going out)

Parents complaints	Teenagers complaints
My children : <ul style="list-style-type: none"> - Don't help in the household chores - Dress badly and have ugly hairstyles - Have strange / bad friends - Watch too much TV 	My parents : <ul style="list-style-type: none"> - Disapprove of my friends , my appearance - Don't respect my private life - Always tell me what to do





- Spend too much time on the internet
- Don't listen to my advice
- Don't study enough , have bad results

- Nag about chores and home-work
- Criticize my spending habits (how to spend my pocket money)
- Don't listen to my opinion
- Don't give me enough pocket money to cover my expenses

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94.193.616**5-generation gap : problems and solutions**

Review worksheet Module 1 lesson 3 : Generation GAP (group session)

6-Pocket money

Nowadays children are given some amount of pocket money on a regular basis . They spend it on food and stationery , however , some children overspend their money on **useless** things such as sweets , chocolate or cigarettes.

They are **always** asking their parents for more.children don't realize that money is hard-earned and that their parents can't afford to give them as much money as they want. **In fact** , overspending has become an addiction for many kids, they can't stop it . therefore parents should teach them the importance of saving

7/safety at home

Parents should beware of the different hazards their children may risk at home and try to set safety rules to keep them safe. Children should avoid hugging or having face to face contact with pet dogs because they are common causes of dog bites.Second , tell your children to never disturb a dog that is sleeping , eating or protecting something.Besides, parents should supervise their children's interaction with the dog . Finally , Don't leave dogs isolated outside without any social interaction. Chained dogs are really aggressive and will certainly attack at the first chance they have.

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Language summary

Module II : Education

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lesson	Grammar and functions	Vocabulary
School memories	Expressing possession : Whose is this pen it belongs to me /it's mine The genitive : possessive 's' ➤ Noun(singular)+ 's'+Noun E.g :the Teacher's book Noun(plural) + ' + Noun E.g :the pupils ' tests Possessive adjectives pass.pronouns My(book) → it's mine His → His Her → hers Its → a Their → theirs Your → yours Our → ours	Memories : things you remember from the past To notice : become aware of(s.th)/(s.o) Mark = grade (n) To erase = remove s.th Test = exam(n)/to take = to sit for an exam To pass= to succeed in an exam # to fail in an exam To review= to revise for an exam Instead : in place of s.th Be proud of : happy with s.o/s.th To cheat : not to obey exam rules A cheat/a cheater(n, person), cheating(n) Fair(adj) = right = correct unfair Responsible (adj)# irresponsible Honest(adj) = who always tell the truth # dishonest
School rules	Expressing intention : S+am/is/are+going to + V(inf) e.g : He's going to be a doctor planned action S+present progressive+future words (tomorrow,next day..) e.g :i'm sitting for an exam tomorrow reflexive pronouns : myself,himself,herself,yourself,itself themselves,yourselves,ourselves e.g : i make the birthday cake myself he does his home-work himself	To dream : imagine events in your mind while sleeping To fall asleep # stay awake (adj) Unless : if not (unless you work harder , you'll not succeed) Earthquake : natural disaster Cool(adj)= calm person Loud noise : high sound Break rules # respect , obey rules Good at # bad at (english(n) , drawing(v+ing) To be fond of : love s.th very much To improve your english : make it better To get(=obtain) a diploma = degree To achieve = realize dreams , goals ... Private (school,lesson ...) # public
First day at school	Expressing completed action in the past : Simple past :verb+ed :	Fun(n), pleasant, enjoyable thing// funny (adj) To pretend : to lie : not to tell true things





