

Gateway 2

To English 2

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Student's Book

2^{ème} Année du Cycle du Baccalauréat



Homologué par le Ministère de l'Éducation Nationale
et de la Formation Professionnelle

Gateway To English 2

Student's Book

2^{ème} Année du Cycle du Baccalauréat

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NADIA Edition

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Dear student,

This book has been designed on the basis of three main objectives:

1. to consolidate what you have learned during the last three years;
2. to prepare you for the Baccalaureate exam; and hopefully
3. to prepare you for your further studies.

By using this book, you will be exposed to many activities through which you will reinforce your already acquired listening, speaking, reading and writing skills.

The themes of the units are rich enough and are accompanied with a variety of activities that will help you practise the language through communicating with your teacher and classmates.

The book starts with a map which will give you a global idea about the whole content of the book. Another section "How to use this book" is meant to give you a brief account of the techniques and procedures you need to follow so as to be able to use the book in a more systematic way. In the same section you will also be given an idea of how the units are organised throughout the book.

The listening section is designed in a way that would enable you to improve both your listening and speaking skills. A variety of activities has been included to serve this purpose. The vocabulary section contains various tasks to help you improve your vocabulary retention, review and expansion.

The reading section contains different texts carefully chosen to meet both your needs and interests. The reading activities are targeted towards helping you up-grade your reading sub-skills.

The grammar section is also rich in various activities. In most of the units you will be asked to identify the new elements of grammar, then in the subsequent activities, you will practise those new grammar points.

The learner training activities are mainly focused on the skills you might need for both your studies and daily life. This section will also give you the opportunity to communicate with your peers through sharing ideas and solving problems.

The writing section aims at training you in different writing techniques and skills you need for different writing genres. The activities suggested are focused on techniques that will help you refine your writing sub-skills.

The units end up with a project work activity which will give you the opportunity to learn cooperatively and creatively.

In designing this book, we based most of the activities on pair or small group work which is an ideal way of learning foreign languages through interacting with others. Therefore, your active participation in this mode of learning will certainly bring about good learning outcomes.

Finally, with the help of your teacher and your perseverance, we are quite positive that your learning goals will be met.

Good luck.

Table of contents

Introduction	2
How to use the book	4
Map of the book	6
Unit 1: Formal, informal and non-formal education	9
Unit 2: Cultural issues and values	22
Unit 3: Gifts of youth	35
Unit 4: Women and power	47
Unit 5: Advances in science and technology	61
Unit 6: Humour	75
Unit 7: Citizenship	89
Unit 8: Brain drain	102
Unit 9: Sustainable development	116
Unit 10: International organisations	132
Extensive Reading	146
Grammar Reference	163
Irregular Verbs	166
Index	170
References	174

How to use the book

Unit 7 **Citizenship**



Standards, Competencies and Skills

Interpersonal Communication:
- express regret
- talk about different aspects of citizenship

Presentational Communication:
- Writing: write an argumentative essay
- Speaking: express regret, and talk about issues related to citizenship

Interpretive Communication:
- Listening: predict the main idea of the listening, listen for specific information, listen for details, show understanding of the speaker's attitude, discuss ideas in the listening text
- Reading: survey text for main ideas, read for specific information, paraphrase and interpret text, expand ideas by giving examples

Culture: Practices and products
- learn about English idioms
- learn about civic education in Britain

Learner training:
- practice the use of "if only/wish" in the past
- learn how to develop listening skills
- learn how to make a brochure

Language development:
- review and practice reported speech
- learn about idioms

Communication:
- learn how to make a brochure (all subjects)
- learn how to develop listening skills (languages)
- learn how to write an argumentative essay on civic education (writing) (civic education)

89

This page will introduce you to the theme of the unit and give you an idea about the skills and competencies you will develop in the unit.

Vocabulary work: Topic-based vocabulary

A. Here are some of the words related to technology. Complete this word web with as many words as you can.



B. With your partner compare your word webs, then find words that can go together. You may need to make some changes.

In this section you will learn more about vocabulary related learning strategies to acquire and expand your vocabulary on your own.

This part contains a reading text with a number of related activities whose aim is to develop your reading skills.

Unit 8 **Women and Power**

Reading

A. With your partner, decide what two factors you think are the most important for the empowerment of women.

B. Read the text quickly and see if one or two of the factors you have chosen are included, then share your findings with the whole class.

The provision of women's rights is often discussed as a moral imperative. In this article, I would like to focus today on the compelling economic arguments for giving women a greater role today. The research is unequivocal: if the goal is to improve health, sanitation or education, reduce fertility or child mortality, curb the spread of HIV, build robust and self-sustaining community organizations, encourage grassroots democracy, and ultimately improve economic, successful efforts must target women.

Economies increasingly recognize that nothing is more central to development than the economic, political and social participation and leadership of women. This is

The introduction part is meant to prepare you for the theme of the unit, expose you to some vocabulary related to it and give you the opportunity to discuss the theme with your classmates.

Unit 9 **Formal, Informal and Non-formal Education**

Introduction to the theme of the unit

A. Match the following types of education with their definitions.

1. Formal education	It refers to learning through a programme of instruction in an educational institution, adult training centre or in the workplace. This type of education is generally recognized as a qualification or a certificate.
2. Non-formal education	It refers to learning resulting from activities related to daily work, family or leisure.
3. Informal education	It refers to learning through a programme but it is not usually evaluated and does not lead to certification.

B. Match each of the following pictures with the appropriate type of education in the list below. Write the letter of each picture in front of the appropriate type.

1. Formal education: _____
2. Non-formal education: _____
3. Informal education: _____



10

This part focuses more on speaking and listening. It contains a variety of activities which will enable you to improve your listening and speaking skills.

Listening and speaking

A. Discuss these questions with your partner, then share your ideas with the whole class.

- Have you ever heard of a "Global Summit of Women"?
- What do you think it might be about?
- How can such an event contribute to the empowerment of women?



50

Grammar summary gives you a concise idea of what you have studied in the grammar section.

The review, after every two units, will help you revise some of the important language elements.

Grammar: Gerund, infinitive or both?

4. Read the following text and choose the most appropriate answer from the list.

This text might be an excerpt from:

- a history book.
- an encyclopedia.
- a novel.
- a diary.

When I left my village to a boarding school in the nearest city, I just couldn't imagine living far away from my family. My first days at the new school were really hard. I couldn't help thinking about my friends, my mother's delicious meals, and my father's severe scolding comments on the TV news. Gradually, however, I began to get used to city life. I decided to concentrate more on my studies and stopped thinking too much about my home village. My new friends and I spent most of our free time either playing football or playing games. We really enjoyed having fun together.

18

Unit 1

Formal, Informal and Non-formal

Learner Training: Know about your learning style

A. Read the following text, then do activities B, C and D.

What are learning styles?

Learning styles are simply different approaches or ways of learning.

Why do you need to know about learning styles?

Information about learning styles is helpful for everyone. Knowing your learning style will help you develop strategies to compensate for your weaknesses and capitalize on your strengths.

What are the types of learning styles?

1. **Visual Learners:** Learn through seeing.

Unit 2 *Challenging Issues / Values*

Review: Units 1 and 2

A. Fill in each blank with one of these collocations:

mutual independence school uniform special opportunities poor learner gender gap educational system

1. The school staff must allow us to get into the classroom if we don't wear the uniform.

2. Some of my classmates do not seem able to be able to make use of the facilities with a notice that we mustn't to them.

If they want to attend.

3. It is important to provide children with _____ in technical education whenever they live.

4. Moreover, _____ has been referred to respect to the new needs and challenges of the 21st century.

5. Participation from different _____ attended the last conference on "Dialogue between different civilisations".

B. Put the verb in brackets in their correct form: infinitive or gerund.

1. My dad became depressed (depress) _____ his high studies in B.Sc.

2. I spend most of my time (waste) _____ with watching my parents. They waste me (waste) _____ 40 my time to my studies.

3. Would you mind (wonder) _____ this member in your school?

4. I expect my friends to be (help) _____ me in that course: "Cultural Difference".

5. Our dramatic team has begun (create) _____ international festival plays like other teams.

6. Students enjoy (study) _____ to English class in class from time to time.

7. Due to compelling circumstances, our association gave up (help) _____ some villages.

C. Choose the right answer from the first list.

1. When Tom (sit up) _____ in the morning, his mother (dread)/prepared _____ breakfast.

a) woke up / had already prepared b) had when up already prepared c) woke up / prepared

2. Laura (study/type) _____ her paper when the computer (crash) _____.

a) already typed / had crashed b) already typed / crashed c) had already typed / crashed

3. Our handsman (study) _____ the problem before calling for that urgent meeting.

a) had studied b) was studied c) studying

4. Tom told us that he (succeed) _____ his friend to help him (sue) for the Canada.

a) had never / had lost b) never / had lost c) had never / had lost

5. They (accuse) _____ that the scientist (originate) _____ for health reasons.

a) accused / had not dug b) had accused / had relaxed c) had accused / not dug

D. Choose the right answer from the first list.

1. _____ is an environmental association, our neighborhood has become a model of democracy.

a) Because b) Thanks to c) Consequently

2. We have heard of global warming for more than three years _____ nothing actual has been done so far.

a) However b) Moreover c) Furthermore

3. Avoiding eye contact is one of the signs of respect in the culture _____ in other cultures it is a sign of indifference.

a) moreover b) in addition c) whereas

E. Match the sentences in Box A with the appropriate/inflections in Box B.

a) Would you mind sending me these information about that conference?

b) I beg your pardon?

c) Certainly I'll send you the information you need, miss.

d) Excuse Please, I can't get the file.

e) I beg your pardon?

f) Asking for clarification.

g) Making a request.

h) Responding to request.

34

Map of the Book

Standards, Competencies and Skills									
Units/ Themes	Language Development			Communication			Culture		Projects and Reviews
	Grammar	Vocabulary	Interpersonal	Interpretive	Writing	Speaking	Practices/ Products	Connections	
1. Formal, informal and non-formal education	- practise the use of infinitive and gerund	- learn and use vocabulary related to the theme of the unit - collocations - linking words	- talk about different forms of education - make and respond to requests	- check content - listen for specific content - infer meaning	- predict main idea - question and survey text - locate referents - transfer content into diagram	- discuss ideas related to topic - make and respond to requests	- different forms of education	- learn about learning styles - make interviews (all subjects) and write reports (history, Philosophy)	Project 1: make interviews and write a report
2. Cultural issues and values	- practise the use of the past perfect - practise the use of linking words	- learn & use vocabulary related to the theme of the unit - compound adjectives	- express lack of understanding and asking for clarification - talk about cultural issues and values	- predict topic - listen for specific content - check & show understanding - discuss ideas	- read for main idea - read for details - discuss ideas - order ideas	- discuss ideas related to topic - express lack of understanding & asking for clarification	- discuss cultural issues - learn about marriage procedures - write about a celebration	- use strategies for learning vocabulary (languages) - learn about culture & values (Philosophy)	Review 1: Units 1 and 2
3. Gifts of youth	- practise the use of phrasal verbs	- learn and use vocab. related to the theme of the unit - learn about idiomatic expressions - learn expressions of cause and effect	- make and respond to complaints - express opinion about youth issues	- check information - listen for specific information - explain from context	- read a poem and infer meaning - predict main idea - survey the text - read for specific information - locate referents - specify writer's attitude	- talk about youth issues - make and respond to complaints	- read about Canadian youth - read and discuss youth culture	- learn how to read effectively - prepare an action plan (all subjects)	Project 2: Preparing an action plan
4. Women and power	- practise the use of passive voice	- learn & use vocabulary related to the theme of the unit - learn about and practise suffixes and prefixes	- make and respond to apologies	- listen for specific information - recall information - interpret ideas	- question and survey the text - read for general understanding - understand vocabulary from context - recall and review content	- make and respond to apologies - talk about issues related to women	- know about women in different cultures	- Transform information in a diagram (all subjects) - know about famous women (history & social studies)	Review 2: Units 3 and 4
5. Advances in science and technology	- learn about and practise the use of future perfect	- learn and use vocabulary related to the theme of the unit	- express and respond to opinion	- listen for main idea - check info. - explain from context - discuss ideas	- predict main idea - survey text - read for specific information - identify and transform information into note form	- express and respond to opinion - talk about technology issues	- learn about technology solutions for Africa - learn about Japanese food	- learn about and use mind-maps - practise collecting & presenting data (all subjects)	Project 3: Collecting and presenting data

6. Humour	- learn about and practise the use of conditional 3	- learn & use vocabulary related to the theme of the unit - learn about collocation with make & do	- express agreement and disagreement	- guess the topic - listen for specific information - answer comprehension questions - discuss topic	- question and survey content - recall and review content - read for specific information - interpret ideas	- write an informal letter - make an outline - use cohesive devices - support arguments	- express agreement and disagreement - talk about humour	- learn about foreign jokes and humour	- learn how to learn and evaluate your own learning (all subjects)	- learn how to evaluate your own learning	Review 3: Units 5 and 6
7. Citizenship	- review and practise reported speech - practise the use of 'if only/wish' in the past	- learn & use vocabulary related to the theme of the unit - learn about idiomatic expressions	- express regret	- predict main idea - listen for specific information - listen for details - specify speaker's attitude - discuss ideas	- survey text for main idea - read for specific information - expand an idea by examples - paraphrase/interpret ideas	- write an argumentative essay (informal letter)	- express regret - talk about citizenship	- learn about English idioms - learn about civic education	- deal with civic education issues - learn how to develop listening skills - learn how to make a brochure	- learn how to develop listening skills - learn how to make a brochure	Project 4: Make a brochure
8. Brain drain	- learn about and practise restrictive and non-restrictive relative clauses	- learn & use vocabulary related to the theme of the unit	- express giving and asking for advice	- guess the topic - listen for specific information - relate topic to your personal experience	- read for main idea - read & specify topic sentences - specify referents - make correct inferences	- write a formal letter (expository with cause and effect) - make an outline	- express giving and asking for advice - discuss issues related to brain drain	- learn about African problems and brain drain - learn about a Moroccan artist	- learn about common African problems (social studies, economics) - learn to take notes (all subjects)	- learn effective ways of note-taking	Review 4: Units 7 and 8
9. Sustainable development	- learn about and practise using modals (present, past and passive)	- learn & use vocabulary related to the theme of the unit - learn about metaphors and similes	- express certainty and uncertainty	- interpret title and check - listen for specific information - listen for detail	- survey text for specific information - match paragraph with main ideas - show understanding - relate text to personal experience	- write a film review - write a report on an action plan of a project	- express certainty & uncertainty - talk about sustainable development	- get involved in sustainable development within community - learn about development banks	- learn how to write a report - learn how to give presentations - learn about development banks (all subjects, languages, economics, history)	- learn effective ways to give presentations - learn how to write a report	Project 5: Report on an action plan of a project
10. International organisations	- learn more about phrasal verbs	- learn & use vocabulary related to the theme of the unit - learn more about suffixes and prefixes - use comparison and contrast expressions	- respond to good and bad news	- guess the topic - listen for specific information - answer comprehension questions - infer word meaning from context	- predict and survey content - read for specific information - recall & review content - infer word meaning from context - discuss ideas	- make and write about similarities - use comparison & contrast expressions	- respond to good and bad news - talk about international organisations	- learn about international organizations - learn about prisoners problems and the Red Cross.	- learn about international organizations - learn how to prepare yourself for university (all subjects, history, economics).	- learn how to prepare yourself for university	Review 5: Units 9 and 10

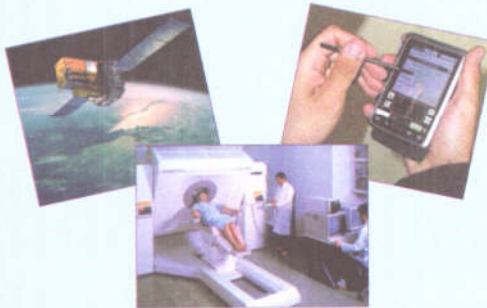
Unit 1: Formal, Informal and Non-formal Education



Unit 3: Gifts of Youth



Unit 5: Advances in science and technology



Unit 7: Citizenship



Unit 9: Sustainable Development



Unit 2: Cultural Issues and Values



Unit 4: Women and Power



Unit 6: Humour

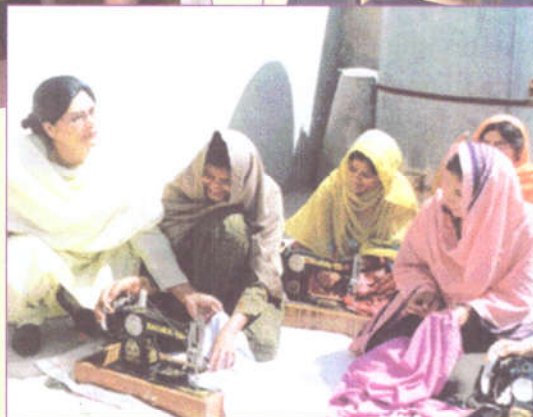


Unit 8: Brain Drain



Unit 10: International Organisations





Standards, Competencies and Skills

Interpersonal Communication

- make and respond to requests
- talk about education (formal, non-formal and informal)
- ask and answer about educational forms.

Presentational Communication

- Writing: use cohesive devices (linking words), write a paragraph
- Speaking: make and respond to requests, talk about forms of education.

Interpretive Communication

- Listening: check information, listen for specific information, explain from context, infer meaning
- Reading: predict main idea of the text, make questions about content, survey the text, read for specific information, locate referents, identify and transform information into a diagram form, infer source of the text.

Culture: Practices and products

- know about different forms of education
- know about the development of education and its importance.

Learner training

- know about learning styles
- make interviews and write a report.

Language development

- practise the use of gerund and infinitive
- learn vocabulary related to education (formal, non-formal and informal)
- learn about and practise collocation.

Connections

- learn about different learning styles (all subjects)
- transform information into a diagram form (all subjects)
- learn about the development of education (history, philosophy).

Introduction to the theme of the unit

A. Match the following types of education with their definitions.

1. Formal education

a. It refers to learning resulting from activities related to daily work, family or leisure.

2. Non-formal education

b. It refers to learning through a programme but it is not usually evaluated and does not lead to certification.

3. Informal education

c. It refers to learning through a programme of instruction in an educational institution, adult training centre or in the workplace. This type of education is generally recognised in a qualification or a certificate.

B. Match each of the following pictures with the appropriate type of education in the list below.

Write the letter of each picture in front of the appropriate type.

1. Formal education:

2. Non-formal education:

3. Informal education:



a. Theatre



b. Secondary school



c. Evening classes



d. Literacy classes



e. Newspapers



f. Television



g. A vocational training workshop



h. At the restaurant



i. University studies

C. Match each of the following situations with the appropriate type of education.

1. Formal education

2. Non-formal education.

3. Informal education.

a.



Hi, I'm Fatma from Mali. I'm 30. I've got three children. These days I feel happy because I attend a special educational programme that aims at empowering women in our village. I'm impatient to learn how to use a computer.

b.



Hi, I'm José from Peru. I study in a high school. I want to become a successful businessman.

c.



Hi, I'm Bandhura from India. I'm 50. I've never been to school. But all my neighbours call me 'the wise lady'. In fact, my modest knowledge and experience in life have been enriched by my religion, some TV programmes, and of course by my parents.

D. Fill in the table with sources of learning that you personally often make use of and classify them according to the following headings.

Informal education	Formal education	Non-formal education
-	-	-
-	-	-
-	-	-

E. Share your ideas with your neighbour, then discuss these questions.

1. Why do you use those sources of learning?
2. Which source of learning in the three types of education do you prefer most? Why?

F. Share your ideas with the whole class.

Vocabulary Work: Collocations

A. The following four words are usually combined with some other words.

Example: physical education. These words are collocates.

Find in the list the words that collocate with each of the four words. An example is given.

~~subject~~ - institution - background - lessons - school - system - opportunity - goals - uniform - year - rights - status

educational school private equal	
---	--

.....

.....

.....

subject

.....

.....

.....

.....

.....

.....

Notice that these collocates must be in the same order.

Example: school subject **not** subject school.

B. Match the words in column A with the words in column B to form appropriate collocations.
(There may be more than one possibility for some collocations).

Column A
1. higher
2. university
3. free
4. learning
5. gender
6. mixed
7. cultural
8. adult
9. rural
10. basic

Column B
a. graduate
b. classes
c. degree
d. access
e. background
f. illiteracy
g. poverty
h. discrimination
i. education
j. needs

C. Fill in each blank with a suitable collocation from activity B.

- The problem of _____ can be solved through organising non-formal evening classes.
- _____ are finding it difficult to get a job.
- When boys and girls study in the same class, _____ gradually disappears.
- With _____ to the school library, any student can borrow the reference books.
- Every individual has the right for a _____ to act as an active member of society.

Listening and speaking

A. With a partner, answer the following question.

- What kind of relationship may exist between non-formal education and formal education?

B. Listen to part of a radio programme with a specialist in non-formal education and check your answer in 'A'.



C. Listen again and complete **part 1** of the following table.

Part 1. Characteristics of non-formal education	Part 2. Characteristics of formal education
- It's a systematic activity	- It's a systematic activity
-	-
-	-
-	-
-	-
-	-

D. Listen again and with your partner explain the meaning of the following expressions, then discuss your answer with the whole class.

1. Non-formal education is a second chance.
2. Non-formal education is a substitute programme.
3. Non-formal education is a complementary programme.

E. With your partner, state the characteristics of formal education and fill in Part 2 of the table in C, then compare your answer with the whole class.

Communication: Making and responding to requests

A. Read the following mini-dialogues and match them with the following speakers (write only the letters).

1. Two businessmen: ...
2. Manager and employee: ...
3. Teacher and student: ...

a.    John! Would you come to my office, please? I've got something very important to tell you about the contract.

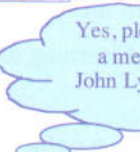
b.    It's cold in here. Would you mind closing that window, please?

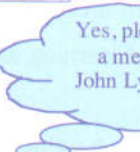
c.    Altax Tours. Can I help you?

 Ok, let me see... Would 9:00 a.m. on Wednesday be Okay for you, Mr. Lynch?

 Sure, I'll be there in a minute.

 Certainly not, sir.

 Yes, please. I'd like to schedule a meeting with Mr. White. I'm John Lynch from Adventure Tours

 That'll be fine. Thank you.