	<p>He played football yesterday.</p> <p>Irregular verbs :</p> <p>I felt excited on my first day at school. i was happy to meet new friends.</p>	<p>Shake hands : greet , say hello</p> <p>To meet : to see someone by chance</p> <p>To forget # remember</p> <p>Adventure (n) : exciting, dangerous journey</p> <p>Fairy tale : an imaginary story (e.g : cinderella)</p>
Violence at school	<p>Expressing obligation in the :</p> <ul style="list-style-type: none"> • Present : have to / has to = must • Past : had to + Vinf • Future : will have to <p>E.g : -she has to / must respect school rules</p> <p>-they have to / must do their home-work</p> <p>-he failed his exam. He had to attend his lessons</p> <p>-he will have to revise for his exam to get good marks</p>	<p>To believe : think</p> <p>Used to : something done regularly in the past</p> <p>To move : to go to another place</p> <p>Accent(n) : the way to pronounce words</p> <p>To launt=tease = make fun of = laugh at someone</p> <p>To be mad = to be very angry</p> <p>To participate = take part in something</p> <p>Violent=agressive(adj)//violence=bullying(n)</p> <p>To yell=shout at someone # whisper</p> <p>To beat= hit = attack someone</p> <p>Optional#compulsory(obligatory) (adj)</p> <p>To apologize : say sorry</p>
School life	<p>Future tense</p> <ul style="list-style-type: none"> • S+will/won't=will not + verb(ing) • S+be(am,is,are)+thinking of + v(ing) • S+ intend(s) to + v(ing) • In ten years time, i will + v(ing) .. <p>E.g : -he will study abroad</p> <p>-she's thinking of leaving school</p> <p>-they intend to rent a house</p> <p>-in ten years time , i will move to France to study</p>	<p>To get on well with : have a friendly relationship with s.o</p> <p>To expect : anticipate # await for s.th</p> <p>To cover school expenses (n) : to pay for school things</p> <p>To reglire = to know</p> <p>Indeed (adv) : in fact</p> <p>To be sensitive about s.th(adj)= to be easily worried</p> <p>To rent (house ..) : pay money for using it</p> <p>Lost(adj)=can't find your way/ feel uncomfortable</p> <p>Upset= unhappy=disappointed (adj)</p> <p>Depressed=sad=miserable adj</p> <p>A loan : money you borrow from the bank</p> <p>Residence hall : university building where students live</p>

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Writing topics and tips

1-first day at school :

I have good memories. I still remember my first day at school. It was 9 years ago , when i was six. I felt so excited and happy because i didn't know school life. At that day , i got up early. I put on my new school uniform . i packed my schoolbag and went to school with my mother was big and nice. The teacher was smiling and kind . the classroom was clean and decorated with nice pictures. I met new classmates. We became good friends. I liked my school. It was a good fun

2-school memories

One of my best school memories is when i was 7th grade. I was excellent at English and arabic but i was not good at maths.one day, we were sitting for a maths exam but i didn't know the answers . behind me was sitting my classmate adam, who always got the best marks. He tried to help me by writing some answers on a small sheet of paper and passe dit to me. Once i took the paper , the teacher saw us cheating. He got angry and decided to punish us. We apologized to him but in vain . unluckly, we got zero both of us and my classmate kept blaming me forr what happened.

3-cheating : why de pupils cheat in exams ?

Reasons	Consequences	Solutions
<p>-Laziness :pupils are lazy and don't care about their education seriously</p> <p>-pupils think that school is about grades and not learning</p> <p>-get good marks cheating can help them succeed</p> <p>-lack of self-confidence , they can't rely on themselves.they think they don't understand well and they are too weak to get good grades</p>	<p>-pupils who are caught cheating will be punished and expelled fom school for at least 15 days</p> <p>-cheaters feel guilty and ashamed.</p> <p>-they are no longer respected and trusted by their teachers.</p> <p>-cheating has a negative effect on pupils' learning and future</p> <p>-they don't have the necessary skills and competence to be successful</p> <p>-they have less chance to be employed (have a job)</p>	<p>-pupils should realize that school is about learning and not grades.</p> <p>-work harder to get good marks.</p> <p>-cheating is a bad habit that leads to fake success and not a real one.</p> <p>-pupils revise well for their exams</p> <p>-pupils review their lessons regularly and should be attentive in class</p>

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3-school rules





Some pupils don't respect school rules. But, i think that these rules are very important for them . here are some rules that can help them get a better education and stay at school.

To start with, pupils must bring their books and attend their lessons if they want to have good results. **Also**, they must sit up straight and keep their legs for themselves. If they want to participate in class discussion, they have to raise their hands first.

Besides, they must watch their manners and treat each other with respect. For instance, they mustn't be violent and punch or kick their classmates. In addition to that , they have to keep their classroom clean and never leave rubbish on the floor. **Last but not least** , pupils must listen carefully to their teachers and stop making noise in order to achieve better results.

To sum up , i think up , i think that school rules maintain discipline. **therefore**, pupils will learn how to behave well and be responsible for themselves.

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4-school violence : (reasons and solutions)

Violence is becoming a serious problem in many schools nowadays. Pupils resort to violence for some reasons. However , working together , we can solve it

introduction

To start with pupils resort to violence because they want to show off and make their classmates believe that they are strong and powerful. they also like dominate and influence other pupils.

Moreover , some pupils are violent because they are teased or attacked by their mates. So , they try to defend themselves. Besides, some others can be violent just **because** they are jealous of their classmates success and good results.

However, violence whether verbal or physical is hurting and has bad effects on its victims. **That's why**, i think that we should work together to stop it as soon as possible. For example, pupils should be tolerant and forgive their classmates' mistakes. Also, they can tell their parents if they are bullied or report in to the school principals because those bullies must be punished severely. **Furthermore**, we should support the victims of violence and protect them otherwise they will turn to violence themselves.

body

To sum up, violence is a serious problem that threatens schools. There fore, it is the responsibility of all pupils to avoid it by behaving correctly, at school. It's only with respect , love and tolerance that pupils can enjoy school life.

conclusion

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Module 1 Family Relationships Language summary 9th Formers Teacher: Mery lam

Lesson :	Grammar & functions	Vocabulary
(1) Family relationships	Asking questions : <ul style="list-style-type: none"> • Wh- Question words : What -----> things / objects When -----> time Where -----> place Who -----> person Why -----> cause / reason How -----> manner Whose -----> possession 	Supportive = helpful and encouraging (adj) support = help (V/ N) Lean on someone = rely on = depend on To quarrel = to fight = to argue with s.o Quarrel (n) = fighting / fight = argument (n) Magic : mysterious quality, wonderful, exciting Severe = strict ≠ lenient (adj) Easy-going = calm and relaxed (adj) Wisdom (n): knowledge of what's true/right. Wise (adj) Miserable = unhappy = sad (adj) Orphanage (n) : place where orphans live Orphans : parentless children. To afford : have enough money to pay for s.th See eye to eye : agree with s.o about something get on well with : have a friendly relationship with s.o
(2) Sharing family responsibilities	Comparing : <ul style="list-style-type: none"> • Comparative form ➢ Short adjective + ER + (than) e.g: taller ➢ More + Long adjective + (than) e.g: more expensive • Superlative form : ➢ The + short adjective + est e.g: the tallest ➢ The most + long adjective e.g: the most supportive 	To feed : to give food to someone To bring up (a child) = look after = to take care of him Upbringing (n) Close = intimate (adj) Demanding (adj): need care / attention To share housework = participate in = take part in it Exciting (adj) : make you feel very happy Rock (v) (a baby) = swing : move s.th repeatedly from side to side
(3) Generation gap	Compound adjectives : <ul style="list-style-type: none"> • Adjective + (-) + noun + ed e.g: Open - minded • Adjective + (-) + gerund (verb+ing) e.g: Good- looking • Adverb + (-) + past participle e.g: Well- done 	To agree with = to approve of s.th or s.o ≠ ≠ To disagree with = to disapprove of agreement = approval (n) break the rules : not to respect them to sneak out : go out secretly embarrassed (adj) : feel shy , ashamed about s.th conservative (adj) = old-fashioned ≠ open-minded to obey (v) : accept rules ≠ disobey : refuse, reject rules obedient ≠ disobedient (adj) pig-headed = stubborn = obstinate (adj): refuse advice, different opinions ... be in trouble : have a problem conflict = serious disagreement/argument (n) about s.th
(4) Pocket money	Comparison of equality : <ul style="list-style-type: none"> • As + adjective + as e.g: as old as • As many + countable noun + as e.g: as many friends, brothers, books... • As much + uncountable noun + as e.g: as much water, milk, food, money... 	Stationery : school things : pens, pencils... Savings : money you have saved in a bank account ... to cover school expenses (n) : to pay for school things Raise Budget : money for particular purpose Extra = additional , more To purchase = to buy To overspend = to waste = to squander (money) Addiction (n): can't stop doing s.th/ addictive (adj) To be addicted to (cigarettes, internet ...) To increase = to raise ≠ to reduce Allowance = pocket money

N : noun / adj : Adjective / V: verb / s.o : someone / s.th : something

①



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