B. Fill in the chart with appropriate expressions from the dialogues.

Making a request	Responding to a request
"	"
"	"
"	"
"	"
"	"
"	"

C. With a partner, think of other expressions of request and add them to the chart in 'B', then share them with the whole class.

D. Role play: Read the following situations and play the suggested role with your partner using some of the expressions in 'B'.

1. You are at the school administration to enquire about your sister's/brother's school results.
2. You are staying in a hotel and you are phoning the reception to ask them to send someone to take some dirty linen to the laundry.
3. You need money to repair your motorcycle, so you ask your friend to lend you some.
4. You are sitting near a stranger on the train and then you decide to ask him/her for a newspaper he/she has just finished reading.

Reading : The developement of human learning

A. With your neighbour, discuss the following points, then share your ideas with the whole class.

1. How do illiterate people learn different things and pass on their knowledge to others?
2. What are the modern tools of learning and which one(s) of them do you frequently use?

B. Read the title of the text and write 2 or 3 questions that you think the text is going to answer.

C. Read the text quickly and see if your questions have been answered or not.

The development of human learning

Learning is as old as humankind. Indeed curiosity and the capacity to learn are among the defining characteristics of what it means to be human. For many hundreds of generations, people learned only through their own experience, and to a lesser extent, through the observation of others. Gradually, however, as language became more complex and sophisticated, it was possible to codify what had been learned by previous generations, and in distant locations, and to pass on information about unseen phenomena. In most early cultures which relied on oral transmission of knowledge, people had highly evolved capacities for listening and for remembering; however, compared with most people living today in advanced modern societies, the amount and complexity of information to be dealt with by an average human being was clearly bounded and relatively slowly changing.

With the invention of writing, it became possible to pass on insights and experiences over greater distances and a larger number of generations. However, at the same time as the amount of information that an individual could acquire expanded significantly, life expectancy also increased and many people found that they had more leisure time in which to think and to learn. When people lived longer, it became possible for the older people and those not directly engaged in the immediate social tasks and duties to spend time thinking and learning through observation and meditation. Literacy, of course, itself became a tool that separated people, so that those who lacked the ability to decipher hieroglyphs, and later other forms of writing, were forced to fall back on traditional means of learning about their environments and passing on such information to others in their family, tribe or community group.



To some extent, it is true that modern human beings have exactly the same mental capacities and endowments as did our ancient ancestors, but with better health, longer lifespans, more leisure time, and various kinds of adaptive and supportive technologies, the capability and propensity toward learning throughout life have expanded significantly over recent generations.

Today, learning is perhaps not as much a matter of life and death as it was for our distant ancestors, nevertheless most people have some natural inclination to learn and, with the time and means at



their disposal, learning is an important (if often unrecognised) aspect of our lives. Much of this learning occurs incidentally and is unplanned, in the course of doing something else; indeed, when asked, many people fail to recognise this as learning at all. Other learning, however, is more intentional and deliberate. Some of it is formalised in the sense that there is some explicit instruction and very commonly some assessment of learning outcomes. But a very large proportion of it is planned, managed and evaluated by the individual him- or herself. Of **this**, some depends on participating in or observing particular activities, some depends on interactions with other people – either individually or in groups – and some on reading and writing. In all these cases, the learner requires certain skills and attributes if his or her learning is to progress successfully.

D. Each of the following pie charts corresponds to a paragraph in the text. Read paragraphs 1, 2 and 4 and match each of them with the appropriate pie chart.



E. Answer the following questions from the text.

1. Before the invention of writing, what were the most used means of learning and transmitting information?
2. Find at least three factors that contributed to the growth of human tendency to learn more.
3. What does 'this' in paragraph 4 refer to?

F. Without looking at the text, write down the main ideas, then compare them to your partner's notes before you go back to the text to check.

G. Look at the following sources of information and draw a pie chart showing their importance to you.

1. Reading 2. Watching TV 3. Using the Internet

Share your chart with your neighbour giving him/her more explanation.

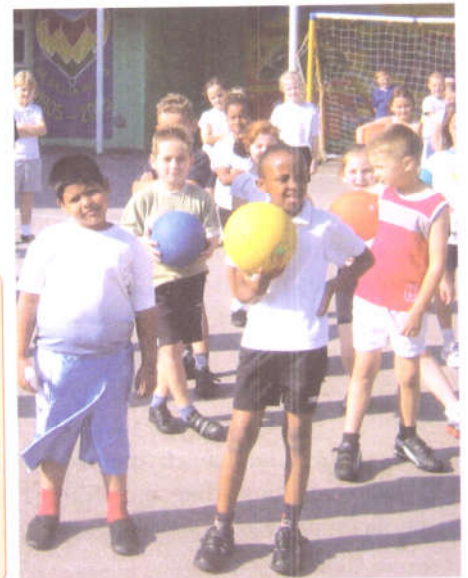
Grammar: Gerund, infinitive or both?

A. Read the following text and choose the most appropriate answer from the list.

This text might be an excerpt from:

1. a history book.
2. an encyclopaedia.
3. a novel.
4. a diary.

When I left my village to a boarding school in the nearest city, I just couldn't imagine living far away from my family. My first days at the new school were really hard. I couldn't help thinking about my friends, my mother's delicious meals, and my father's never-ending comments on the TV news. Gradually, however, I began to get used to city life. I decided to concentrate more on my studies and stopped thinking too much about my home village. My new friends and I spent most of our free time either playing football or playing games. We really enjoyed having fun together.



B. Read the text again and fill in the following table as suggested (examples are given).

Verbs before gerunds (verbs + ing)		Verbs before infinitives	
- imagine	-	- decided	-
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

C. Add the following verbs to the appropriate columns in the table in B.

hate – want – dislike – avoid – afford – pretend – suggest – finish –
detest – love – agree – manage – miss – promise

D. With some verbs, it is possible in some cases to use both the gerund and the infinitive form of the verb. Do the following exercise by choosing the right answer.

1. The boy began when his mother left him at the kindergarten.

a. crying b. to cry c. both

2. Would you mind for a few minutes?

a. waiting b. to wait c. both

3. Have you finished the computer?

a. using b. to use c. both

4. We expect from him very soon.

a. hearing b. to hear c. both

5. Tom has given up

a. smoking b. to smoke c. both



E. Read the grammar summary on page 20 then put the verbs in brackets in the correct form.

1. John's car has begun (make) a terrible noise.

2. Paula pretended (not/see) her boyfriend and crossed the street to avoid (meet) him.

3. Most people in Morocco prefer (spend) Ramadan in their homes.

4. I don't feel like (play) football today. I'm going to phone my friends to apologise for (not/be) able to come.

5. I couldn't help (laugh) when I saw Brian wearing that funny hat.

Writing: Cohesive devices : Linking words

A. Some linking words express different relationships within a written text. They can express:

1. addition 2. cause and effect 3. contrast 4. purpose 5. concession

With your partner, use the list above to provide the appropriate heading for each group of linking words in the table below.

a.	b.	c.	d.	e.
- in order to ...	- ... but ...	- both ... and ...	- although ...	- ... because ...
- to ...	- while ..., ...	- ... too/ as well	- yet ...	- consequently ...
- so as to ...	- on the other hand	- in addition to ...	- however ...	- due to ...
- so that ...	- ... whereas ...	- not only... but also ...	- though ...	- thanks to ...
-	-	-	-	-
-	-	-	-	-

B. Add at least one more linking word to each group in the table in A.

C. Read the following text and put the appropriate missing linking words from the list (write only the numbers).

1. and 2. but 3. In addition to that 4. as well 5. not only
6. because 7. although 8. because of 9. however 10. but also

Importance of Education in Society

Generally, at the start of a very young age, children learn to develop and use their mental, moral **a.** physical powers, which they acquire through various types of education. Education is commonly referred to as the process of learning and obtaining knowledge at school, in a form of formal education. **b.**, the process of education does not only start when a child first attends school. Education begins at home. One does **c.** acquire knowledge from a teacher; **d.** can learn and receive knowledge from a parent, family member and even an acquaintance.

e. attending school and receiving an education is extremely vital and necessary in almost all societies, there are places in the world where not everyone has an opportunity to receive this formal type of education.

The opportunities that are offered are greatly limited. Sometimes there are not enough resources to provide schooling. **f.** , some parents need their children to help them work in factories, have odd jobs, or just do farm work.

g. formal education is not available to everyone in some places, the one who receives education is usually envied, praised and even admired by members of the community. There is a sense of admiration **h.** at the same time there is a sense of jealousy **i.** Seeing your peer do better than yourself causes some tension and jealousy **j.** the scarce opportunities available. As a child, it's hard to understand why there is a difference.

D. Write a paragraph about one means of learning (reading, listening, TV, the internet, etc.) that you think is very important. Explain why it is so important using appropriate linking words.

Learner Training: Know about your learning style

A. Read the following text, then do activities 'B', and 'C'.

What are learning styles?

Learning styles are simply different approaches or ways of learning.

Why do you need to know about learning styles?

Information about learning styles is helpful for everyone. Knowing your learning style will help you develop coping strategies to compensate for your weaknesses and capitalize on your strengths.

What are the types of learning styles?

1. Visual learners learn through seeing.

They need to see the teacher's body language and facial expression, pictures, diagrams... to fully understand the content of a lesson.



2. Auditory learners learn through listening.

They learn best through lectures, discussions, reading aloud, talking things through and listening to what others have to say.



3. Tactile/Kinesthetic learners learn through moving, doing and touching.

They are aware of the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.



B. Are the following learners visual, auditory or tactile/ kinesthetic?

(Write V for visual, A for auditory and T/K for tactile/ kinesthetic)

1. I take notes or ask my teacher to provide hand-outs. _____
2. I participate in discussions and debates. _____
3. I use colours to highlight important points in a text. _____
4. I chew gum while I'm studying. _____
5. I move around while I'm studying. _____
6. I read illustrated books. _____
7. When I'm looking through a magazine I'm more attracted by pictures than text. _____
8. When I explain something, I prefer to explain by writing. _____
9. I like sport and physical activities, including dancing. _____

C. What do you think your learning style is? Tick the appropriate answer, then share your answer with your partner giving convincing justification.

1. I tend to be more visual.
2. I tend to be more auditory.
3. I tend to be more tactile/ kinesthetic.

Grammar Summary: Gerund and infinitive

A. We use the infinitive with 'to' after certain verbs such as:

agree - ask - expect - manage - attempt - learn - promise - need - neglect - hope - intend - plan	}	+ to + V
--	---	----------

B. We use the gerund with certain verbs such as:

admit - avoid - dislike - consider - enjoy - finish - regret - detest - suggest - remember	}	+ V + ing
---	---	-----------

C. We use both the gerund or the infinitive after certain verbs such as:

begin - continue - like - love - try - start - prefer - stop - hate	}	+ V + ing or + to + V
--	---	-----------------------------

Project Work: Interviewing and reporting results

Project:

You want to investigate what forms of learning students in your class use to improve their English and what resources and opportunities are available for them at home and at school. Work with a group of 4 or 6 students to conduct a survey about that. The following steps will help you.



Step 1: interviewing students.

Ask students in your class or other classes the following questions:

1. Do you have an English dictionary at home?
2. Do you have other English textbooks apart from the one you are using this year?
3. Do you have simplified English novels, plays, poems, etc.?
4. Do you read English magazines?
5. Do you watch news, films, etc. in English?
6. Do you listen to English songs?
7. Do you go to the school library (and to multimedia-room if available)?

Yes	No

Step 2: Analysing and comparing.

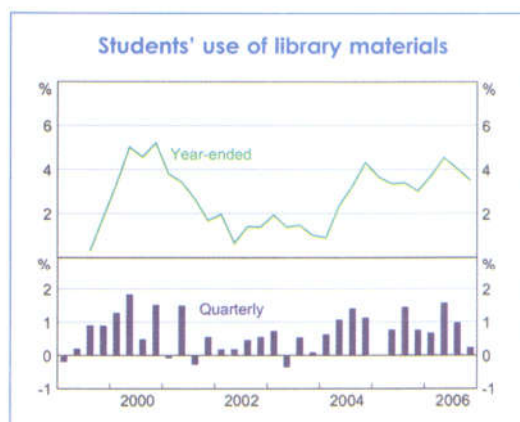
Work with your group members and discuss your findings. The following questions may help you.

- What are the conclusions that you can draw from your survey?
- Do students benefit from other forms of learning?
- Do you think students really benefit from the three categories of education (formal, informal, non-formal)?

Step 3: Writing the report.

Report your findings including the following points:

1. some statistics and graphs.
2. identified problems related to the learning of English.
3. your suggestions to improve the situation.

**Step 4: Presenting the report (10 to 15 minutes by the spokesperson of the group).**

Listen to all the reports, and in groups write recommendations related to the following questions, then share them with the whole class.

Recommendations:

1. What should be done outside school to improve the learning of English?
2. What should be done in the English class to improve the level of students?

Step 5: Exhibit your recommendations in your school library or wall magazine.



Standards, Competencies and Skills

Interpersonal Communication

- express lack of understanding and ask for clarification
- talk about culture and values.

Presentational Communication

- Writing: describe process, use cohesive devices (transitions), write an email to describe and narrate events.
- Speaking: express lack of understanding, ask for clarification, talk about culture.

Interpretive Communication

- Listening: predict the topic, listen for specific information, check understanding, discuss ideas
- Reading: read for main idea, read for specific information, show understanding of ideas in the text, discuss ideas in the text and express personal opinion.

Culture: Practices and products

- learn about and discuss cultural issues
- learn about marriage procedures in another culture.
- learn about culture and globalisation in Japan.

Learner training

- use effective strategies for learning vocabulary.

Language development

- practise the use of the past perfect
- learn vocabulary related to culture
- make and use compound adjectives.

Connections

- use strategies for learning vocabulary (languages)
- learn about culture and values (philosophy).

Introduction to the theme of the unit

A. Read the following definition about culture and the cultural aspects provided, then match each picture with the corresponding cultural aspect. Write the numbers under the appropriate pictures. An example is given (a.2).

What is culture?

Generally speaking, culture stands for the way we live. It includes:

1. the way we cook and eat our food,
2. how we design and build our houses,
3. our way of dressing,
4. greeting each other,
5. organising our families,
6. establishing order and law,
7. the way of celebrating our feasts and particular occasions,
8. the way we express ourselves in arts, writing and other forms of expression.
9. Our cultural beliefs and religious practices seem natural and familiar in our context which gives us a sense of belonging and security.



a. 2



b.



c.



d.



e.



f.



g.



h.



i.

B. Read each of the following situations and decide how you feel about the behaviour it shows. Tick the rating from the list below which appropriately reflects your feeling, then compare your answers to those of your partner.

1. very common 2. common 3. not strange but not common 4. strange 5. very strange

	1	2	3	4	5
1. A man wearing earrings.					
2. Eating food with your fingers.					
3. Using the same bath water as others in your family.					
4. Bargaining with the salesperson in a shop.					
5. Slurping soup in a restaurant.					
6. A woman breast-feeding her baby in public.					
7. Adults living with their parents even after they get married					
8. Blowing your nose in public.					
9. Your brother or sister marries someone from another country.					
10. A mobile phone ringing during a meeting.					

C. With your partner, state some of the things that are considered culturally inappropriate in Morocco.

1. You should not
2. You are not supposed to
3. It is considered impolite to

D. With your partner, provide some of the things that are culturally acceptable in Morocco, then share your ideas with the whole class.

1. There's no cultural offence to people if
2. You may
3. It's alright if

Vocabulary Work: Compound adjectives

Definition:

- Compound adjectives are adjectives that are made up of two or more words usually with hyphens (-) between them.
Example: a **state-controlled** university.
- A compound adjective with a number does not take the 's' of the plural.
Examples: a **five-floor** building (singular).
three **five-floor** buildings (plural).

A. Match the words in column A with the words in column B to make correct compound adjectives.

Column A
1. kind
2. brightly
3. old
4. deeply
5. good
6. labour
7. left
8. short
9. well
10. easy

Column B
a. rooted
b. looking
c. going
d. fashioned
e. handed
f. known
g. sighted
h. lit
i. saving
j. hearted

B. Fill in the blanks with a suitable compound adjective from the table above.

1. In our culture, some of the customs and traditions are _____.
2. My brother finds it very difficult to read the newspaper. He's _____.
3. Mr Brown still has that _____ car. I don't think he will ever get rid of it.
4. _____ machines are necessary for working women.
5. To concentrate on your homework, you should usually study in _____ places.

C. Complete the compound adjectives in these sentences with one of the words from the list.

a. new – b. written – c. paid – d. star – e. hand – f. dollar – g. part

1. We stayed in a five-_____ hotel.
2. My father has just bought a brand-_____ car.
3. Salwa has just got a _____ -time job; she works three hours a day on Mondays, Wednesdays and Fridays.
4. It was a very badly-_____ article. I noticed several punctuation mistakes and lots of spelling mistakes.
5. Our neighbours are very well-_____. They can afford to go to expensive restaurants.
6. Mary has got a small shop in the market where she sells second-_____ clothes and machines.
7. I was astonished when the man at the next table gave the waiter a ten-_____ note as a tip.

Listening and speaking

A. Discuss the following points with your partner, then share your ideas with the whole class.

1. Choose the right answer: "Stereotypes".....
 - a. give us an appropriate image of different cultures.
 - b. can give an exaggerated or a wrong image about different cultures.
 - c. lead to a deep understanding of other cultures.
2. Is there a good culture and a wrong culture? Justify your answer.

PART 1

B. You are going to listen to a radio programme about culture, what do you think it is going to be mainly about?

Choose from the following list, using this expression:

Probably, the radio programme is about

1. stereotypes
2. the number of existing cultures
3. culture and race
4. cultural conflicts
5. culture of the youth
6. culture and mass media



C. Listen to Part 1 of the programme and check your answer.

D. Listen to Part 1 again and complete these sentences.

1. Race refers to skin colour but culture is about
2. After a long conflict between the French culture and the British culture in Canada ,

PART 2

E. Listen to Part 2 and say whether the following statements are true or false, then listen again to correct the false one(s).

1. Stereotypes are used because it is difficult to understand all the existing cultures.
2. Stereotypes make our understanding of other cultures difficult.
3. Cultural differences are negative and should not be tolerated.

F. In small groups discuss the following question, then share your ideas with the whole class.

- How can cultural diversity empower or weaken a country?

Communication: Expressing lack of understanding and asking for clarification

A. Samir is a Moroccan university student in an American University. He is now talking to the foreign students' counsellor, Mr. Taylor. Read and listen to the conversation and answer the following question.

Did Mr. Taylor know that burping in Morocco is not considered offensive? How do you know?

Samir: Good morning, Mr. Taylor!

Mr. Taylor: Good morning. Please have a seat. Can I help you?

Samir: Yes, Mr. Taylor. I'd like to talk to you about an embarrassing experience I had this week-end.

Mr. Taylor: An embarrassing experience? What do you mean?

Samir: Well, I was invited by a friend of mine for dinner. His family was really nice and hospitable. But then something happened which made them stare at me.

Mr. Taylor: Stare at you? I don't quite follow you. Could you be more explicit?

Samir: Well, actually, they didn't seem to like my burping.

Mr. Taylor: Oh my dear, do you mean you burped during the meal? That's culturally inappropriate.

Samir: What do you mean by culturally inappropriate?

Mr. Taylor: Well, what I'm trying to say is that what you did is not acceptable in our society. It's even—sorry to use the word—disgusting.

Samir: Oh dear! But I was taught in my family to thank God whenever I burp.

Mr. Taylor: Really? In that case, all you've got to do is explain the matter to your friend.

Samir: Thanks, Mr Taylor.

Mr. Taylor: You're welcome.

B. Read the dialogue again and fill in the table with the appropriate expressions.

Expressing lack of understanding	Asking for clarification
-	-
-	-
-	-

C. With your partner, think of other expressions to add to the table.

D. Role play: In Pairs, choose one of the following situations and write a mini-dialogue using the directions given to practise expressing lack of understanding and asking for clarification, then share your mini-dialogue with the whole class.

Situation 1

A : You are a foreigner who wants to know why people take off their shoes when going into the mosque.

B : You explain to him the reason why this should be done.

Situation 2

A : You are an English teacher trying to explain the meaning of a word.

B : You are a student who doesn't understand and wants more clarification.

Situation 3

A : You are a doctor telling your patient what medicine to take.

B : You are a patient who is a bit confused and want more clarification.

Reading

A. Discuss this statement and share your ideas with the whole class.

“Some people consider globalisation as a threat to our local culture.”

B. Read the following text, then choose an appropriate title from the list.

1. Culture and global economy.
2. Japan's cultural problems.
3. Culture and globalisation in Japan.

In this article, I will discuss some problems about 'Japan's culture and globalisation.' Here by 'culture', I do not mean such traditional culture as the tea ceremony or Kabuki, but I mean our lifestyle or our way of life in today's Japanese society.

It is needless to say that Japan's culture in this sense is bound to be strongly influenced by the current trend of globalisation, which means greater speed and scope of movement of goods, services, people, information, etc. across national boundaries.

First of all, I wish to emphasize the role of commercial exchange of goods and services as a basis for an active interaction and mutual understanding between two groups (nations, races, etc.) with different cultures. Because economic exchange by market rules tends to make people richer economically and gentler psychologically, people may be able to accept cultural differences more easily.

In this context, we need to adapt to the so-called 'global standard' in economic terms, and even to the American standard, if necessary. But that does not mean that we should abandon our cultural uniqueness or local values. Instead, we ought to participate more actively in international movements and organisations and contribute to the creation of a better global standard, which would be more consistent with our own culture.

It is troublesome to see a reactionary movement against any American standard within Japan these days. Such 'anti-American standard' movements are clearly misguided and socially harmful. The difference in opinion on this point has some resemblance to a well-known controversy between Fumimaro Konoe and Sakuzo Yoshino in the post World War I era about 80 years ago. Konoe rejected any American or European standard and Yoshino emphasized Japan's adaptation and adjustment to a better standard, such as democracy, while preserving Japan's own cultural identity.

Also there seems to be a misconception that globalisation would lead to excessive homogenization and elimination of local values. This kind of view is often expressed in mass media by those who do not know what is really

happening in local towns and villages. There is a wide discrepancy between perception at the mass media level and reality in local communities. The situation does not seem to change much even now, especially in Japan.



In this kind of situation, we need to keep our human contacts in the Internet age. Even with different cultural backgrounds, we can understand each other through face-to-face contacts. It is important to think of virtual contacts through the Internet not as a substitute for human relations but rather a complement with real contacts.

In the Internet age, more localised and individualised information can be disseminated, but that is only possible if we keep our human contacts as closely as possible. Through face-to-face communications, we can make sure that our own beliefs and cultural values are more visible and recognised in the age of globalisation.

In a sense, it is a Japanese tendency as a part of Japan's culture, to be realistic rather than idealistic, and community-minded rather than globally-minded. Therefore, we only need to go back to our cultural roots to preserve and promote our cultural traits while adapting to the global standard, especially in the market place, for economic prosperity and cultural permissiveness.

Japan's young generation seems to be not only better equipped for globalisation, but also more independent-minded and bias-free in re-evaluating Japanese culture including traditional practices, contrary to some mass media reporting. If young people are better educated in school and better trained in their community and society, Japan will be able to co-exist with neighbours and prosper in the age of information and globalisation.

C. Read the text again and say whether the following statements are true or false.

1. Business and trade boost understanding of other cultures.
2. Konoe-Yoshino controversy is a current issue.
3. The young Japanese generation is biased.

D. Answer the following questions.

1. Why is it important to adapt to global standards?
2. What view about culture is expressed in mass media?
3. According to the writer, are face-to-face and virtual contacts of equal importance? Justify your answer.
4. What is the key to prosperity in the era of information and globalisation?

E. Re-read paragraph 5 and say whose view do you share, Konoe's point of view or that of Yoshino.

- Use this chart in your answer, share your ideas with your partner, then with the whole class.

	Positive points	Negative points	Your personal view
Konoe's view	= = =	= = =	- I strongly share the view of because
Yoshino's view	= = =	= = =	

Grammar: Past perfect simple and continuous

I. Past perfect simple

A. Read and listen to the following text and answer the question below.

How did Karim feel about his English?

Karim is telling his classmates about his experience in an exchange visit to U.K. "Before I **went** to England, I **had always thought** that I would never adjust to the new culture. But my host family were very nice people and did everything to make me feel at home. They **had redecorated and refurbished** my room and **had planned** visits to different areas round the country before I **arrived**. On my first evening, my host family **said** they **had invited** some neighbours for dinner to celebrate my arrival. I really had a kind of dream-come-true feeling. When the neighbours **had arrived**, dinner **was served** and we **had** a very pleasant evening. But I **discovered** that the English I **had learnt** at school was not enough to fully understand what British people say; however, the little English I **had learned** earlier served as a good start to get further."



B. Complete the following table with verbs from the text.

Simple past	Past perfect
.....	
.....	
.....	
.....	

C. Match each part of the sentences in Column A with an appropriate one in Column B.

Column A	Column B
1. The children had already done their homework	a. before he left for his trip.
2. My wife didn't watch the film with me,	b. I had never travelled by plane before.
3. It was my first flight.	c. the party had already begun.
4. When Tom arrived,	d. because she had already seen it.
5. Jimmy had phoned his girl-friend at work	e. when their mother arrived.

D. Read the grammar summary on page 33, then put the verbs in brackets into the simple past or the past perfect.

1. I (go) to bed as soon as I (finish) my homework.
2. Sam (turn) on the TV after he (wash)..... the dishes.
3. Maria (feed/already) the cat when she (go) to work.
4. By the time we (get) to the cinema, the film (start/ already)
5. We (play) cards for several hours before we (go) to bed.

E. The following adverbials are used with the past perfect: as soon as - until - when - after - by the time. Circle the appropriate adverbial from the provided lists.

1. By the time / Until / After we went to the cinema, the film had already started.
2. We had prepared the meal after / until / before children came.
3. Maria went to work after / before / until she had fed the baby.
4. The employees had stopped smoking as soon as / until / after they saw the boss coming into.
5. I had stayed in the hospital when / by the time / until I recovered.

I. Past perfect continuous

F. Read the grammar summary on page 33 and put the verbs between brackets in the correct form (past perfect simple or continuous).

1. Sarah was exhausted. She (wash) the dishes for more than three hours.
2. We (walk) for several hours before we reached the summit of the mountain .
3. Mary decided to buy a new watch with the money her father (give) her for her birthday.
4. Sue (watch) her favourite TV programme when the light went off.
5. The children (already/go) to bed when their mother came from work.

Writing: Describing process, Cohesive devices (transitions)

A. Read this jumbled text and choose the correct answer.

The text is about

- a. a love marriage.
- b. a pre-arranged marriage.
- c. both a love marriage and a pre-arranged marriage.

a. Another fifteen minutes later, they all came out of the house. Her mum and her brother went back home straight away. Before they got in the car, we paid her mum proper respect. My girlfriend asked her mum what they talked about in the house. She said to her, "Don't worry, it's a good thing. You will find out soon". She gave my girlfriend and me a smile and then drove off.

b. About a week ago, my grandma invited my girlfriend's mum to her house to have a chat about us. My girlfriend was very excited that her mum was coming. So was I. We helped each other clean our room so that it would look nice when her mum came. After we had finished, her mum arrived with Tai's brother. We followed them into the house to pay respect to her mum and then we went back outside to wait.

c. As soon as they had left, we quickly walked back to my grandma and asked her. She said, "Calm down, calm down. I will tell you now what we talked about." Then she went to sit on a chair in the garden. We sat down too and waited for her to tell us. My heart was banging very fast. I was very excited to know.

d. Finally, her brother came out and asked us to come back in. We went in and sat on the floor while they were sitting on the chairs. Then my girlfriend's mum asked Tai how much she could trust me. My girlfriend looked at her mum's face and then at my face and then she replied, "I would say that it is more than 80 percent." Her mum asked me the same question and I replied the same as my girlfriend. Then my grandmum told us to go back outside.

e. A few minutes after that, she started to tell us. She said, "We both decided that you should get married before having a baby and then we also talked about the sin sot (dowry) that we have to give to Tai's mum and the date for the wedding. But we couldn't decide about the exact amount of money for the dowry and the date yet because Tai's mum needs to think about it first". We were very happy to hear that we were going to get married, but I was a bit worried about the dowry. I don't know how much people normally asked or paid for the dowry. I hoped that her mum was not going to ask us for too much.



B. Reread the text and rearrange the paragraphs in the correct order.

1. 2. 3. 4. 5.

C. What transitional expressions have helped you to arrange the text in the correct order?

D. The following are transitional expressions that you will need to write the email in E.

Some Useful Transitional Expressions	
<i>Use these transitional expressions</i>	<i>if you want to</i>
also, and, then, besides, first (second, third, etc.), furthermore, in addition, moreover, next ...	add
both (neither), in the same way, similarly...	compare
although, but, even though, however, on the contrary, on the other hand, yet, whereas ...	contrast
for example, for instance, in particular ...	illustrate
as, because, for, since ...	give a reason
because of this, as a result, consequently, for this reason, hence, so, therefore, thus ...	show a result
finally, in brief, in conclusion, in other words, on the whole, to sum up ...	summarize

E. Write an e-mail to your e-pal in which you describe a wedding ceremony you attended lately.

Make use of the following tips:

1. Use some transitional expressions from the table above.
2. Try to focus more on transitions.
3. Make sure you include the most important events that happened during the ceremony.
4. Make sure the events are in a chronological and logical order.

Learner Training: Learning vocabulary

A. Introduction.

One of the problems that many learners of English face is how to effectively expand their vocabulary, and more importantly how to retain the vocabulary they learn.

Here are three main ways of learning and retaining vocabulary:

1. memorising.
2. using.
3. recycling.

B. Match each of the following vocabulary strategies with the corresponding technique from the list in A.

Use M for memorising, U for using and R for recycling.

1. Play audio-tapes or video-tapes repeatedly.
2. Put the words into sentences.
3. Organise the vocabulary you write down in your note-book in some way.
4. Watch movies or read particular books or magazines on the same topic.
5. Write a story using the words you have learned.
6. Have a discussion or a conversation with a partner using appropriate words.
7. Use your knowledge of the parts or roots of the new words.

.....

C. Think of other vocabulary strategies to add to the list in B.

D. With your partner, discuss your own strategies and decide on the best ways of learning vocabulary.

Grammar Summary: The past perfect simple and continuous

I. The past perfect simple

USE

- a. We use the past perfect simple to talk about what happened before a point in the past. It looks back from a point in the past to further in the past.

Example: The secretary **had already told** the boss before I got a chance to give him my version.

- b. The past perfect simple is often used when we report what people had said/thought/believed.

Examples:

- Peter told me he **had already paid** the bill.
- Sarah believed that John **had moved** to Italy.
- I thought we **had already decided** on a name for this product.

FORM

- a. Affirmative sentences:

I had printed my project.	You had printed your project.
I'd printed my project.	You'd printed your project.

- b. Negative sentences:

I had not printed my project.	You had not printed your project.
I'd not printed my project.	You'd not printed your project.
I hadn't printed my project.	You hadn't printed your project.

- c. Questions:

Had you printed your project?

- d. Adverbials with the past perfect

The following adverbials are used with the past perfect.

after - when - as soon as - until

II. The past perfect continuous

FORM: had + been + verb + ing

USE: The past perfect continuous is used

- a. to refer to an action in the past which continued until another action took place.

Example : The miners **had been digging** all night long when an explosion occurred.

- b. to explain why an activity or feeling in the past occurred.

Example : My heart was beating too fast. I **had been running** for miles.

- c. to emphasise that something occurred for a long time before another event in the past.

Example : Bob **had been teaching** in that school for more than twenty years before he became a headmaster.

Review: Units 1 and 2

A. Fill in each blank with one of these collocations:

cultural backgrounds/ school uniform/ equal opportunities/ private lessons/ gender gap/ educational system

1. The school staff do not allow us to get into the classroom if we don't wear the
2. Some of my classmates do not listen attentively to the explanations of our teachers which makes them resort to if they want to succeed.
3. It is important to provide children with in informal education wherever they live.
4. Morocco's has been reformed to respond to the new needs and challenges of the 21st century.
5. Participants from different attended the last conference on "Dialogue between different civilisations".

B. Put the verbs in brackets in their correct form (infinitive or gerund).

1. My elder brother decided (pursue) his higher studies in Rabat.
2. I spend most of my time (draw) which irritates my parents. They want me (devote) all my time to my studies.
3. Would you mind (rewrite) this exercise on your notebook?
4. I expect my friend Bob (help) me in this project on "Cultural differences".
5. Our favourite team has begun (recruit) international football players like other teams.
6. Students enjoy (listen) to English songs in class from time to time.
7. Due to compelling circumstances, our association gave up (help) some villages.

C. Choose the right answer from the given lists.

1. When Tom (wake up) in the morning, his mother (already/prepare) breakfast.
a. woke up / had already prepared b. had woken up/ already prepared c. woke up/ prepared
2. Laura (already/type) her project when the computer (crash)
a. already typed/ had crashed b. already typed/ crashed c. had already typed/ crashed
3. Our headmaster (study) the problem before calling for that urgent meeting.
a. had studied b. was studied c. studying
4. Tom told us that he (received) two awards before he (leave) to Canada.
a. had received/ left b. received/ had left c. had received/ had left
5. They (announce) that the minister (resign) for health reasons.
a. announced/ had resigned b. had announced/ had resigned c. had announced/ resigned

D. Choose the right answer from the given lists.

1. an environmental association, our neighbourhood has become a model of cleanliness.
a. Because b. Thanks to c. Consequently
2. We have heard of global warming for more than three years. nothing serious has been done so far.
a. Moreover b. However c. Consequently
3. Avoiding eye contact in front of our elders is a sign of respect in our culture;, in other cultures it is a sign of indifference.
a. moreover b. in addition c. whereas

E. Match the sentences in Box A with the appropriate expressions in Box B.

Box A
1. Would you mind sending me more information about that university?
2. I beg your pardon?
3. Certainly. I'll send you the information you need soon.
4. Teacher! Please, I can't get that idea.

Box B
a. Expressing lack of understanding.
b. Asking for clarification.
c. Making a request.
d. Responding to request.



Standards, Competencies and Skills

Interpersonal Communication

- make and respond to complaints
- talk about youth issues.

Presentational Communication

- Writing: write about cause and effect
- Speaking: make and respond to complaints, talk about different youth issues.

Interpretive Communication

- Listening: check information, listen for main ideas, listen for specific information, discuss from personal experience, explain from context
- Reading: read a poem and infer meaning, predict main idea of the text, survey the text, read for specific information, locate referents, specify writer's attitude, discuss ideas and provide personal opinion.

Culture: Practices and products

- learn about Canadian youth.

Learner training

- learn how to read effectively
- learn how to prepare an action plan.

Language development

- learn vocabulary related to youth
- learn about phrasal verbs and idiomatic expressions
- learn expressions of cause and effect.

Connections

- learn how to read effectively (all subjects)
- learn how to prepare an action plan (all subjects).

Introduction to the theme of the unit

A. Read the poem and do the activities that follow.

I am ... What I dream



I am ... an athlete
 I wonder ... if I'll be a star
 I hear ... that I will
 I want ... to be a team captain
 I am ... small
 I pretend ... I scored the winning goal
 I feel ... the glory
 I touch ... the ball
 I worry ... because I see a guy
 two times bigger than me
 I am ... scared
 I understand ... that I have to score
 I say ... "I can do it!"
 I dream ... of that goal
 I try ... to shoot
 I hope ... I can score
 I am ... the captain

B. Find lines in the poem which show that the boy

- a. has a strong desire to excel
- b. is ready for challenge
- c. is a bit worried about the future
- d. is keen on becoming a leader
- e. is proud of himself
- f. is determined to achieve his goal
- g. is realistic
- h. is being supported by others
- i. is aware of responsibility

.....

.....

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.....

C. Compare your answers to those of your partner.

D. The poem is written by a young teenager whose characteristics are common to most teenagers. In your notebook, write other characteristics to be added to the list in B and share them with the whole class.

E. Select the three characteristics you think are the most important for youth and share them with the whole class giving reasons for your choice.

F. Which characteristics do you think you have and which ones do you need to develop.

The characteristics I think I have	The characteristics I need to develop
1.	1.
2.	2.
3.	3.
4.	4.

Vocabulary Work: Idiomatic expressions

A. Read the following situations, then choose the right explanation of the underlined idioms.

1. Salim works seriously. When asked about his chances of success, he replied: "The baccalaureate exam is <u>in the bag</u> ."	a. He thinks the baccalaureate exam is a real challenge; b. He is still sceptical. c. He is certain he will pass his exam.
2. My son is good at languages, but when it comes to Mathematics he is <u>a dead loss</u> .	a. He isn't successful. b. He finds Mathematics easy. c. He is better at Mathematics.
3. Tom and Sue were given valuable prizes by their parents because they passed their exams <u>with flying colours</u> .	a. They failed their exams. b. They did it successfully. c. They coloured their certificates.
4. My elder sister <u>doesn't let</u> opportunities <u>slip through her fingers</u> . That's why she's leading a happy life.	a. She seizes all opportunities. b. She fails to obtain opportunities. c. Her fingers can't seize opportunities.
5. Tom did not look normal. He <u>went cold turkey</u> because he gave up smoking abruptly.	a. He is suffering because he stopped smoking. b. He is feeling cold because he does not smoke. c. He has a desire for cigarettes.

B. Copy the idiomatic expressions in this chart and write their meanings.

Idiomatic expressions	Meaning
1.	"
2.	"
3.	"
4.	"

C. Fill in each blank with one of the appropriate idiomatic expressions in 'A'.

1. Hicham El Guerrouj won the race
2. Nada's mother is always complaining because, according to her, her daughter shouldn't have that marriage
3. In order not to....., you should give up taking those sleeping drugs gradually.
4. The coach of our national team disagreed with journalists who said that the coming match is
5. Bob, who is a famous actor, is a in swimming.

Listening and speaking

A. With your partner, discuss the things that each of you is excellent at and how these will help you achieve a successful career in the future.

B. You are going to listen to successful experiences of four gifted teenagers from Canada: Sami Obaid, 17, Heather Muir, 19, Keith Peiris, 18, and Maren Beeston, 17.

Listen to them and match each one with his/her corresponding interest.

Name
1. Sami Obaid
2. Heather Muir
3. Keith Peiris
4. Maren Beeston

Area of Interest
a. music
b. science and sports
c. information technology
d. voluntary work

C. Listen to Sami Obaid and say whether the following statements are true or false.

1. Sami Obaid has no time for leisure activities.
2. Sami's motive was to become a famous scientist.

D. Listen to Heather Muir and answer the following questions.

1. Why did Heather Muir become a dedicated volunteer for the Canadian Blood Service?
2. Why was the 'Student Only Blood Clinic' recognized by the Canadian Blood Service?

E. Listen to Keith Peiris and fill in the following chart with the appropriate information.

1. Age at which Keith started his company.	.....
2. Date of the foundation of the company.	.....
3. Number of employees in the company.	.....
4. Date of Keith's business mission to China.	.....

F. Listen to Maren Beeston and complete the following paragraph.

I addressed this challenge by (1) Summer Slam, a summer rock music school that (2) on guitar, piano, drums and vocals. I successfully (3) and led a committee of youth to budget, fundraise and (4) this project.

G. Think of how you can achieve something important for your personal life or your community based on your best qualities, and share your ideas with your partner, then with the whole class.**Communication: Making and responding to complaints****A. Read the following dialogue and answer the question below.**

What does ATM stand for?

Customer: Sorry, I have a complaint.

Bank clerk: Yes, Madam. What's the matter?

Customer: Well, I wanted to draw some money from the ATM this morning and the machine got stuck.

Bank clerk: Oh, I'm sorry about that. You should've called us then. Our technician might've helped.

Customer: Well, I did. He said he'd come down but he didn't come. I telephoned again. He finally turned up.

Bank clerk: But he did fix it in the end. Right?

Customer: Well, yes.

Bank clerk: And you drew your money and got back your credit card?

Customer: That's right.

Bank clerk: Well, it turned out all right, then.

Customer: I'm afraid to say no. I had to wait half an hour. That's not good enough.

Bank clerk: Oh! I'm sorry about that. We'll make sure this will never happen again.

**B. Read the dialogue again and underline the expressions of complaining and responding to complaints.****C. Read the following expressions and classify them in the table below. Write only the numbers.**

1. I just don't know how to say it, but ...
2. Well, I'm afraid there is nothing we can do about it actually.
3. Oh, I'm sorry about that.
4. I can't tell you how sorry I am.
5. Well, I'm afraid there isn't much we can do about it
6. I'm afraid I have to make a serious complaint.
7. Oh, I've got a bit of a problem here, you see ...
8. Oh, dear. I'm really sorry.

Making a complaint	Accepting a complaint	Rejecting a complaint

D. Can you think of other expressions?**E. What would you say in the following situations?****Situation 1**

You usually tidy up your desk before leaving to school, but when you return home you find it in a terrible mess. Complain to your mother.

Situation 2

You bought a new book from a bookshop. When you returned home you discovered that some pages are missing. Complain to the bookshop owner.

Situation 3

You lent your portable CD player to your friend and he/she gave it back to you in a bad condition. Complain to your friend.

Reading**A. Read the first sentence of each paragraph and guess what the text might be about.**

Unlike what most people think, young people are still engaged in politics, but they are participating in non-traditional ways. Rather than joining political parties and other civic organisations, they are forming more flexible and specific alliances to pressure politicians and the public on particular issues. The challenge for organisations, both international and local, is to respond to these changes.

Mass media and the internet have played a very important role in shaping youth's trends of non-traditional involvement in political life. The internet is a key means of enabling these alternative political engagements. The digital divide is very clear. Older people rely on newspapers and mainstream television, while young people are often accessing the internet for environmental movements or anti-trade or anti-globalisation movements. They are using the web to network, to provide alternative sources of information, and to organise demonstrations- it is a new channel of activism for youth. This shows that youth have strong views, aspirations and dreams. They want to be heard and make a difference. They want to play a part in shaping the future they want. They recognize that youth have to be more independent, purposeful and to broaden their outlook beyond their academic studies, in order to achieve their dreams, and compete globally.

It is then quite obvious that when this generation of youth grows up and comes to power, we will see changes in political life. We will be dealing with a truly global generation. When you look at attitudes towards international organisations today, you find that young people are more supportive. They travel more, they read more, and they are more global in their orientation.



Although some youth are leading the anti globalisation movement, they are all moving towards a much more cosmopolitan citizenship where the old boundaries are no longer as important. The nation-state and national politics are not going to be as important as they once were, but the international organisations are going to be more important.

This is a great opportunity for the organisations. At the present, young people are in favour of multilateral associations and collaborations between countries; there is a large public that would be receptive to the work of these organisations if it became more visible.

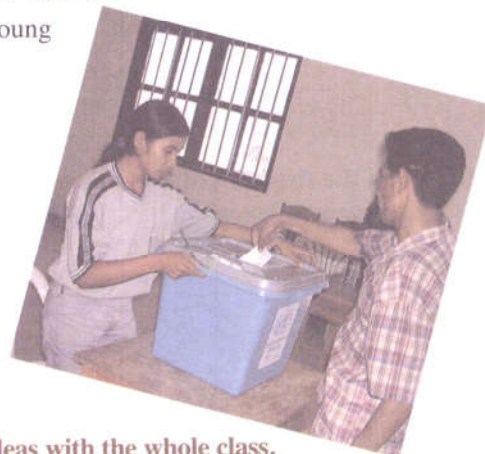
Young people in developed countries have become very egalitarian in terms of sexual equality; they realize that responsibility must be shared in the home, in the family, in the educational sphere and in the workplace. While older generations are more traditional, the real challenge is not the gap between young and old, it is the cultural gap between those societies with egalitarian attitudes and those which remain more traditional.

- B. Ask three questions you think the text might answer.**
- C. Read the text and check whether your answers have been answered or not.**
- D. Read the text and choose the best title from the following list.**
- Youth disengagement from political life.
 - Youth involvement is different, not decreased.
 - Generation gap.
- E. Say whether the following statements are True or False. Justify your answer.**
- Organisations are efficiently responding to the changes in the way young people participate in political life.
 - Young people are more concerned about their future.
 - Young people do not think much of organisations.

F. Read the text again and choose the best answer.

The writer's attitude towards youth's engagement in political life is

- supportive.
- neutral.
- unsupportive.



G. With your partner, discuss the following questions, then share your ideas with the whole class.

- Are Moroccan young people engaged in political life?
- Why should young people be politically engaged?
- Do you think online networking can be an efficient means of political engagement?

Grammar: Phrasal verbs with 'in' and 'out'

A. Read this introduction and do the exercises that follow.

Phrasal verbs consist of a 'base verb' (such as **go**, **put**, or **set**) and a particle (a word such as **down**, **in**, or **off**). When put together, the base verb and the particle get a meaning that is different from their original meaning as separate words. Therefore, the meaning of the phrasal verb is arbitrary and random. And since there doesn't appear to be any obvious rules, phrasal verbs just have to be individually learned and remembered.

B. Read the following sentences, then write down the phrasal verbs corresponding to the definitions in the table on page 42. An example is given.

- As Peter **stayed out** late, his father decided to **lock** him **out** and refused to **let** him **in** despite the mother's plea.
- For security reasons, you should always **log out** when you finish reading your emails.
- We **filled in** the application form and **handed** it **in** to the manager.
- The firemen have at last managed to **put out** the fire.
- The train was **pulling out** just as we got to the station; consequently, we had to wait for the next train.
- Mary and her brother decided to **take** their mother **out** on Mother's Day.
- When I went to see my friend, she **asked** me **in** for a cup of coffee.
- When Sara heard the news of her father's death, she **passed out**.

Phrasal verb	Meaning
1. to stay out	a. not to return home
2.	b. to submit a paper, a document
3.	c. to leave
4.	d. to extinguish
5.	e. to invite somebody
6.	f. to leave somebody outside a building
7.	g. to allow somebody access to a building
8.	h. to ask somebody to go out with you so as to have fun together.
9.	i. to lose consciousness.
10.	j. to finish using a computer system.

C. Match the first half of the sentences in column A with the other half in column B.

Column A
1. We started out
2. He let out
3. Watch out!
4. Have the police
5. The boys sneaked out of the house

Column B
a. when their mother refused to let them go out.
b. on our journey early in the morning.
c. A car is coming.
d. found out who the criminal was?
e. a deep sigh of relief when the exam results came out.

D. Fill in each blank with a verb and a particle from the lists below. Use the verbs in the correct form.

- Verbs : knock let hand come check

- Particles : in out

- The little kid a loud cry when he saw a monkey in the zoo.
- When we got to the hotel, we and went up straight to our room.
- When Rim finished her exam, she her paper and went out.
- Jack tried everything to remove that ink spot from his shirt but it didn't
- The boxer his opponent with a hard blow on the face.

Writing: Cause and effect

A. Definitions

A cause is something that makes something else happen.

To determine the cause in a sentence, ask the question: "Why did it happen?"

An effect is what happens as a result of the cause.

To determine the effect in a sentence, ask the question: "What happened?"

B. Fill in the blanks in the table with other cause-effect sentences.

CAUSE	EFFECT
Tom missed the bus.	He had to walk home.
I worked very hard.	I got a very good mark.
.....	
.....	

C. Transitions

Some of the most important transition words to use in cause and effect sentences are **therefore, consequently, for this reason, and as a result**. All of them introduce an effect. They are used to join two complete sentences (or independent clauses) together.

Examples:

It was raining; **therefore**, I stayed at home.

It was raining. **Consequently**, I stayed at home.

D. Prepositions

We can also use some prepositions in cause and effect sentences such as: **due to, because of** and **thanks to**.

Examples:

I stayed at home **due to** the rain.

Because of the rain, I stayed at home. Or I stayed at home **because of** the rain.

E. Are these cause-and-effect sentences correctly or incorrectly built?

Write “C” for correct, and “I” for incorrect, then correct the incorrect sentences.

1. ____ The test was difficult, since I didn’t get a good mark.
2. ____ Our plane was delayed because the weather.
3. ____ Thanks to his hard work and perseverance, he managed to graduate from university in a very short time.
4. ____ As a result my friend loves music so much, I will get him an iPod for his birthday.
5. ____ Since you are all tired now, we’ll leave this for tomorrow.
6. ____ This accident does not matter, as long as you pay for the repair.

F. Join the following parts using suitable transition words to make meaningful sentences.

1. Daily exercise strengthens the heart. Many people who exercise daily have healthy hearts.

.....

2. Cakes and candy are high in sugar. Cakes and candy are bad for the teeth.

.....

3. I got home late. I missed my TV favourite programme.

.....

4. The country’s economic crisis. It has been very hard for poor families to pay their bills.

.....

G. Write an article.

Write an article to your school magazine about why some students take up smoking and what effect this can have on their lives.

Learner Training: How to be a good reader

What is SQ4R?

It's a set of reading techniques that good readers use when reading. SQ4R stands for:

a. Survey; b. Question; c. Read; d. Recall; e. Review; f. Reflect

A. Read the following instructions and match them with the words above.

1. Tell a friend of yours what you have learnt. Try to remember as much information as possible from the text.
2. As you read, try to find the answers to the questions you asked. Remember, as you read, you might ask more questions. Be sure to write your answers in the margins.
3. Look at pictures, photos, maps, bold print, captions, and headings to help you form an idea of the topic and purpose of the written text.
4. Pretend you are interviewing the author(s) of the written text. Based upon what you surveyed, what questions do you want to ask the author(s)? Write your questions next to the pictures, photos, maps, bold print, captions, and headings.
5. Close the text. Think about what you have read. Discuss the main points with someone. Do you agree or disagree with the author(s)? What surprised you about the written text? What did you find to be interesting? What did you find to be confusing? What did you learn?
6. When you finish reading, review the written text. Can you answer the questions that you asked? Do you understand everything about the written text? If the author(s) were sitting next to you, what other questions would you ask?



B. Your teacher will assign you a text to read. Read only its title and the first sentence of the first and last paragraphs, then fill in the chart below:

What I already know about the topic	What I expect to learn from the text
-	-
-	-
-	-

C. Ask questions about the text.

D. Read the text. Pay attention to the information that will answer your questions.

E. Without looking at the text, answer the questions you asked in "C". Write the answers in your own words. Go back to the text to check your answers when needed.

F. Check your memory. Retell what you have read in your own words.

G. Fill in the following chart:

What do I know now?	What do I need to know more about?
"	"
"	"
"	"
"	"
"	"

Project Work: Preparing an action plan

A. In groups of four, discuss an action plan which you think will bring about some positive changes in your school.

B. Here are the main points you should think about when planning this project.

1. Objectives of the plan.
2. The changes you think your school needs.
3. The role of the people involved in this change.
4. The way to sensitise people to support this action plan.

C. Get into a larger group of eight, compare and discuss your plans to make a final one, then consider the following points.

1. Who is going to do what.
2. Time needed.
3. Materials needed for the project.
4. How you are going to present your project.



D. Start doing your project taking into account the time limit.

E. Present your project in your class or any other place in your school (library, conference room, etc.).

Grammar summary: Phrasal Verbs

A. Phrasal verbs are two-part verbs that consist of a **verb** and a **particle**. Some of these phrasal verbs are **literal** (their meaning is easy to understand) and some of them are **idiomatic** (the verb and the particle do not help to understand the meaning).

B. Some of the phrasal verbs can be both **separable** and **inseparable** but some can be only inseparable.

Example: separable

I **took off** my jacket. Or I **took** my jacket **off**.

Example: inseparable

The children **got off** the school bus. (**correct**)

The children **got** the bus **off**. (**incorrect**)

C. We can replace the object by a pronoun but not always.

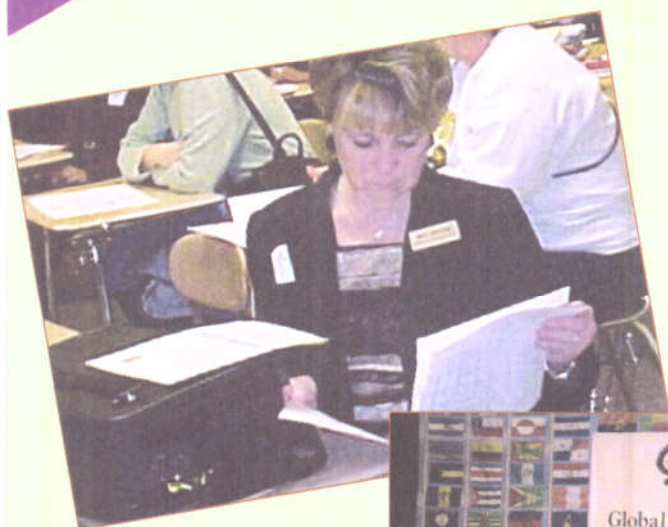
Examples:

I took off my jacket.	correct
I took off it.	not correct
I took my jacket off.	correct
I took it off.	correct

Riddles

1. What goes round the house and in the house but never touches the house?
2. What is it that you can keep after giving it to someone else?
3. What walks all day on its head?
4. What gets wet when drying?
5. What comes once in a minute, twice in a moment, but never in a thousand years?

Check the answers on page 58.



Standards, Competencies and Skills

Interpersonal Communication

- make and respond to apologies
- talk about women empowerment.

Presentational Communication

- Writing: brainstorming, planning, drafting and editing
- Speaking: make and respond to apologies, talk about women and power.

Interpretive Communication

- Listening: listen for specific information, recall information, interpret ideas from the text.
- Reading: predict and survey the text, read for general information, understand vocabulary from context, recall and review information.

Culture: Practices and products

- know about famous women at the national and international level.

Learner training

- learn how to memorise your vocabulary.

Language development

- practise the use of the passive voice
- learn how to memorise vocabulary
- practise prefixes and suffixes.

Connections

- transform information in a diagram form (all subjects)
- know about famous women at the national and international level (history, social studies).

Introduction to the theme of the unit

A. With your partner, discuss these points, then report your ideas to the whole class.

1. Can you name some of the very famous Moroccan women?
2. What makes them famous?

B. With your neighbour, look at the pictures of some famous women figures. Match each picture with the right name in the table below. An example is given. When you finish, check your answers on page 60.



1. Leila Abouzeid	
2. Mary Robinson	d
3. Angela Dorothea Merkel	
4. Chandrika Kumaratunga	
5. Ellen Johnson-Sirleaf	
6. Meryem chadid	

C. With your partner, match each name with the corresponding information. An example is given.

1	- United Nations High Commissioner for Human Rights. - Former President of the Republic of Ireland.	a. Meriem Chadid
2	- Moroccan author. - First Moroccan writer of literature to be translated into English. - She was a radio and television journalist.	b. Chandrika Kumaratunga
3	- Chancellor of Germany. - Famous for being the first German Chancellor, the president of the Christian Democratic Union, and for being the most powerful woman in the world in 2006.	c. Ellen Johnson-Sirleaf
4	- President of Sri Lanka, re-elected in December 1999. - Both her parents were Prime Ministers of Sri Lanka. Her mother was the world's first woman Prime Minister.	d. Leila Abouzeid
5	- Famous Moroccan astronomer. - First woman in the Arab world to set foot on Antarctica. - She honoured her country by planting its flag there.	e. Mary Robinson
6	- Africa's first elected female leader. - Elected president of Liberia in 2006.	f. Angela Dorothea Merkel

D. With your partner, discuss these points, then share your ideas with the whole class.

1. Do you think there is enough women participation in political and decision-making positions in Morocco?
2. What factors make women have wider participation in higher positions?

Vocabulary Work: Prefixes and suffixes

A. Read the following information about prefixes and suffixes, then do exercises B and C.

1. A prefix is 'a letter' or 'group of letters' we add to the beginning of a word to make a new word.

Example: An *anti*war campaign has taken place in Washington.

2. A suffix is a letter or a group of letters we add to the end of a word.

- Most students confuse the prefix "*ible*" with "*able*".

- Look at the following examples:

a. Comfortable, dependable, acceptable.

b. Incredible, possible, terrible.

3. Notice that for the first group 'a' the root is complete, it gives a sense. While group 'b', the root is incomplete, it does not give a sense.

B. Match the following prefixes with their meanings. An example for each prefix is given.

Prefix
1. dis: disappear
2. pre: prehistoric
3. contra: contradict
4. anti: antibiotic
5. re: re-elect
6. post: postwar
7. out: outnumber
8. co: co-manage
9. mis: misunderstand

Meaning
a. against
b. together or with
c. opposite
d. away / not
e. wrongly / badly
f. more than / outdo another
g. after in time
h. before in time
i. again

C. Add the right prefix or suffix.

1. In their investigation for sound evidence, the police ---- played the cassette many times.
2. Officials know that such policy has predict ---- consequences.
3. The fans of the visitor team --- number the fans of our team.
4. The situation is suit ---- to ask for an increase in your salary.
5. Some officials --- use their power.
6. If we don't ---- operate and join our efforts, we won't succeed in human development.
7. Barbara came to the party with a lovely fashion ---- dress.
8. We went to the cinema yesterday, but the film was horr ----. We didn't like it.

Listening and speaking

A. Discuss these questions with your partner, then share your ideas with the whole class.

1. Have you ever heard of the 'Global Summit of Women'?
2. What do you think it might be about?
3. How can such an event contribute to the empowerment of women?



PART 1

B. Listen to Part 1 of an interview conducted by 'Enterprising Women' magazine and answer these questions.

1. Who is Irene Natividad?
2. What is the Global Summit of Women about?



Irene Natividad

C. Listen again to Part 1 and say whether the following statements are true or false, then correct the false ones.

Statements	T	F	Correction of the false statements
1. The first Global Summit of Women was held fourteen years ago.			
2. The global Summit of Women insists on problems.			
3. Irene has been contributing to the Summit for ten years.			

PART 2

D. Listen to Part 2 and tick the correct answer.

The First Arab Women's Ministerial Roundtable was held in:

- | | |
|------------|--------------------------|
| 1. Tunisia | ☐ |
| 2. Morocco | ☐ |
| 3. Jordan | ☐ |
| 4. Egypt | ☐ |

E. Listen again and answer these questions.

1. How often is the Summit held?
2. Why have the Summit organisers started to contact women through the internet?

Whole Listening

F. Listen to both Part 1 and Part 2 and complete these sentences with ideas from the listening text.

1. The Global Summit of Women was created in order to
2. The best moments for Natividad were those when she watched
3. Now, almost all registrations for the Summit come through
4. The last Summit brought almost women to Morocco from countries.

Post Listening

G. With your partner explain and discuss these statements by Natividad, then share your ideas with the whole class.

1. "The Global Summit of Women was created for all women leaders to meet across borders, across disciplines, and across class lines in order to be able to conduct exchanges and to share ideas without being hampered by their country's official positions."
2. "It is about bringing other women up the ladder so that they don't have to start from zero."

Communication: Apologising

A. Match each sentence in box A with its appropriate response in box B.

A
1. Why are you late ?
2. I don't accept being treated that way. I'll leave this job.
3. You shouldn't have told our neighbours.
4. You tarnished my reputation on groundless evidence.

B
a. Please, accept our sincere apology.
b. Forgive me. I didn't mean it.
c. I deeply regret that.
d. I'm sorry, sir for this delay.

B. Read the following situations, then use appropriate expression to express your apology.

Situation 1	Situation 2	Situation 3
You were assigned homework to hand in to your teacher the next day. Apologise to him/her for not being able to bring it in due time.	You accused a classmate of taking your English textbook. After a short time, you found it somewhere at home. Apologise to him/her.	You had an appointment with some friends but you didn't arrive on time. Express your apology.

C. We use the following expressions to respond to apologies:

That's all right - Never mind - Don't worry about it - That's OK - Forget about it.

With your partner, use the following situations to practise responding to apologies using the expressions above.

1

2

3

Reading

- A. With your partner, decide what two factors you think are the most important for the empowerment of women.
- B. Read the text quickly and see if one or two of the factors you have chosen are included, then share your findings with the whole class.

The promotion of women's rights is often discussed as a moral imperative. In this article, I would like to focus today on the compelling economic arguments for giving women a greater role today. The research is unequivocal: if the goal is to improve health, nutrition or education, reduce fertility or child mortality, stem the spread of HIV, build robust and self-sustaining community organisations, encourage grass-roots democracy, and ultimately, temper extremism, successful efforts must target women.

Economists increasingly recognize that nothing is more central to development than the economic, political and social participation and leadership of women. This is particularly true in societies, where women often make up the majority of the population and have primary responsibility for raising the next generation. A broad set of data now show that raising female education, increasing their control over resources, and lifting their political voice can have a profound impact on development.



If there is one thought I can impress upon you today, it is the absolute imperative of girls' education. While there is clearly no silver bullet for poverty reduction, many would argue that educating girls is the rocket booster of development. Educated women have fewer children, provide better nutrition and health for their families, experience significantly lower child mortality, generate more income and are far more likely to educate their children than women with little or no schooling, creating a virtuous cycle for the community and the country.

Giving women more control over resources is also important. Simply put, women tend to invest more in the family than men. When women control income, more is devoted to education, health and nutrition-related expenditures, and less is spent on alcohol and cigarettes. The outcome is not trivial - for example, increases in female income improve child survival rates 20 times more than increases in male income. There is, not surprisingly, also evidence that women in positions of political leadership make different policy choices than men. This has broad and potentially profound implications for the way that resources are allocated at the local-level, and therefore for development.

C. Read the text again and say which paragraph is about

1. the role of education. (Paragraph: ...)
2. the different positive consequences of empowered women. (Paragraph: ...)
3. giving women more control over the family's resources. (Paragraph: ...)
4. what research has firmly and clearly concluded about the positive role of empowered women. (paragraph: ...)

D. Choose a suitable title to the text from the following list:

1. Women's rights
2. Empowering women
3. Women's role in society.

E. Find words in the text meaning the same as:

1. in the end. (paragraph 1)
2. in a way that is large or important. (paragraph 2)
3. very important and needing immediate attention or action. (paragraph 4)
4. of little importance. (paragraph 4)

F. Without looking at the passage, complete the following paragraph with ideas from the text.

Two of the most important elements in the empowerment of women are education and (1)
 Educated women tend to have smaller (2), (3)
 and (4) for their children. On the other side, women with more (5), spend
 more money on family-related matters. Simply put, empowering women is an imperative to (6)

G. Compare your answers with those of your neighbour and check with the text if you have different answers.**Grammar: The passive voice****A. Read the following sentences in the passive and match them with their corresponding grammatical explanations. An example is given.**

Sentences in the passive
1. A man was found murdered in the street yesterday.
2. We were offered a special dinner to celebrate the company's thirty years of success.
3. We got stuck in a traffic jam while we were driving to work.
4. Many accidents are caused by dangerous driving.
5. The building is being constructed.

Grammatical explanations
a. Unlike the active, which is used to say what the subject does, we use the passive to say what happens to the subject.
b. When we use the passive, who or what causes the action is unknown or unimportant.
c. The passive of doing, seeing, etc. is being done, being seen, etc.
d. Sometimes, you can use get instead of be in the passive.
e. Some verbs can have two objects, so it is possible to use two passives.

B. Rewrite the following sentences using the passive.

1. When we got to the airport, we found that they had cancelled our flight.

When we got to the airport we found

2. They offered Mary the job but she refused it.

Mary

3. There is somebody walking behind us. I think he is following us.

There is somebody walking behind us. I think

4. They didn't tell me what I should exactly do.

I

5. The police stopped me while I was driving home.

I

C. Complete the following sentences using "being" + one of the verbs in the list below.

tell – call – laugh – mug – give

1. You should do your homework without to do so.

2. Most people go home before dark to avoid in the street.

3. Peter hates at by his friends

4. I remember a precious watch as a present for my birthday.

5. Ilham doesn't like, by her nickname.

D. Look at the grammar summary on page 58 and rewrite the following sentences using two different sentences in the passive.

1. Mr. Wilson's colleagues gave him a present when he got promoted.

2. I think we should give our teachers due respect.

E. To say what people in general feel or believe we use these expressions:

- It is believed that... or He/She/They are believed + infinitive

- It is thought that...

Example : - It is believed that China is the new rising economic power./ or China is believed **to be** the new...

F . Re-write the following sentences beginning with the words given.

1. Most scientists believe that current environmental catastrophes are due to global climatic changes.

It is

2. Most activists believe that community service plays an important role in alleviating poverty.

Community service

3. Economists say that without advanced information and communication technology, we can't become competitive.

It is thought

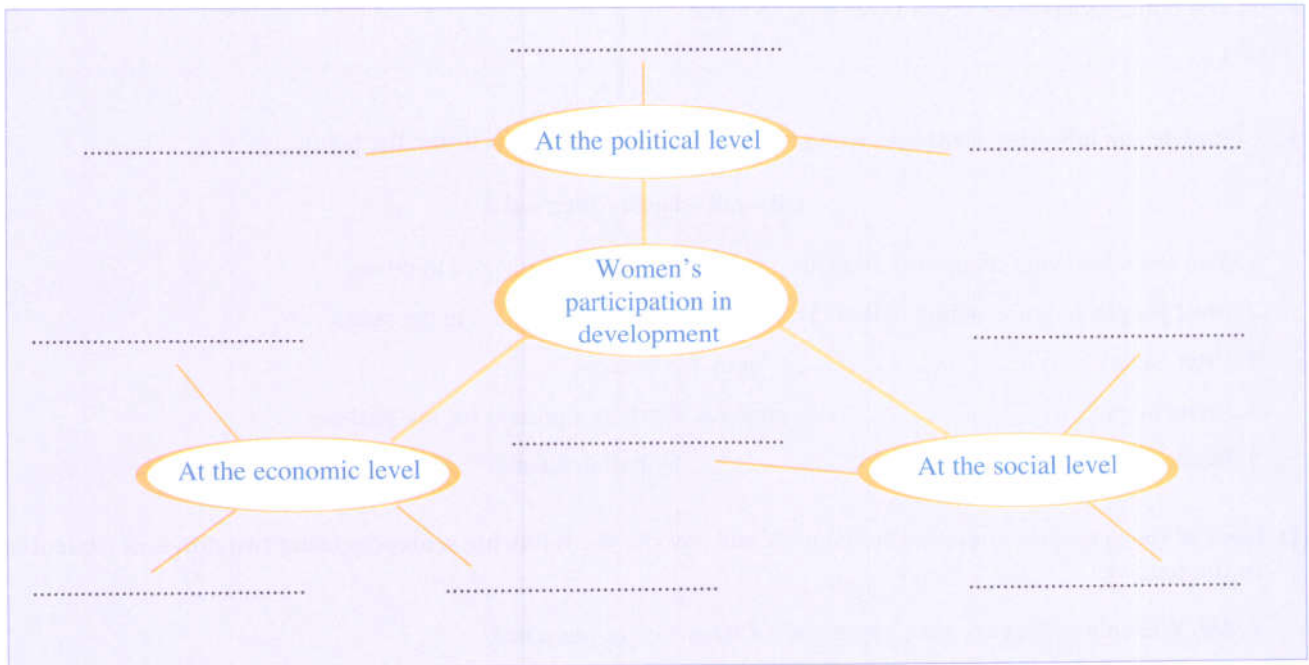
4. Some people say that extraterrestrials visit our planet from time to time.

Extraterrestrials

Writing: Brainstorming, planning, drafting and editing

- A. In a small group, read the following question, then complete the mind-map, with appropriate ideas.

- What are the benefits that our society can draw from women's participation in the process of development?



- B. Share your ideas with the whole class.

- C. Using your mind-map and the ideas you noted from the discussion, make an outline of an argumentative essay.

- D. Write the first draft of your essay, then swap your paper with your partner. Check the following points in your partner's paper.

1. Is the introduction interesting?
2. Do the paragraphs have a unity? Do they complement each other?
3. Are the ideas supported appropriately? Do they contain examples and details?
4. Are the transitions used correctly?
5. Does the conclusion include a summary?

E. Get your paper back, then rewrite your essay, taking into account your partner's remarks.

F. After you finish revising your essay, check the following points.

1. Spelling mistakes.
2. Punctuation mistakes.
3. Grammar mistakes or wrong tenses.

Learner Training: How to memorise your vocabulary

A. Read the following words loudly then close the book and try to write as many words as you can remember.
(No cheating, please!)

chair - book - moon - key - door - hair - bag - train - computer -
kitchen - doll - pen - key - board - dog - sun - boat - cup - blind

B. Go back to the list to check how many words you could remember.

C. Do the second memory test by using the same procedure in A.

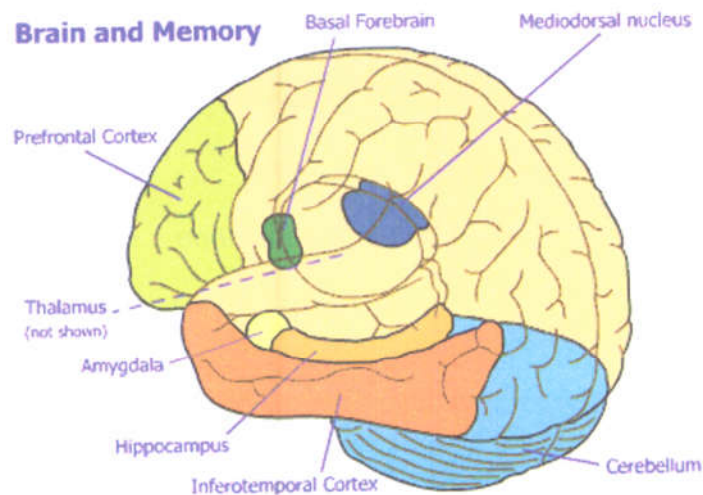
Furniture	Writing instrument	Appearance	School
chair - sofa - bed - table - wardrobe	pen - pencil - chalk - crayon	tall - bald - beautiful - ugly - good-looking	classroom - library - cafeteer - stadium - computer lab

D. Go back to the list and check how many words you could remember.

E. You probably did better in the second activity. Which of the following techniques did you use?

1. Write new words in groups. This would help trigger your memory.
2. When alone or with a friend, try to remember all the new words you have learnt that day and write them quickly.
3. You can also know the words by talking about them with friends.

F. Can you think of another way that would improve your memory?



Grammar Summary: The passive voice

A. The passive form with different tenses.

Tense	Active	Passive
Present simple	improves	is improved
Past	improved	was improved
Present perfect	has improved	has been improved
Past perfect	had improved	had been improved
Future	will improve	will be improved
Modal verb	should improve	should be improved
Present continuous	is improving	is being improved
Past	was improving	was being improved
Present perfect	has been improving	has been being improved
Past perfect	had been improving	had been being improved
Future continuous	will be improving	will be being improved

B. To say what we (or people) feel or believe, we use the following expressions:

- | | | |
|--------------------------|----|--|
| - It is said that... | Or | He/She/They/Our country is said + infinitive |
| - It is believed that... | | is believed + infinitive |
| - It is thought that... | | is thought + infinitive |

Example: *It was thought that a woman could never match a man in politics.* Or
Woman was thought not to match man in politics.

Here are the answers to the riddles
at the end of unit 3 (page 46)

1. The sun
2. Your word
3. A nail in a horseshoe
4. Towel
5. The letter 'M'

Review: Units 3 and 4

A. Rewrite the following sentences as suggested.

1. An association has painted the walls and classrooms of our school.
- The walls and classrooms of our school by an association.
2. Many people believe that our area is more threatened by climatic changes.
- It is
3. According to a survey women will win more seats at the parliament.
- Women are
4. We think that a new model of leadership may increase the pace of development.
- A new model of leadership is
5. Our society should educate girls to empower them.
- Girls
6. Peter's mother offered him an interesting encyclopedia on his fifteenth birthday.
- Peter

B. Express apology in the following situations.

1. You were sitting in a restaurant near an American tourist. When you wanted to leave, you dropped her glass of water.
- You:
2. You wanted to phone a friend of yours, but to your surprise you dialled the wrong number. You heard a voice of an English speaking person.
- You:
3. Your teacher gave you an assignment. Due to compelling circumstances you couldn't do it. And because you don't want your friends to know about it, you write an apology and you hand it to your teacher.
- You:

C. Add one of these prefixes or suffixes to the underlined words to make meaningful sentences. Make any necessary changes: able/ ible/ dis/ co/ mis/ out/ re.

1. Do you view your lessons regularly.
2. When I read your assignment, I found out that you translated many words. You have to check your dictionary.
3. Education is a good example of the eradication of gender gap.
4. Your father will approve of your trip to Canada because you have to prepare for your Baccalaureate exam.
Even your mother will refuse.
5. When you want to take a decision consider the advantages and advantages.
6. No one feels responsibility for the degradation of our environment.
7. Most children's mistakes are generally forgive.
8. Sarah and Tim united after two years of divorce.

D. How are you going to express complaints in these situations?

1. Your request for a British visa was refused although you provided all the required documents.
- You:
2. You have just been employed in an American company. To your disappointment the first salary you received is lower than what you agreed upon.
- You:
3. Your classmate disturbs your listening to the explanation of your teacher of English.
- You:

E. Fill in each blank with the appropriate idiomatic expression or phrasal verb from the following list. Make any necessary changes.**Idiomatic expressions**

- a. a piece of cake
- b. all ears
- c. fed up with
- d. get on one's nerves

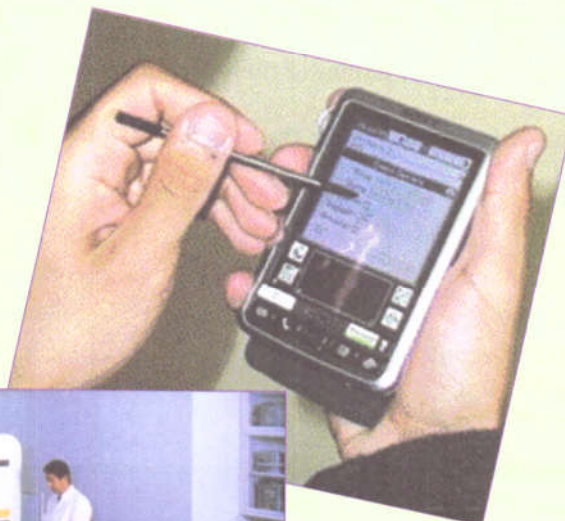
Phrasal verbs

- e. lock in
- f. put down
- g. take off
- h. cool down

1. Stop writing for a minute. your pencil and look at me.
2. If you think it is too hot, why don't you your sweater?
3. Adam: I've got something to tell you, Bob.
Bob: Go on, I'm
4. This soup is too hot. I need to it
5. I'm doing the same thing every day. It's really killing me.
6. You should that dog It's very dangerous.
7. I can't understand why you flanked out this test. It's absolutely
8. Will you play something else? That song is

Key to activity B on page 48:

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



Standards, Competencies and Skills

Interpersonal Communication

- express and respond to opinion
- talk about technology
- ask and answer about different technology tools and solutions.

Presentational Communication

- Writing: write a descriptive essay
- Speaking: express and respond to opinion, talk about technology (advantages and disadvantages).

Interpretive Communication

- Listening: listen for the main idea, check information, listen for specific information, explain from context, show understanding of the listening text, discuss ideas in the listening text
- Reading: predict main idea of the text, survey the text, read for specific information,

identify and transform information into note form, discuss ideas in the text.

Culture: Practices and products

- learn about technology solutions for African development
- learn about computer addiction
- learn about Japanese food.

Learner training

- learn about and use mind-maps.

Language development

- practise the use of future perfect tense
- learn vocabulary related to technology.

Connections

- learn about and use mind-maps (all subjects)
- practise collecting and presenting data (all subjects)
- learn about issues related to science and technology.

Introduction to the theme of the unit

A. Do you know the names of these technological tools?

Write these words under the appropriate pictures.

1. Brain scanner

2. Laptop

3. iPod

4. Spacecraft

5. Robot

6. Interactive white board

7. Credit card

8. Telescope

9. Nuclear plant

10. Vacuum cleaner

11. Satellite

12. Palm computer



a.



b.



c.



d.



e.



f.



g.



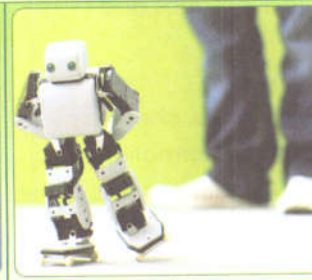
h.



i.



j.



k.



l.

B. Which field does each tool belong to? Write the letter of each tool in the appropriate box. Some tools can belong to more than one field.

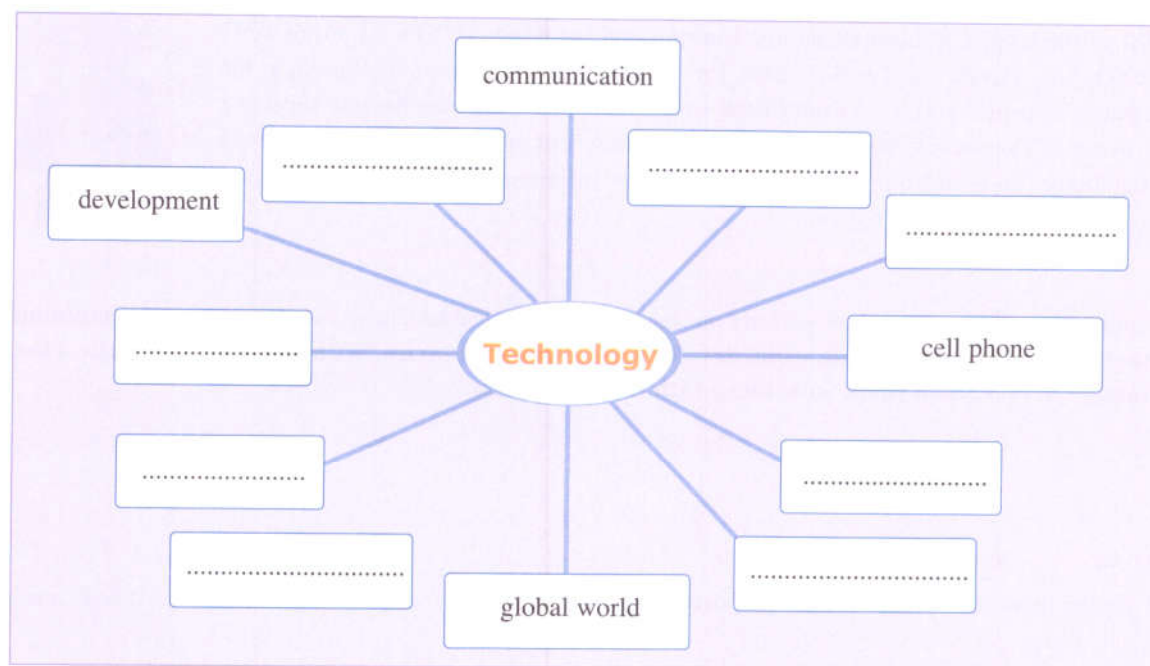
1. Education	.....	5. Music	.....	9. Energy	.....
2. Space	.....	6. Astronomy	.....	10. Domestic life	.....
3. Medicine	.....	7. Banking	.....	11. Industry	.....
4. Telecommunication	.....	8. Business	.....	12. Personal use	.....

C. With your partner, discuss these questions and then share your ideas with the whole class.

Which technological tool do you most often use in your everyday life? What do you use it for?

Vocabulary work: Topic-based vocabulary

A. Here are some of the words related to technology. Complete this word-web with as many words as you can.



B. With your partner compare your word-webs, then find words that can go together.

You may need to make some changes.

Examples: technological development - electronic communication.

C. Fill in the blanks with one of the following words from the list.

a. pre-paid b. information c. access d. networking e. addicted f. scientific

1. A large number of people are computer _____. They spend too much time on the internet.
2. _____ technology can be a valuable means of development.
3. The _____ option can be more economical for cell phone users.
4. The internet is an efficient way of _____ at the international level.
5. More sophisticated technologies are necessary for _____ experiments.
6. Easy _____ to the internet may back up our present educational system.

Listening and speaking**A. Read the following paragraph about Nancy Hafkin and answer the following question.**

What is Nancy Hafkin's main field of interest?

Nancy Hafkin is a pioneer of networking and development information and communications in Africa. She was among the first to enter the field of electronic communications in Africa. She founded the Pan African Development Information System (PADIS) of the United Nations Economic Commission for Africa (UNECA). From 1997 until 2000, she served as Team Leader for Promoting Information Technology for Development. She also served as Coordinator of the African Information Society Initiative (AISII), to use ICTs to accelerate socio-economic development in Africa. Nancy also served as a facilitator in establishing the Partnership for Information and Communication Technologies in Africa (PICTA).



- B. The main idea of the interview you are going to listen to is about how Information and Communication Technology (ICT) can accelerate social development in poor countries. With your partner, write a list of the advantages of ICT, then share your ideas with the whole class.**

PART 1**C. Listen to Part 1 and answer this question:**

Who are the most concerned with the proposed ICT for development solutions: rural or urban African areas?

D. The following statements are false. Listen again to Part 1 and correct them.

1. ICT in Africa is mainly directed to business.
2. In Nigeria, Information Technology is brought to women especially in cities.
3. Women in Uganda go to the Telecenter to learn how to write their own language.

PART 2**E. Listen to Part 2 and complete the following paragraph.**

Information technology is a (1) tool for women in developing countries. Women far (2) men among the poor of the world. They are far more likely to be isolated, to lack (3), and to be devoid of resources to (4) their situation and that of their families.

F. Listen again and check your answer.**PART 3****G. Listen to Part 3 and answer the following questions.**

1. Is Nancy Hafkin pessimistic or optimistic about the future of ICT in Africa?
2. What's Nancy's dream for ICT in Africa?
3. What does "digital divide" mean?

**H. After you listen to the whole interview, discuss the following questions with your partner, then share your ideas with the whole class.**

1. Why do you think governments, world organisations and NGOs are so much concerned about implementing ICT in Africa?
2. Do you think that the introduction of ICT in poorer countries can have a direct effect on people's lives?

Communication: Expressing opinion**A. Mr. Watson and Mr. Karimi are talking about whether their children should have access to a cell phone or not. Read and listen to their conversation and answer this question.**

- Who do you think is more determined about not buying a cell phone for his kid: Mr. Watson or Mr. Karimi?

Mr. Watson: You know what? My daughter has asked me to buy her a cell phone. Do you think I should buy her one?

Mr. Karimi: Well, if you ask me, I wouldn't buy it for her, for the simple reason that she's too young for that kind of stuff. My son has asked me to do the same but my answer was a sharp NO. I think he's not yet responsible enough to cope with a cell phone.

Mr. Watson: Well, I've never thought about it that way. But what about the other kids? I mean her friends. They already have cell phones. Don't you think this would be a bit demeaning for her? Besides, most parents buy their kids cell phones for safety and emergency reasons. Like, the kids could call if they're going to be late.

Mr. Karimi: ... I'm afraid, I can't agree with you on your last point. I really feel that a cell phone shouldn't be an excuse for being late. One more thing, did you think about the money they would spend on text messages, ring-tones and other stuff?

Mr. Watson: ... Mm... I see what you mean. It can cost a lot of money. You're right about that. But don't you think you could limit your kid's use of the cell phone by having a prepaid-minute option?

Mr. Karimi: Well, that could be a good idea. The problem is: do the kids really need a cell phone? I still can't find a solid reason for their having one.



B. Read the dialogue again and fill in the table with appropriate expressions from the text.

Giving an opinion	Asking about opinion	Agreeing with an opinion	Disagreeing with an opinion

C. Here are other ways to express your opinion.

Asking about opinion	Informal ways of expressing opinion	Formal ways of expressing opinion
- What do you think ...? - What's your opinion ...? - Are you for or against ...? - What about ...? - Do you think that ...?	- To be honest ... - If you ask me ... - I feel ... - To my mind ... - To be honest ... - I reckon ... - Personally speaking, I think ...	- It seems to me that ... - I would argue that ... - I am unconvinced that ... - I don't agree that ...

D. Read these opinions and respond to them.

- Barbara: "**To be honest**, aesthetic plastic surgery is quite dangerous."
- Sarah: "**If you ask me**, the credit card facilitates my life even if it has increased my purchase."
- Sue: "**To my mind**, genetically modified food may be a good solution for providing enough food for the growing world population".
- Margaret: "**It seems to me that** technology will completely transform many of our current habits in the coming decade."
- Tim: "**I would argue that** in the near future, scientific experiments will find effective medicines for the current dangerous diseases."

Reading

A. With your partner, list some of the addictions you know about, then compare your list with the whole class.
Example: alcohol addiction

B. Discuss the following point with your partner, then share your ideas with the whole class.
Can a hobby become an addiction? Explain by giving an example.

C. Read the first and last sentences in the text and write one sentence stating what the text might be about.

You can start your sentence like this:

I think the text is probably about

(1)

Computer addiction is a relatively new term used to describe a dependency on one's computer. Computer addiction is not limited to personal computers (PCs). It covers video games and the Internet and has already been given a label by psychologists, namely Internet addiction disorder (IAD).

(2)

People can grow addicted to a variety of substances, and there is usually a substantial amount of help available to treat them. Alcohol, drugs and sex have all been known to bring out the addictive personality trait in some people, but other forms of addictive behaviour, such as exercise, watching television or spending too much time on a computer, have only recently been recognized. Computer addiction, like any addiction, can creep up on a person without one being aware of it. Talk shows are full of people whose relationships have been torn apart by one partner's computer addiction. Spending hours chatting online, surfing the web or playing computer games can cause relationships to deteriorate as other parts of a person's life are neglected.

(3)

The newly diagnosed computer addiction has gained much press attention recently, as children have also been affected. A recent research study showed that some children suffer from computer rage when they are forbidden to play computer games. The results are sudden uncontrolled periods of anger and behavioural traits similar to those of an addict going cold turkey.

(4)

So how exactly is computer addiction defined? When does a hobby become an addiction? As with most other dependencies, specific questions can be asked to assess whether or not someone may suffer from computer addiction. These questions include assessing how much time is spent on the PC or playing video games, sometimes relative to how much time is spent interacting with real people.

(5)

Another way to assess computer addiction is to assess one's quality of life before and after the computer



arrived. Many people have lost jobs due to their computer addiction. Constantly logging onto the Internet at work has caused many people to be dismissed, often after repeated warnings were issued. Money is another factor. Some people have gone into debt and lost great amounts of money using online services and chatrooms.

(6)

Computer addiction is also sometimes linked to computer gambling. For some people, gambling is reliant on the computer. They cannot have one without the other. Not only do such people spend countless hours playing online poker, but they often lose thousands of dollars while playing.

(7)

As with any addiction, steps can be taken to treat computer addiction. Limiting the amount of time spent on the computer or playing video games is a simple step. If your computer is on all the time at home, switch it off. Guidelines for children suggest allowing no more than one hour per night on the PC or playing video games.

(8)

Computer addiction is said to be on the increase. More and more people are spending time in cyberspace in a virtual world of their own making. If not treated, this condition can lead to diminished social skills and deterioration in the addict's quality of life.

D. Go over the text quickly and say which paragraph

- a. compares computer addiction to other types of addiction.
- b. states when computer addiction has started to gain special attention.
- c. gives ideas about how to treat computer addiction.
- d. declares that computer addiction is growing.
- e. gives a general idea about computer addiction.
- f. shows how one can know about her/ his computer addiction.
- g. presents another measure to know about your computer addiction.
- h. states that computer addiction is related to the amount of time and money we spend through computer use.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

Paragraph 5

Paragraph 6

Paragraph 7

Paragraph 8

E. Give a title to the text.**F. Read the text again and, in note form, list some of the symptoms of computer addiction.****G. Are you a computer addict? If not, do you know a person who is?**

Discuss the questions with your neighbour and give enough evidence to support your answer, then share your ideas with the whole class.

Grammar: The future perfect**A. Read the following e-mail from Yassin to his e-pal William and answer this question.**

- Does Yassin think he has enough time to read the book? Explain.

Send	Chat	Attach	Address	Fonts	Colors	Save As Draft
To: william99@gmail.com						
Cc:						
Subject: My future action plan						
Dear William, I'm writing to tell you that I'm not feeling satisfied with the pace at which I'm working these days. I have realised that I have spent too much time using the computer which has left me with loads of homework to do. I'm really not happy about this and I've decided to think of a vigorous action plan before it's too late. This is what I've decided to do. By the end of this week, I'll have revised all my Maths lessons. We have a test next Monday and I don't really wish to flunk it out again. I'm now working on my English project; and since it's almost finished, I'll have handed it in before Thursday. This would allow me to concentrate more on French for we're assigned to read a 274-page novel within five days only, can you imagine? I've already started the book and I'll have finished it before the deadline. It's really hard work, isn't it? Let's hope I could cope. Yours, Yassin						

B. Read the text again then extract all the verbs in the future perfect and copy them in your notebook.

Example: The Browns will have painted their house within two weeks.

- C. Read the text again, then select the time expressions used with the future perfect and copy them in your notebook.
- D. Complete the following rule for the future perfect tense:

Subject + + +

- E. Read the Grammar Summary on page 72 and then do the following exercise. Put the verbs in brackets in the correct form.

1. Next week, that football player (play) with our national team for six years.
2. By 2020, our population (increase) enormously.
3. By the beginning of June, my father (return) to France.
4. Students (hand in) their answer sheets by 6:05 p.m.
5. Scientists (possibly/develop) a new vaccine for AIDS in ten years time.

Writing: Descriptive essay

- A. Read the following article and answer the question below:

What shows that the writer used to eat in that restaurant?

Japanese Restaurant

I was driving down the road back from college and I was feeling very hungry. I couldn't even think properly, all I wanted to do was to gobble down Japanese food. I could almost taste the Cung Pow chicken and smell the steaming rice while I was driving my car.

As I parked in the parking lot and got out of my car I could clearly see the restaurant. There was a big sign outside slightly tilting to the left as it hung over the entrance and boldly read Sunami. From the windows, outside I could see inside and it didn't seem to be all that crowded. At the entrance of Sunami, there was bronze statue of a podgy monk sitting crossed legged with his belly building out and with a huge smile on his face.

Just as I stepped inside Sunami my ears filled with sound of the booming noises of the customers. The people obviously sounded like they were having a good time with all the laughing and chattering. I took a seat at my usual booth; I didn't even need to look at the menu. I was approached by a waitress who had the sweetest sounding voice I had ever heard.

After I had placed my order and I sat at the booth waiting for my food. I took a sip of my water with a slice of lemon. I then took a deep breath and the most wonderful yet familiar aroma filled my nostrils. I could not place it but it smelt a little like the Japanese dish I usually order Cung Pow chicken. I kept taking deep breaths and turning my head to see where this delicious aroma was emanating. Sure enough there it was my platter of chicken and rice being brought in by the waitress and it was mine to devour.

The wonderful sounding waitress laid down the food and reminded me to leave some room for desert. Right then desert was the last thing on my mind, all I wanted was just eat. I put the fist morsel of Cung Pow in my mouth and wow it tasted GREAT. The salt wasn't too much and the seasonings were just great. The rice as well was cooked to perfection and oh so delicious.



Fifteen minutes later, I was finished with the whole plate of food. I was feeling absolutely stuffed, I felt a little like an overstuffed balloon ready to burst. Then I was approached by the waitress again this time trying to convince me to eat some sushi. I had never eaten any sushi before, so I agreed to a very little sample. So, she brought some out to me in a black plate. It looked like it was something squashed together into a roll. I took it apart and felt it in my hand. The raw fish felt cold and slimy. The rice that I felt very coarse a little like it had not been cooked thoroughly. I had a bite of the sushi and realized that it was not as bad as I thought. The salmon just melted in my mouth and the rice gave the whole thing great texture. If I would have eaten any more I certainly would have burst, so I gratefully paid my check, left a tip for the waitress and left the restaurant.

B. When writing a descriptive essay, it is advisable to identify what exactly you want to describe.

A descriptive essay often focuses on portraying: a person, a place, a memory, an experience or an object.

Read the essay again and find in which paragraph the writer has described each of the elements above.

A person	Paragraph: ...
A place	Paragraph: ...
A memory	Paragraph: ...
An experience	Paragraph: ...
An object	Paragraph: ...

C. A good descriptive essay often includes the following elements:

sight – smell – touch – sound – taste

Find in the essay, sentences where the above elements were used.

D. Write about an experience you had as a primary school student. Talk about your school, friends, teachers, etc.

E. Things to consider as you write your descriptive essay:

- Think of an instance that you want to describe.
- Why is this particular instance important?
- What were you doing?
- What other things were happening around you?
- Is there anything specific that stands out in your mind?
- Where were objects located in relation to where you were?
- How did the surroundings remind you of other places you have been to?
- What sights, smells, sounds, and tastes could you remember?
- Did the sights, smells, sounds, and tastes remind you of anything?
- What were you feeling at that time?
- Has there been an instance in which you have felt this way before?
- What do you want the reader to feel after reading your paper?
- What types of words and images can convey this feeling?
- Can you think of another situation that was similar to the one you are writing about?
- Is there enough detail in your essay to create a mental image for the reader?



Learner Training: Mind-maps**A. What are mind-maps?**

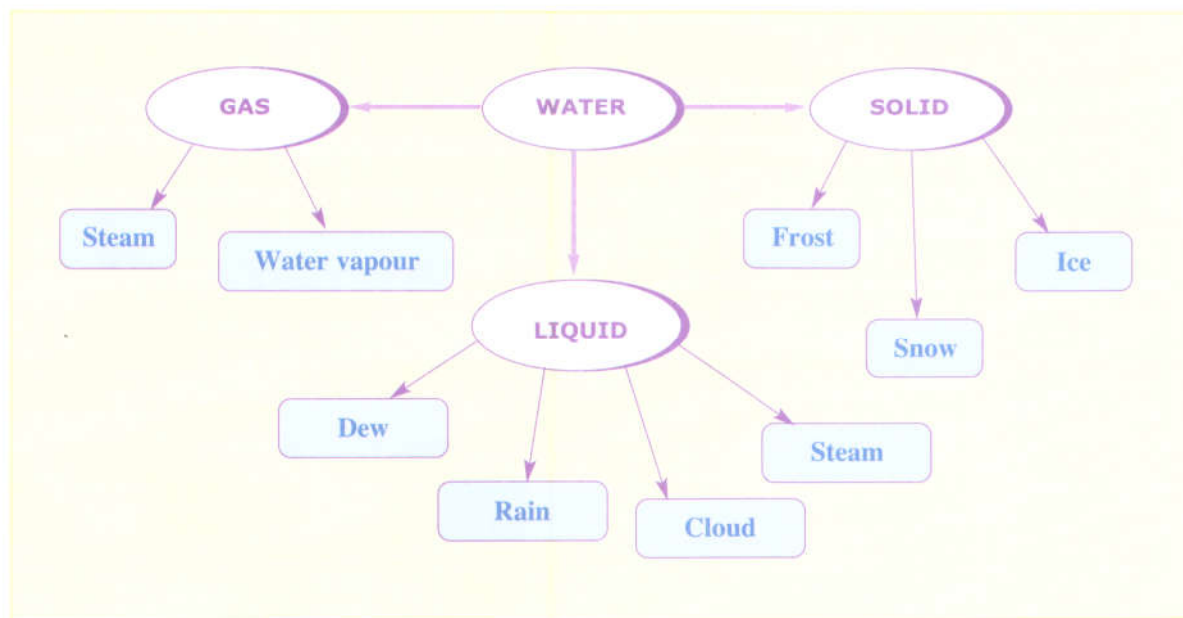
Mind-maps are a useful tool for making notes, revising and organising information. They are a visual representation of connections between concepts and ideas that are related to one central topic.

B. Why are mind-maps useful?

Mind-maps are an extremely useful study tool for several reasons. They

- help to clarify the key concepts of a topic
- show links and relationships between ideas
- organise ideas and information by making it accessible on a single page
- facilitate memory through key words and phrases
- save time as they are very quick to do.

Mind-maps are particularly useful for investigating and planning a topic for an assignment or essay and for revising and preparing for tests and exams.

C. An example:**D. Practice.**

1. Write down your topic in the middle of a piece of paper.
2. Quick-write down anything that comes to your mind.
3. Keep writing until you cannot think of anything else.
4. Go through all your points crossing out those that are not useful for your topic and taking note of those that you think are most important.
5. Make a final version of your mind-map and share it with your neighbour.

Grammar summary: Future perfect simple

A. Form

Future Perfect Simple

Subject	+	will	+	have	+	past participle of the main verb
---------	---	------	---	------	---	----------------------------------

Example: Barbara and her husband **will have visited** the south of Morocco by the end of next week.

B. Use

The future perfect indicates the completion of an action at a particular time in the future.

C. Adverbials used with the future perfect.

- this time next week/Wednesday, etc.
- by 2015/five o'clock/this evening, etc.
- before Monday/June/2015, etc.
- in ten years time/in two months time, etc.

Project Work: Collecting and presenting data

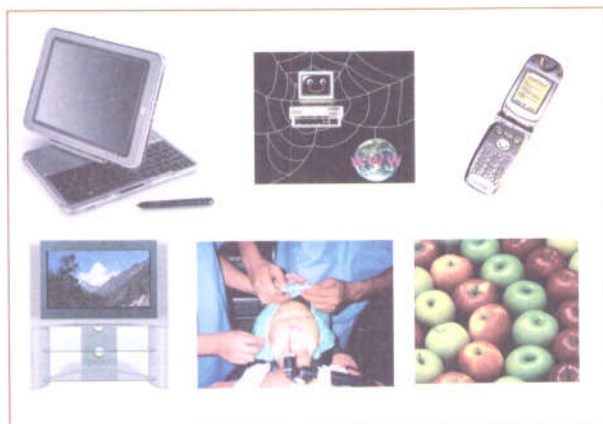
You are required to do a project in a small group to produce a PowerPoint presentation, a video or a portfolio. It is up to you to choose the appropriate means to present your project.

A. Search for data.

- Your search should be based on all available sources such as: books, magazines, encyclopaedias, newspapers, internet, videos, etc.

B. In a small group, choose one of the following topics related to technology for your project.

1. Mobile phone
2. Tablet PC
3. Internet
4. TV
5. Plastic surgery
6. Genetically modified food
7. Cloning.



C. Introduce the topic you have chosen.

- What is the topic? What are the reasons for choosing it?
- Use pictures, video or PowerPoint presentation to support your introduction.

Crossword Puzzle

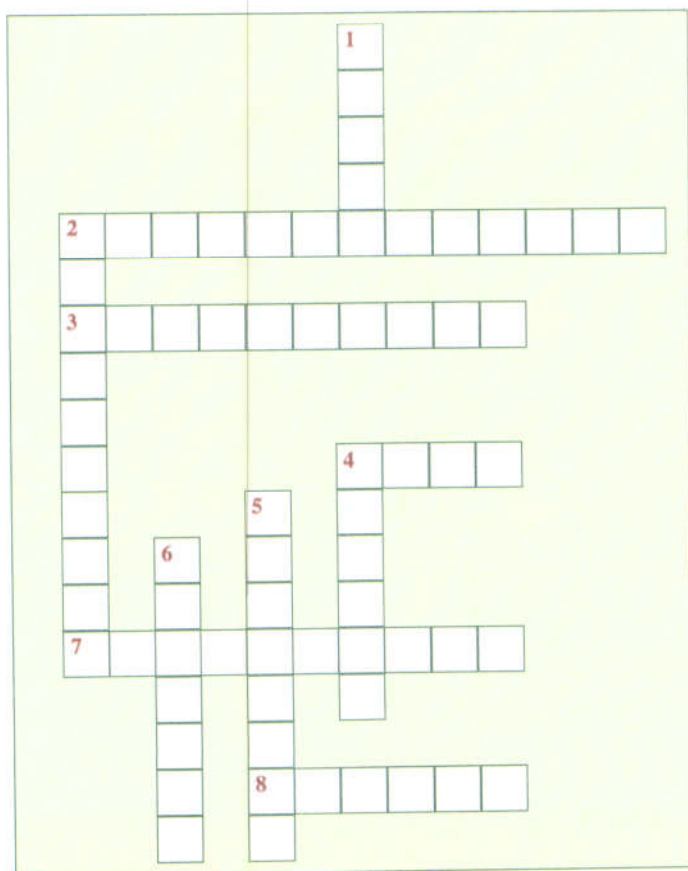
Complete the crossword puzzle with the right words from Unit 5.

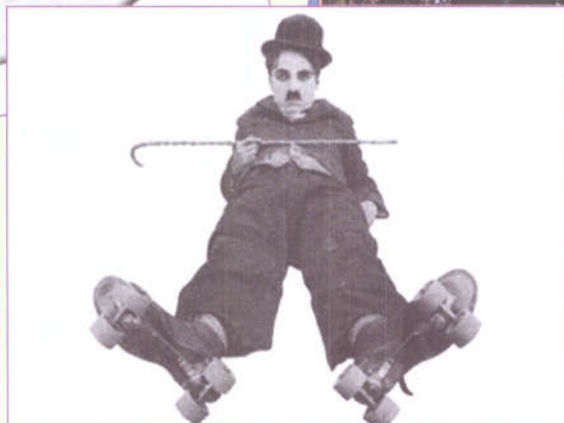
Across

2. More _____ weapons are now being used in wars.
3. A document you send with an e-mail.
4. After checking your e-mail, you should _____ out for security reasons.
7. Information and Communication _____ has brought about many changes to our community.
8. Easy _____ to the internet will contribute to learning equity.

Down

1. All citizens have the _____ to vote.
2. A new _____ has been launched to the moon.
4. Some basic computer _____ are needed for this job.
5. I need to _____ some photos from the internet for my project.
6. A new _____ plant for electricity will be soon set up in our area.





Standards, Competencies and Skills

Interpersonal Communication

- express agreement and disagreement
- talk about humour.

Presentational Communication

- Writing: make a plan, use cohesive devices (transitions), write an informal letter, support your argument
- Speaking: express agreement and disagreement, talk about humour.

Interpretive Communication

- Listening: guess the topic, listen for specific information, answer comprehension questions, listen to specific information and put it in a table, discuss topic.
- Reading: read for writer's purpose, question and survey content, recall

and review for specific information, read for specific information, interpret ideas.

Culture: Practices and products

- learn about foreign jokes and humour.

Learner training

- learn how to learn.
- learn how to evaluate your own learning strategies.

Language development

- learn and practise the use of conditional type III
- learn vocabulary related to humour
- practise the use of collocations with hot verbs (make and do).

Connections

- learn how to evaluate your own learning strategies (all subjects).

Introduction to the theme of the unit

A. With your partner, look at these pictures and answer the questions, then share your answers with the whole class.

1. Who are these people? What do they do? (Write each name under the appropriate picture)
2. Can you cite other humourists?
3. Which humourist do you prefer best? Why?



B. With your partner, read the following notices and say why they are funny.

1. In a Budapest zoo.

*"Please do not
feed the animals.
If you have any
suitable food, give
it to the guard on
duty."*

2. In the office
of a Romanian doctor.

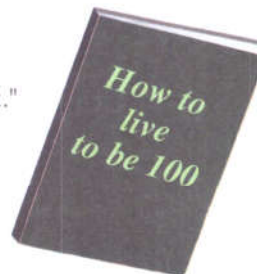
*"Specialist in
women and other
diseases."*

3. In a Bucharest hotel lobby.

*"The lift is being
fixed for the next
day. During that
time we regret
that you will be
unbearable."*

C. Read the following jokes, then with your partner think of a joke and share it with the whole class.

1. A worker arrived at the factory and bumped into his boss, who said, "Late again!" "Me too, sir."
2. A couple decided to go to the cinema.
 - "Two tickets, please."
 - "Is that for 'Romeo and Juliet'?"
 - "No, it's for my wife and myself."
3. Madame Dupont called her husband: "Darling,
the other day I bought a book, but now I can't find it."
 - "Can you remember what it was called?"
 - "How to live to be 100".
 - "I threw it away."
 - "What? Why did you throw it away?"
 - "Your mother started reading it."



D. Discuss the following questions with your partner, then share your ideas with the whole class.

1. Do you sometimes have humorous scenes in the classroom?
2. Do you think that humour is important in our life? What is important in it?
3. Do you have a sense of humour? Do you sometimes make people around you laugh?

Vocabulary Work: Collocations with **hot verbs: DO and MAKE**

A. Read the following definition.

Collocation means the way that words form predictable relationships with other words. We say, for example, 'take a look' and 'have a look' but not 'make a look' or 'get a look'. There is no reason or rule that tells us why we use some words with 'look' but not others. Looking up the meaning of **take** or **have** in the dictionary will not help us find the answer. Collocations, either fixed or more flexible, are the result of many years of habitual use by fluent speakers of the language.

B. Make collocations with MAKE or DO using the following list.

1. a mess	6. a wish	11. a speech
2. a mistake	7. a test	12. the shopping
3. the housework	8. a promise	13. harm
4. the beds	9. a job	14. a telephone call
5. noise	10. someone a favour	15. your hair

Make	Do
-	-
-	-
-	-
-	-
-	-
-	-

C. Fill in each space with a collocation from 'B'. Make sure you write the verbs in the correct form and tense.

1. We've practically run out of everything in the kitchen. I have to this afternoon.
2. Will you me, please? Take this letter to the post office.
3. The kids have to learn to their before they go to school.
4. I've got to for my boss's farewell party.
5. The little kid before blowing off the birthday cake candles.

Listening and speaking

A. With your partner, explain the following proverb, then share your ideas with the whole class.
"Laughter is the best medicine."

B. Listen to this interview and choose the best answer.

1. This interview was given in
 - a. a TV talk show.
 - b. a radio programme.
 - c. a magazine.
2. In the interview, Dr. Steve Wilson
 - a. speaks about his own experience as a specialist in humour and laughter.
 - b. shows the negative sides of humour and laughter.
 - c. talks about the importance of humour and laughter.



C. Listen to the interview again and say whether the following statements are true or false.

1. For Dr Wilson, human beings are not the only creatures to own the ability to laugh and smile.
2. In his interview, Dr Wilson believes that laughter and humour can be used interchangeably.
3. According to Dr. Wilson, using humour with some people in some particular situations can sometimes be inappropriate.

D. Fill in the blanks with one appropriate word, then listen to the interview again to check your answer.

1. A sense of humour is the _____ to see the _____ elements in a situation.
2. The power of _____ to help foster and create _____ between people is such an important point.
3. Laughter is almost always the _____ response to _____.
4. The use of humour is not necessarily always _____. It has to be appealing to the _____ of the individual.

E. Without listening, complete the following sentences with ideas from the interview.

1. The health benefits of laughter can be compared to
2. It's much easier to measure

F. With your partner, discuss the following citation, and then share your ideas with the whole class:
"Laughter is the shortest distance between people."

Communication: Agreeing and disagreeing

A. Read and listen to the dialogue and answer the following question.

Who tends to be less critical of the company's new policy?

a. Tom, b. James or c. Bill?

Bill, James and Tom are very close friends. They had this discussion during lunch time.

Tom: Hi, guys! Mind if I join you?

James: Not at all. Do have a seat. We're talking about the company's new policy.

Bill: I think the new manager has made the biggest mistake by reducing the number of employees.

Tom: Well, I think you're right. That's really a big mistake.

James: I'm not sure I agree with you. The company was really over-staffed. So laying off some employees may help reduce the expenses.

Tom: That's true, but how can the company grow with a very limited number of employees?
You already complain of being overworked both of you.

Bill: You're absolutely right. We have to stay very late these days.

James: Yes, you're right but this happens only once in a while.



B. Read the dialogue again and fill in the table with the appropriate expressions.

Agreeing	Disagreeing	Partly Agreeing
"	"	"
"	"	"
"	"	"
"	"	"
"	"	"
"	"	"

C. Complete the table with other possible expressions.

D. With your partner, discuss the following situations using the expressions in the table above.

1. There's too much violence on TV.
2. Humour is very important in our everyday life.
3. Students have to be responsible for their own learning.

Reading : The importance of humour

- A. Look at the title, then read the first and last paragraphs of the text and answer the following question.
What's the writer's purpose?
- B. Before you read the whole text, write 3 or 4 questions that you think might be answered in the text.
- C. Read the text and check whether your questions were answered or not.

The Importance of Humour

Have you ever thought about how important humour is to your life? In thinking about the subject for the past few days, I found myself reflecting on how critical humour really is in our lives.

I can't imagine going through a day without laughter. In fact, when I think about those times in my life that were the most difficult, I find myself remembering how somber things seemed. There was little humour and not much laughter. Conversely, when I think about those times from the past when I was most alive, I immediately begin to recall experiences that made me laugh.

Certainly one of the best ways to ruin your life would be to take everything too seriously, especially yourself. Have you ever noticed how really successful people are able to laugh at themselves? I do not think I have ever met anyone worthy of modelling who did not make humour an integral part of his or her life.

While much has been written over the years about how to be happy and successful, most people shy away from talking about how to be unhappy and unsuccessful. But, of course, studying contrasts can be very enlightening.

When it comes to being unhappy or miserable, I think I have learned a formula that never fails. See what you think. It is simply this: Remove humour from your life. Do not laugh. Do not look for the humour in the experiences you go through on a daily basis. That will do the trick, don't you think? All you have to do to add unhappiness and misery to your life is to remove humour. That will undoubtedly help you find your way to total misery.

Luckily, the reverse is also true and I think we all know it deep down. So the question is: Why don't we laugh more? Why don't we look for ways to lighten up and find more levity and have more fun? I think like a lot of good things in life, we tend to forget what works and we need to be reminded of the simple truths.

Humour will make every part of your life better. It will help you through difficult times and it will help you make the good times even better. It will attract good people and good situations to you. You will become a magnet for positive experiences. And it is well documented that daily laughter will make you healthier.

But, of course, there is a downside. You may start to lose some people in your life. People who do not have a good sense of humour will probably start avoiding you. They will probably start to wonder if you have joined some kind of weird cult. And, of course, you will have to decide how to handle this. Should you try to change them or try to get them to laugh once in a while? Sure. It might help. But do not be surprised if they fail to see the humour and continue on with their sour way of looking at the world. Ultimately, we cannot change others, we can only change ourselves.

Besides, have you ever noticed how some people would not be happy if they were not miserable? There may actually be something humorous about that.



D. Without looking at the text, correct the following statements, then when you finish go back to the text to check your answers.

1. All you have to do to add happiness and misery to your life is to remove humour.
2. If you laugh a lot people who don't have a good sense of humour will start befriending you.
3. It's quite easy to change people who have no sense of humour.

E. Explain the following statements from the text in your own words.

1. "I don't think I've ever met anyone worthy of modelling who didn't make humour an integral part of his or her life."
2. "You'll become a magnet for positive experiences."

Grammar: Conditional Type III

A. Read the text and answer the questions below.

1. Why didn't Hamid tell his parents about the picnic?
2. Why was the picnic not as successful as Hamid and his friends had hoped for?
3. Why did they have a road accident?
4. Why couldn't Hamid call his parents?

Hamid, 40, is telling about one of his experiences when he was a teenager.

"I still shudder at the thought of the experience I once had when I was at high school. One day, my friends and I decided to go on a picnic to the mountain. I knew that my parents wouldn't hear of the idea so I just got up early and joined my friends without telling them. Unfortunately the "adventure" was not as successful as we had hoped it would be. We had a serious road accident and one of our friends was seriously hurt. The taxi driver was driving so quickly and the road was so narrow and in a bad condition. My parents were so worried about me and started getting in touch with relatives and my closest friends. I knew they would do this but I couldn't call them, for I felt so ashamed of having made such a big mistake."



B. Read the sentences and complete the rule below.

1. If Hamid had **told** his parents about the picnic, they **wouldn't have allowed** him to go.
2. The picnic **might have been** successful if they **hadn't had** an accident.
3. If the taxi driver **hadn't been driving** so fast, they **wouldn't have had** that accident.
4. Hamid **could've called** his parents if he **hadn't felt** so ashamed of his mistake.

- If +
- + if +

C. Match the parts of sentences in column A with the ones in column B.

Column A
1. If James had driven more carefully,
2. If Karima had got up earlier,
3. I would have come to visit you
4. Louise wouldn't have gone to the wedding
5. If my sister had followed my advice,

Column B
a. she wouldn't have been late for school.
b. if I had known you were ill.
c. if she hadn't been invited.
d. she wouldn't have got into trouble.
e. he wouldn't have had an accident.

D. Rewrite the following sentences using conditional type III.

- Kamal crashed his car, because he fell asleep while driving.
If he asleep while driving, he his car.
- We couldn't go to the concert, because we didn't have enough money.
If we enough money, we to the concert.
- I lost my job because I was always late for work.
I my job if I late for work.
- The wind was so strong that the bridge collapsed.
If the wind so strong, the bridge
- I couldn't call Sally because I had lost her number.
I Sally if I her number.

Writing: Cohesive devices (transitions)**A. The following table contains some of the useful transition words. Can you add at least one transition word to each list?**

Transition Words			
To add to list	To add more points to the same topic	To make contrasting points	To conclude
- First of all ... - To start with ... - One more advantage/ disadvantage of ... - One point of view in favour of... - Secondly/Thirdly... - Last but not least ...	- What is more ... - Furthermore ... - In addition to ... - Also ... - Besides ... - Apart from this/that ...	- On the other hand ... - However ... - While ... - Nevertheless ... - Despite ... - Even though ...	- To sum up ... - All in all ... - All things considered ... - In conclusion ... - On the whole ...

B. Your friend has just sent you a letter saying that there is no use in watching comedy films.

Write a reply trying to convince him/her of the importance of watching such films.

Develop your essay/letter by stating solid arguments to convince your friend of your standpoint. This outline can help you.

I. Introduction:

Thesis statement: _____

II. Body:

a. First supporting idea (Topic sentence): _____

Detail 1. _____

Detail 2. _____

b. Second supporting idea (Topic sentence): _____

Detail 3. _____

Detail 4. _____

Detail 5. _____

c. Third supporting idea (Topic sentence): _____

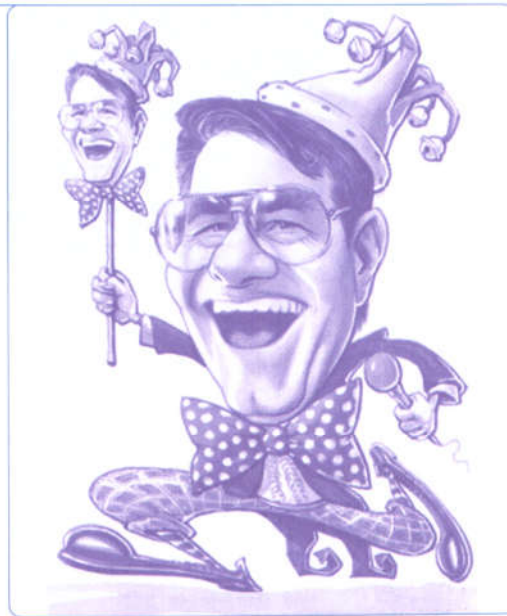
Detail 6. _____

Detail 7. _____

Detail 8. _____

III. Conclusion

Restate topic: _____



C. Write your essay/letter using appropriate transition words from the table in A (page 82).

Learner Training: Evaluate and improve your learning habits

To be a more effective learner, you have to know

- yourself
- your capacity to learn
- the process you have successfully used in the past to learn
- your interest in, and knowledge of the subject(s) you wish to learn.

Step 1: Your learning habits in the past

A. Tick the right answer for the following questions

Did you...	Yes	No
1. like to read?		
2. solve problems?		
3. memorise?		
4. recite?		
5. interpret?		
6. speak to groups?		
7. ask questions about what you studied?		
8. have access to information from a variety of sources?		
9. review?		

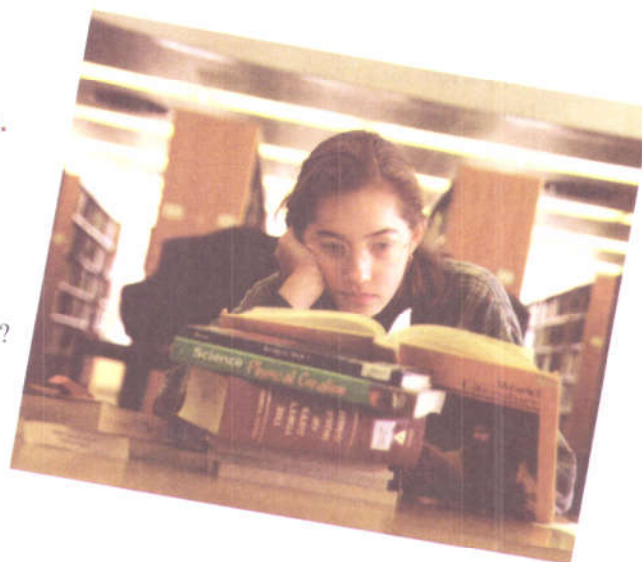
B. Make a list of some of your study habits that worked best and the ones that worked worst.

Your best study habits	Your worst study habits
"	"
"	"
"	"
"	"
"	"

Step 2: Your learning habits at present

C. Answer the following questions and then share your answers with your partner, then with the whole class.

1. How interested are you in learning?
2. How much time do you intend to spend learning?
3. Are the circumstances right for success?
4. What can you control and what is outside your control?
5. Can you change these conditions for success?
6. Do you have a plan?



D. Write a list of the things you think you do right and the things you could do better to improve your learning habits.

Things I think I can do right	Things I could do better
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

E. Compare your answer to that of your partner, and then share it with the whole class.

Grammar Summary: Conditional Type III

USE:

Conditional type III is used to express conditions in the past that did not happen. It is often used to express criticism or regret using would have, could have or should have.

FORM:

IF CLAUSE	MAIN CLAUSE
If I had worked harder,	I would have passed my exam.
	I could have passed my exam.
	I should have passed my exam.
MAIN CLAUSE	IF CLAUSE
I would have passed my exam	if I had worked harder.
I would have passed my exam	
I would have passed my exam	

Jokes

Read each of the following jokes and answer the questions.

1. A Good Conclusion

Read the following joke and tick the correct answer.

- a. The waiter could read the menu. ☐
- b. Einstein couldn't read without glasses. ☐
- c. Einstein was illiterate. ☐

One day, Einstein, the famous scientist, went to a restaurant to have lunch. When he sat down at a table, the waiter brought him the menu. Einstein forgot to take his glasses and could not read without them. So he asked the waiter: "Could you please read me the menu?" "Oh, I'm sorry, Sir," replied the waiter. "I'm illiterate just like you."



2. A Good Detective

Where were Sherlock and Dr Watson sleeping before they got up?

Sherlock Holmes and Dr Watson are two famous detectives. One day, they were camping together in the open air. In the middle of the night, Sherlock got up, wakened Dr Watson and asked him, "What can you see when you're looking up?"

"Thousands of stars," said Watson.

"And what does that tell you?" asked Sherlock.

Dr Watson started to think. "Astrologically," he said slowly, "it tells me that there are millions and millions of stars and galaxies in the universe. Theologically, it tells me that God is great and we are small and insignificant. Horologically, it tells me that it's about 3 a.m. Meteorologically, it tells me that we will have a beautiful day tomorrow. What does it tell you, Holmes?"

"You're a fool, Watson," Holmes says. "Our tent has been stolen."



3. A Good Wife

Why didn't the wife tell her husband what the doctor said?



A woman accompanied her husband to the doctor's office. After his checkup, the doctor called the wife into his office alone. He told her, "Your husband is suffering from a very severe disease, combined with horrible stress. If you don't do the following, your husband will surely die... Each morning, fix him a healthy breakfast. Be pleasant, and make sure he is in a good mood. For lunch make him a nutritious meal. For dinner prepare an especially nice meal for him. Don't burden him with chores, as he probably

had a hard day. Don't discuss your problems with him, it will only make his stress worse. And most important of all, express how much you love him every now and then. If you can do this for the next ten months to a year, I think your husband will regain his health completely." On the way home, the husband asked his wife. "What did the doctor say?" She replied, "You're going to die!"

4. A Good Memory

Why did the old man ask his friend about the name of the plant?

Two elderly couples were enjoying friendly conversation when one of the men asked the other, "Fred, how was the memory clinic you went to last month?" "Outstanding," Fred replied. "They taught us all the latest psychological techniques - visualization, association - it has made a big difference for me." "That's great! What was the name of that clinic?" Fred



went blank. He thought and thought but couldn't remember. Then a smile broke across his face and he asked, "What do you call that flower with the long stem and thorns?" "You mean a rose?" "Yes, that's it!" Then he turned to his wife and asked, "Rose, what was the name of that clinic?"

Review: Units 5 and 6

A. Match each part of the sentences in box A with the corresponding part in B.

A
1. The players would have received a large amount of money
2. If I had learned how to use a computer,
3. If advanced technology hadn't been introduced in our production system two years ago,
4. You would have met the Korean representative of the computing company
5. A new generation of mobile phone
6. An important housing project
7. By the beginning of next year,
8. The secretary will have completed

B
a. if you hadn't left the party early last night.
b. I would have helped my son in doing his search online.
c. if our national team had won the previous African Cup.
d. we wouldn't have exported more than 80% of our products in 2006.
e. will have been completed within a few months.
f. our company will have introduced sophisticated machines.
g. will have been launched in the market.
h. the typing of the project by 18:00.

B. Put the verbs in brackets in their correct form.

1. If students had understood their lessons, they (get) better marks in the exam.
2. A considerable number of employees (be hired) in that international company by next June.
3. If the organising committee not (receive) some logistic support from government, they wouldn't have succeeded in holding that important forum.
4. Our offices (be equipped) by air conditioners before summer.
5. If it (not/be raining) during last week, there would have been fewer accidents in that area.
6. Two new private radio stations (start) by the end of next month.
7. Many women (join) this association by the beginning of next year.

C. In each sentence, there is a mistake. Correct it.

1. If you worked during last summer holidays, you would have saved some money.
2. If my teacher knew about my problems, he wouldn't have reacted in that way.
3. If that lady hadn't be courageous enough in that situation, the criminal wouldn't have been arrested by the police.
4. The school library will have receive many interesting books and magazines by the end of this semester.
5. John will completed the procedures of establishing his company in our area by the beginning of month.
6. Artists have received their reward by the end of the coming festival.
7. This time next year, hundreds palm trees will have be planted in our area before the end of this year.

D. What do the following people express? a. Opinion, b. agreement or c. disagreement?

1. Really, I do not totally share the administrative idea of imposing those measures on our employees.

The speaker is expressing

2. I strongly disapprove of the measures taken by the host country of our immigrants.

The speaker is expressing.....

3. To be honest, our clerks need an increase in their salaries.

The speaker is expressing.....

4. It seems to me that our forests need immediate care and protection.

The speaker is expressing.....

E. What would you say in the following situations?

1. Do you agree with those who demonstrate against death penalty?

You:

2. What's your view towards the excessive use of food preservatives?

You:

3. To what extent do you agree with those who are for the use of nuclear power?

You:

4. What do you think of having a power station in your area?

You:

F. Which verb goes with the following words or phrases? Make, take or do?

Write the numbers in front of the appropriate verbs in the table below.

Make:	Do:	Take:
1. a lot of noise	4. lots of family photos	7. the ironing
2. your homework	5. friends easily	8. supper
3. breakfast	6. nothing all the time	9. the bed
		10. the cooking
		11. the dishes
		12. a lot of mistakes

G. Complete the following sentences with one of the phrases in the table in exercise F.

- After my brother lost his job, he just sat around
- Even though I speak English quite well, I still, and that irritates me.
- He never His room is always a mess.
- I don't mind if there's something good on the radio. Even if there are lots of shirts I just get on with it while I'm listening.
- We wanted while we were on holiday but we forgot to take our camera.
- My dad used to get up first every morning, for everybody, have his own, and then go to work.
- Our neighbours always They have three young children, they all play musical instruments, and the walls are rather thin.



Standards, Competencies and Skills

Interpersonal Communication

- express regret
- talk about different aspects of citizenship.

Presentational Communication

- Writing: write a for and against essay
- Speaking: express regret, and talk about issues related to citizenship.

Interpretive Communication

- Listening: predict the main idea of the listening, listen for specific information, listen for details, show understanding of the speaker's attitude, discuss ideas in the listening text.
- Reading: survey text for main idea, read for specific information, paraphrase and interpret ideas, expand ideas by giving examples.

Culture: Practices and products

- learn about English idioms.
- learn about civic education.

Learner training

- learn how to develop listening skills
- learn how to make a brochure.

Language development

- learn about idioms
- practise the use of "if only/wish" in the past
- review and practise reported speech.

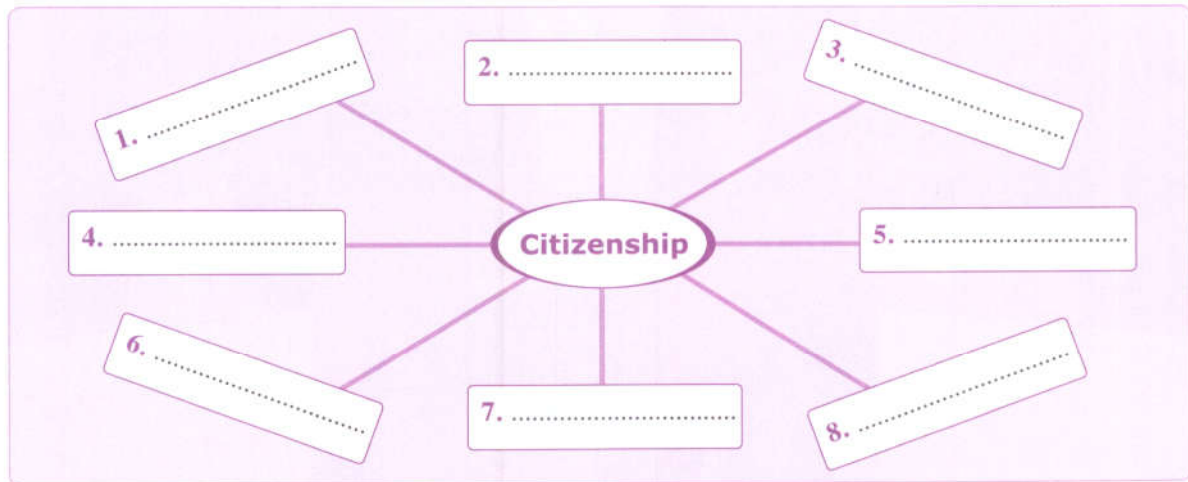
Connections

- learn how to make a brochure (all subjects)
- learn how to develop listening skills (languages)
- deal with citizenship issues. (civic education)

Introduction to the theme of the unit

A. What is citizenship?

1. With your partner, complete the following word-web with any of the words that you think are related to the word “citizenship”, then share your finding with the whole class.



2. Look at the following pictures and write a word or phrase to indicate the aspect of citizenship each picture indicates.



1.



2.



3.



4.



5.



6.

B. Are you a good citizen?

1. Decide whether the following statements are true or not for you. Be as sincere as possible.

	Yes	No
a. I take responsibility for what goes on in our neighbourhood.		
b. I participate in community service.		
c. I help take care of the environment.		
d. I obey the law.		
e. I respect other people's opinions even if they are totally different from mine.		
f. I help make our democracy work by voicing my opinion.		
g. I vote.		
h. I belong to an association or development club.		
i. I do voluntary work.		

2. Complete the following sentence, and share your answer with your partner, then with the whole class.

I think I am/ am not a good citizen because

C. Who is a good citizen?

With your partner, make a list of some of the characteristics of a good citizen, then share your list with the whole class.

Vocabulary work: Idioms

Definition: an idiom is a phrase whose meaning is often different from the normal meaning of the words it contains, and its meaning is commonly understood by the language speakers.

A. Read the following example and choose the best answer.

My mother loves gardening; she has *green fingers*.

- a. My mother's fingers are green.
- b. My mother has a talent for gardening.
- c. My mother's hands become green after gardening.

B. Match the following idioms with their definitions. An example is given.

Idiom	Definition
1. be a piece of cake.	a. to be inexperienced.
2. be on the go.	b. to try to learn as much as possible in a short time.
3. to cram.	c. to hope for the best.
4. to keep one's fingers crossed.	d. to be very easy.
5. to get on one's nerves.	e. rain heavily.
6. to be green.	f. to irritate someone, make someone upset.
7. to feel blue.	g. to feel sad and depressed.
8. Rain cats and dogs.	h. to be very busy.

C. Fill in each blank with one of the idioms in B (page 91). Make sure the words are in the correct form and tense.

1. My friend said the test was difficult, but I thought it
2. I did well in the last test because I spent the whole week-end for it.
3. Mary is too to do this job.
4. I don't know whether I'll be accepted for the job or not. The decision will be taken tomorrow. I'm
5. Sally said she was sorry for not calling. She was all week long.
6. Peter's these days. He spends most of his free time all alone at home.
7. Would you switch off that radio, Bob? It's really
8. During my stay in London, it We spent most of our time in the hotel room.

Listening and speaking

Education for citizenship

A. With your partner, do the following activities, then share your ideas with the whole class.

1. Look at the picture and say what aspect of citizenship the children are practising.
2. What activities do you practise that show you are an active and responsible citizen?

B. Listen to the interview and tick the right answer.

The main idea of the interview is

1. the role of formal education in fostering active and responsible citizenship.
2. the rights and responsibilities of active and responsible citizens.
3. how to educate individuals on active and responsible citizenship.
4. the role of active and responsible citizenship in education.



C. Listen again and say which of these statements is supported by Dr Wilson.

1. Since individuals share the rights and responsibilities of citizenship, they exercise citizenship to the same degrees.
2. Although individuals share the rights and responsibilities of citizenship, they exercise citizenship in different degrees.
3. Individuals exercise citizenship in different degrees because they enjoy different rights and responsibilities of citizenship.

D. Listen to the interview again and answer the following questions.

1. What can negatively affect the individual's active exercise of citizenship?
2. Apart from school, list some of the elements that contribute to the education of children on active and responsible citizenship.
3. Does the writer think that citizenship can be taught only in schools? Explain.

E. Discuss the following points with your partner, then share your ideas with the whole class.

1. List some of the things you have learnt at school which you think aim at preparing you for active and responsible citizenship.
2. What other things do you think Moroccan schools should do to effectively educate young people for active and responsible citizenship?

Communication: Expressing regret

A. Read and listen to this conversation between two colleagues and underline the expressions of regret.

Mike: You know? Sometimes I feel sorry I went into business.

Adam: Really? Don't you like what you're doing?

Mike: Well, I get a good salary, but the job doesn't really interest me. I wish I hadn't followed my family's advice. If I had gone for law, I could've been a lawyer.

Adam: There are thousands of university graduates going in for that job, though.

Mike: Yes, I know. But still, I regret having chosen this career.



B. Make a list of some of the things you regret doing now. Then tell your partner about them using the expressions you found in the dialogue above.

C. What would you say in these situations?

Situation 1

You have realised that you have wasted a lot of time in cybercafés.

Situation 2

Your friends asked you to go on an excursion with them but you refused. The excursion, however, was a marvellous one.

Situation 3

Your friends asked you to join them in an English evening class but you didn't. You now realise their English has improved.

Situation 4

Your friend was disappointed because he/she invited you for his/her birthday party but you didn't come.

D. You can also express regret using the following structures.

wish + subject + had + past participle

or

if only + subject + had + past participle

Examples:

I **had** a bad mark in Maths last week because I **didn't** take enough time to revise my lessons.

If only I **had revised** my Maths lessons last week.

or

I **wish** I **had revised** my Maths lessons last week.

Respond to the following situations using "if only" or "wish" to express regret.

1. You missed the bus yesterday because you didn't get up early. (I wish...)
2. Your scooter was stolen because you didn't lock it. (If only...)
3. You went on a picnic to the mountains but you got stuck in the snow. (If only ...)
4. You lent your iPod to your friend and he lost it. (I wish ...)

Reading

A. Answer the following questions and share your answer with your partner, then with the whole class.

Do you think that young people should be involved in voluntary work? Why or why not?

B. Go over the text quickly and decide which question in the list the text answers.

1. What is a citizen and what are his/her responsibilities?
2. What are the rights and obligations of citizens in society?
3. Why is citizenship so important?
4. What is citizenship and what are its implications?

A modern state subscribes to the view that everyone should be recognised as being a citizen, in a variety of senses, from birth to old age. Young people should be regarded as citizens of today rather than citizens in waiting. Children are born with rights that the state and the community should guarantee and preserve. As young people grow into adulthood, new rights and responsibilities are acquired.

Everyone belongs to various types of community, both communities of place, from local to global, and communities of interest, rooted in a common concern or purpose. Citizenship involves enjoying rights and exercising responsibilities in these various types of community. This way of seeing citizenship encompasses the specific idea of political participation by members of a democratic state. It also includes the more general notion that citizenship embraces a range of participatory activities, not all overtly political, that affect the welfare of communities. Examples are: voluntary work, personal engagement in local concerns such as neighbourhood watch schemes or parent-teacher associations, or general engagement in civic society.

Citizenship is about making informed choices and decisions, and about taking action, individually and as part of collective processes. Being a citizen is, therefore, closely bound up with the multiple roles that individuals have in society - as producers or consumers of goods and services, as contributors to economic and cultural development - as well as with various facets of each individual's personal, social and working life.

The rights and responsibilities of citizens are reciprocal in many respects. If we all have a right to be treated with respect, then it follows that we have a clear obligation to treat all others with respect. If we all have a right to a say on matters that affect our lives, then we have a responsibility to attend to the views of others on matters that also affect them. However, it is also clear that perceptions of rights and responsibilities by individuals in different social groups are sometimes in conflict. In contemporary society, the perceived

rights of rural dwellers and town dwellers, food producers and food consumers, convicted law-breakers and their victims are amongst those that sometimes are in conflict.

Individuals as well as institutions must recognise the existence of such conflicts, and young people must be helped through education for citizenship to develop strategies for dealing effectively with controversy. These strategies include negotiation, compromise, awareness of the impact of conflict on the overall wellbeing of the community and the environment, and development of well-informed respect for differences between people. At the same time, young people need to learn that although individuals should always be treated with respect, some of the views some people may hold, including those associated with racism and extremism, are a grave threat to the wellbeing of individuals and communities and must be opposed.

Active and responsible citizenship is not just about individuals having a sense of belonging to, and functioning in, communities. It is also an aspect of corporate or institutional life. Just as a key facet of each individual's citizenship should be a caring and responsible use of material and financial resources, business organisations also have a responsibility, as 'corporate citizens', to achieve their economic goals in ways that are consistent with sustainable development and with the health and welfare of communities.



C. Complete the following sentences with ideas from the text.

1. As citizens, we enjoy different sorts of rights, but at the same time
2. Citizenship does not only concern individuals, but it also

D. Rewrite the following idea in your own words.

“Young people should be regarded as citizens of today rather than citizens in waiting.”

E. Give an example of a local community and an example of a global community that a citizen can belong to.

1. a local community:
2. a global community:

Grammar: Reported speech**A. Read the following text reported by Mr. Karimi and answer the question below.**

How long did the American guest teacher stay in Ifrane when he met Mr. Karimi?

My school principal introduced me to the new American guest teacher who said he was pleased to meet me. I replied that it was my pleasure, and that I hoped he was enjoying his stay in Ifrane. He said he thought it was a beautiful city, but that it was a bit cold. He said that he had been staying at a hotel for three weeks, and that it hadn't stopped raining since he had arrived. Of course, he said, this wouldn't have surprised him if it hadn't been May! I replied that he should have brought warmer clothes. He then continued by saying that he was going to fly back home the following week, and that he couldn't wait to enjoy some sunny weather.

**B. Put the paragraph above into a conversational form using direct speech.**

Principal: Mr. Karimi. This is Mr. Watson, the new American guest teacher.

Mr. Watson: Pleased to meet you, Mr. Karimi.

Mr. Karimi:

Mr. Watson:

Mr. Karimi:

Mr. Watson:

C. Compare your answer to that of your partner.

D. Read the paragraph again (page 95) and underline the words that have undergone some changes in the conversation.

Paragraph (Reported speech)	Conversation (Direct speech)
He said he was pleased to meet me.	(I'm) pleased to meet you.
"	"
"	"
"	"
"	"
"	"
"	"
"	"

E. Read the Grammar Summary on page 99 and report the following sentences as suggested.

1. "I'll buy you a new scooter if your school results are better."

The father told his son

2. "I'll teach you how to create a web page."

Salah offered to

3. "I can't remember how much I paid for this computer."

Sarah told me

4. "Where have you been? We've been looking for you for hours."

My friend asked me and said

5. "I met Sally at the super-market this morning"

Peter said

F. Report the following sentences using one of the reporting verbs from the list below.

suggest admit promise threaten complain

1. "Why don't you think of finding another job?"

Bob's friend

2. "I'll take you out for dinner if you behave well."

The children's mother

3. "Our next door neighbours are always having parties."

Susan's colleague

4. "If you don't stop this noise, I'll call the police."

The neighbour

5. "Well, to tell the truth it was my fault."

Adam

Writing: For and against essay

A. Read the following text and complete the outline below.

Nowadays, more and more women work outside the home, which affects many people positively or negatively. Germaine Greer, the Australian feminist, said, "Most women still need a room of their own and the only way to find it may be outside their own homes." If it is true, can it be done without having a negative effect on the family?

One point in favour of mothers working is that their children often learn to be independent from an early age, which can only help them in the future. Also, in many families, the man's salary alone is not enough to cover all household expenses. Thus, the need for extra income arises, and the woman has to work. Moreover, working outside the home gives a woman a sense of her own personal identity and self-confidence. A woman who stays at home will always be known as "John's wife" and not as a person in her own right.

On the other hand, child care is expensive. Therefore, a large proportion of the money a working mother earns will be spent on child care. What is more, if both parents are out working all day, they only see their children for a few hours in the evening. This can have a negative effect, as children may start to see their parents as strangers. Finally, a working mother usually has to look after both the children and home in her spare time, so she is actually doing two jobs instead of one, which can be very tiring. She may also miss out important events in her children's lives, such as their first words.

To sum up, there are many arguments both for and against working mothers. Every family is different and what is good for one family may not necessarily be good for another. Taking everything into account, it should be left to the individual mother to decide whether working or not is something that she wants to do.

I. Introduction

Thesis statement: _____

II. Body

a. Arguments for working women:

Argument 1. _____

Argument 2. _____

Argument 3. _____

b. Arguments against working women:

Argument 1. _____

Argument 2. _____

Argument 3. _____

III. Conclusion

A balanced conclusion: _____

Personal point of view: _____



B. Read the text again, underline the linking words and copy them in your notebook, then compare them to those of your partner.

C. You participated in a writing contest and you were given the following topic:

"Are you for or against voluntary work?"

Write an article giving arguments for and arguments against, then present your personal standpoint.

N.B. In a for and against essay, we normally present the standpoint that we tend to support in the second part of the essay.

Learner Training: Listening skills

A. Read the following email which Khalid has sent to an online magazine to ask for the readers' advice, then answer this question.

What does Khalid mean by: "Listening and speaking really give me headaches?"

Send Chat Attach Address Fonts Colors Save As Draft To : speakuponline@speakup.com Cc : Subject : Please help
Now, could I share my difficulties with you? I am a high school student. At this stage of my studies, English was my first problem. Sometimes, reading and writing are alright. But listening and speaking really give me headaches. As you know, the native people speak English very fast. It's really difficult for me to follow. Could you tell me how to make my listening skill better? I am trying to watch some TV programmes these days. However, I don't know if this will help since I don't understand what the speakers say. Though I can write and read, I sometimes find it not easy to express myself fluently in speaking. Is it because of lack of practice? Please do me a favour and give me some suggestions on how to improve my listening skills. Looking forward to your replies. Thank you!

B. Get into groups of four and discuss the problems you have with your listening skills.

C. Share your ideas with the whole class and try to find some solutions to the problem.

D. Read the following tips and compare them to your answers.

Good Listening In Class

It is important for you to be a good listener in class. Much of what you will have to learn will be presented verbally by your teachers. Just hearing what your teachers say is not the same as listening to what they say. Listening is an intellectual act that requires you to pay attention and think about and mentally process what you hear.

Here are some of the things you should do to be a good listener in class:

- Be mentally ready to listen.
- Be emotionally ready to listen.
- Listen with a purpose.
- Listen with an open mind.
- Be attentive.
- Be an active listener.
- Accept the challenge.
- Triumph over the environment.



Grammar Summary

I. Reported speech

A. Study the following chart carefully. Notice how reported speech is one step back into the past from direct speech.

<i>Direct speech</i>	<i>Reported Speech</i>
Simple present	Simple past
Present continuous	Past continuous
Present perfect	Past perfect
Present perfect continuous	Past perfect continuous
Simple past	Past perfect
Past perfect	Past perfect
Past perfect continuous	Past perfect continuous
Simple future (will/shall + infinitive)	would/should + infinitive

B. Reporting modal verbs.

<i>Direct speech</i>	<i>Reported Speech</i>
can + infinitive	could + infinitive
may + infinitive	might + infinitive
might + infinitive	might + infinitive
must + infinitive	had to + infinitive
have to + infinitive	had to + infinitive
should + infinitive	should + infinitive

C. Reporting adverbials of time and place.

<i>Direct speech</i>	<i>Reported speech</i>
now	then
today	that day
yesterday	the day before (the previous day)
last year	the year before
here	there
this	that
these	those

II. Expressing regret in the past with 'if only' and 'wish'

If only/wish + subject + had + past participle

Project Work: Making a brochure

A. In a small group, choose a topic and make a brochure.

1. You belong to an environment group. You are running a campaign on preserving plants in your neighbourhood. Design a brochure to raise the awareness of the residents to the importance of plants and how they can help preserve them.
2. You belong to a health club. You are running a campaign on combating smoking. Design a brochure to raise the awareness of people to the dangers of smoking on smokers and non-smokers, and how smokers can quit smoking.
3. You belong to a citizenship association. You are running a campaign on the importance of voting. Design a brochure to raise the awareness of young people to the importance of voting as a democratic practice and try to convince them to participate in the coming elections.

B. These steps can help you prepare your brochure.

1. **In class, in your group**
 - brainstorm about ideas you want to include in the brochure
 - think of what you want the concerned people to do
 - think of what you want the concerned people not to do
 - select some pictures and/or drawings to include in your brochure
 - agree on an outline for the brochure
 - think of an attractive design to order and present your ideas and pictures
 - distribute tasks: who is to do what and when.
2. **Outside class**
 - everyone of you carries out the task he/she is assigned
 - get together to exchange ideas and evaluate each other's task achievement
 - work together to make a final version of the brochure. (You can use the evaluation checklist below to edit your work.)

C. Present your brochure in class, in another session.

- each group present their brochure
- all groups evaluate the different brochures using a checklist (see below)
- revise your brochure based on the feedback you have got from other groups
- expose your final brochure on the school wall magazine or in the school library.



Evaluation checklist

	A	B	C	D	Comments
1. The physical presentation of materials					
2. Quality of materials and information					
3. Use of supporting materials (pictures, graphs, statistics,...)					
4. Authenticity and originality (organisation, quality of language, personal contribution...)					
5. Overall evaluation					
Total mark	/20				
6. What is/are the best part(s) in the project					
A= Excellent (4 points)	B= Good (3 points)		C= Average (2 points)		D= Below average (1 point)

Crossword Puzzle

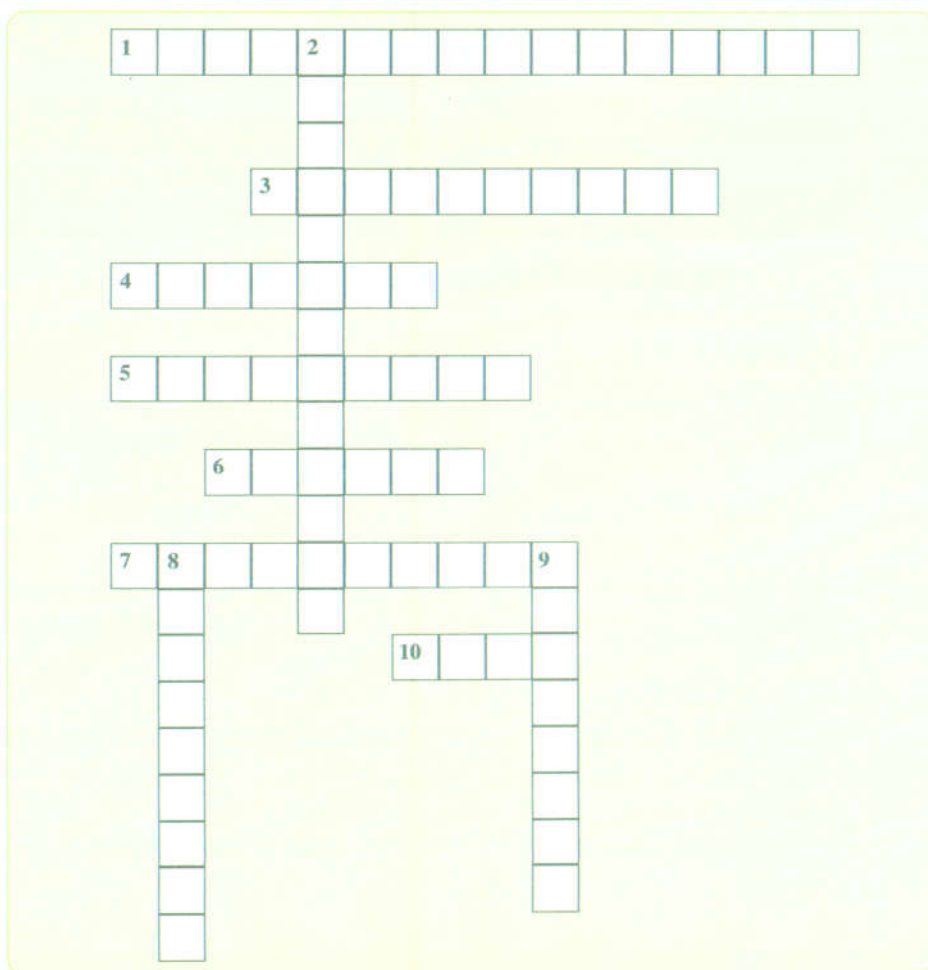
Complete the crossword puzzle with the right words from Unit 7

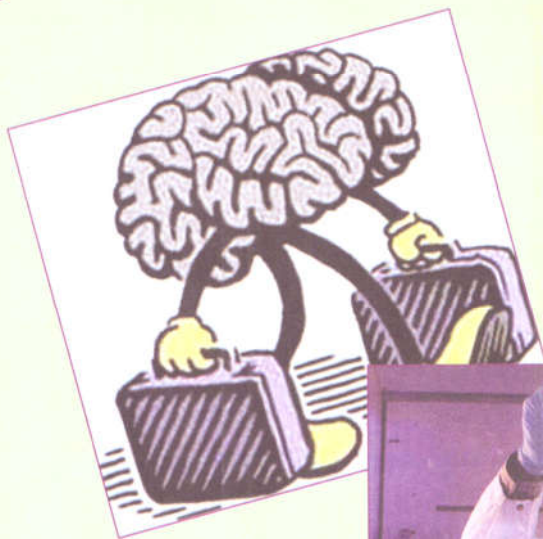
Across

1. The rights and of a citizen are reciprocal.
3. A good citizen should do something to to the development of his country.
4. Our seniors should always be with respect.
5. A good citizen has a sense of to his own country.
6. Every citizen over 18 is eligible for in elections.
7. My club card has expired. I've got to renew it.
10. The test was really a piece of

Down

2. It's the government and private sector's responsibility to find more job for young people.
8. for citizenship must be introduced in schools.
9. Children are born with rights that governments should guarantee and





Standards, Competencies and Skills

Interpersonal Communication

- express giving and asking for advice
- talk about brain drain.

Presentational Communication

- Writing: review formal letter, write formal letter to the editor
- Speaking: give and ask for advice, discuss issues related to brain drain.

Interpretive Communication

- Listening: guess the topic, listen for specific information, listen and check information, relate the topic to your personal experience.
- Reading: read for main ideas, read and specify topic sentence, specify referents, make correct inferences.

Culture: Practices and products

- learn about common African problems
- learn about a Moroccan artist.

Learner training

- learn how to take notes.

Language development

- learn and practise relative clauses
- review and learn about concession linking words.

Connections

- learn about common African problems related to brain drain (social studies, economics)
- learn how to take notes (all subjects).

Introduction to the theme of the unit

A. Look at these pictures and write all the words and ideas that you can think of, then share them with the whole class.



B. With your partner, put the pictures above in a logical order, then justify your choice and share it with the whole class.

1. 2. 3. 4.

C. What do we call the action of having highly skilled and educated people leaving their own country to work abroad? Choose from the list.

1. immigration 2. deportation 3. brain drain 4. exile.

D. Brain drain happens because of two types of causes:

1. **Push factors:** the negative factors in the home country that push skilled and educated people to leave their country.
2. **Pull factors:** the positive factors that attract skilled and educated people to another country.

With your partner, fill in the following chart with the appropriate information from the list below (write only numbers). You can add other elements of your own to the chart.

Causes of Brain Drain	
Push Factors	Pull Factors
"	"
"	"
"	"
"	"

- | | | |
|--|---|---|
| 1. Higher wages and income | 5. Lack of research and other facilities, including support staff | 9. Better working conditions |
| 2. Low wages and salaries | 6. Declining quality of educational system | 10. Discrimination in appointments and promotions |
| 3. Substantial funds for research advanced technology, modern facilities | 7. Political stability | 11. Intellectual freedom |
| 4. Unsatisfactory living conditions | 8. Social unrest, political conflicts and wars | 12. Lack of satisfactory working conditions. |

E. Which pull/push factors are the most applicable to Moroccan immigrating brains?

F. Brain drain has both negative and positive effects. With your partner, think of other negative and positive effects of brain drain, then share your ideas with the whole class.

Example of a negative effect: brain drain reduces the numbers of dynamic and innovative people, whether entrepreneurs or academics.

Example of a positive effect: skilled immigrants contribute new skills and expertise when they return.

Vocabulary Work: Concession links

I. In spite of, Despite, Although

A. Study the following sentences.

- **In spite of** working hard on her project, Sarah didn't succeed in convincing the jury.
- **In spite of** her hard work, Sarah didn't succeed in convincing the jury.
- **Despite** the Browns' wealth, they seem unhappy.
- **Although** Tim was a good football player, he couldn't score any goals.

B. Fill in the chart with appropriate information.

In spite of +
Despite +
Although +

C. Complete the following sentences with: In spite of, Despite or Although.

1. we understand our lessons, we make mistakes from time to time.
2. having worked for many years, Jack can't buy that nice house.
3. the increase in oil prices, people continue to travel by car.

D. Complete the following sentences.

1. In spite of, I still feel a pain in my shoulder.
2. Despite, my grandfather exercises early in the morning.
3. Although in that company for many years, Bob was dismissed yesterday.

II. However, Nevertheless, Yet

A. Study the following examples:

1. Brain drain is a serious problem to our country. **Nevertheless**, so many high institutes graduates seek to find a job abroad.
2. Sue suffers from a serious illness. **However**, she doesn't want to see a doctor.
3. Climate change will have terrible consequences on our planet in the near future. **Yet**, some governments haven't taken serious measures to reduce green house effect.

B. Match each sentence in box A with a sentence in box B to form a contrasted pair.

A
1. Humour is invaluable to the quality of our life.
2. Money doesn't mean happiness.
3. Reading is an important activity for our brains.

B
a. Many people are becoming very materialistic.
b. This activity is neglected by many youngsters.
c. Many people spend days if not weeks in a stern mood.

C. Join the pairs of sentences above using the following linking words: Nevertheless, However, or Yet.

Listening and speaking

A. In a small group, answer these questions, then share your answers with the whole class.

1. Do you think Morocco suffers from brain drain?
2. If so, what do you think are the reasons for this phenomenon?

B. Listen to a report on brain drain in Morocco. What do you think it is mainly about? Guess by ticking an answer from the list.

1. Causes of brain drain. ☐
2. Consequences of brain drain. ☐
3. Measures to face brain drain. ☐
4. All the above. ☐

C. Listen to the whole report and check your answer.

PART 1:

D. Listen to Part 1 and tick the right answers.

1. People living in foreign countries represent
 - a. 15% of the country's resident population. ☐
 - b. precisely 10% of the country's resident population. ☐
 - c. more or less 10% of the country's resident population. ☐
2. Moroccan government efforts focus on
 - a. boosting slow economic growth. ☐
 - b. reinforcing the banking sector. ☐
 - c. reducing the economy's reliance on traditional agriculture. ☐



PART 2:

E. Listen to Part 2 and say whether the following statements are true or false, then correct the false one(s).

1. Expatriates invest their money in: creating small enterprises, supporting family members and building second homes.
2. Complex administration procedures belong to the past because it's possible now to have all the documents needed from one location within 24 hours.
3. The government has reduced interest rate, offered tax breaks and encouraged the purchase of land.

F. Answer the following question giving convincing reasons, then share your answers with the whole class.

If you have the opportunity to choose between working in Morocco and working abroad, what would you do?

Communication: Asking for and giving advice

A. Read the following mini-dialogues and fill in the table with appropriate expressions.

1. Journalist: "What should Morocco do to solve the problem of brain drain?"

Economist: "Well, it should encourage its graduates to stay in Morocco and participate in the development of the country by offering them tempting salaries and opportunities to exploit their potentials."

2. Journalist: "What's your advice for young people running after fame?"

Educator: "They ought to work hard. They shouldn't think their dream will come to without serious studies and hard work."

3. A Jobless person: "I graduated two years ago, but until now I haven't found an interesting job. What should I do?"

Friend: "If I were you, I'd start a business of my own with a small loan from a bank."



Asking for advice	Giving advice
"....."	"....."
"....."	"....."
"....."	"....."
"....."	"....."
"....."	"....."

B. Add more expressions to the table.

C. What's your advice to the following people?

"I feel I'm gaining weight these days. I don't know what to do." 1. A neighbour	"What's the best means of transport to visit Ouarzazate?" 3. A tourist
"I tried to give up smoking many times but I failed. How can I get rid of it?" 2. A friend	"I find it difficult to speak English like you. How can I improve my spoken English?" 4. A classmate

Reading

A. Are you for or against brain drain? Share your answer with your neighbour, then with the whole class giving convincing justification.

B. The following sentences are topic sentences taken out from the beginning of each paragraph in the text (page 108). Read and match them with the appropriate main ideas. An example is given.

Topic sentence	Main idea
1. There is no doubt that more and better opportunities in Europe and North America are one of the attractions to moving there.	a. Definition of brain drain.
2. Strategies used in the past which attempted to reverse the brain drain through retention and the return of skilled migrants to their countries of origin proved inefficient.	b. Ways to bring back immigrated brains.
3. Brain drain, or human capital flight, refers to the growing number of highly skilled people, in fields ranging from health and sciences to engineering and information technology, emigrating to Europe or North America.	c. Measures to prevent brain drain.
4. Brain drain has negative impacts on the country's economic prospects and competitiveness.	d. Causes of brain drain.
5. The government and the private sector should be working together to ensure they are making adequate investment in Africa in terms of research and development and creating an environment with attractive opportunities for graduates and researchers.	e. Negative effects of brain drain.

C. Read the text and put back the topic sentences in activity 'B' (page 107) in their appropriate paragraphs. Write the number of each topic sentence for the appropriate paragraph.

a. ...

The best college and university graduates leave the country to take jobs overseas, citing higher salaries and more opportunities as the reasons for *this exodus*. Brain drain parallels the term "capital flight" which refers to financial capital that is no longer invested in the country. Investment in higher education is lost when a trained individual leaves and does not return. This phenomenon is perhaps more problematic for developing nations, where it is widespread. In these countries, higher education and professional certification are often viewed as the surest path to escape from a troubled economy or difficult political situation.

b. ...

It leads to reduced growth, lower employment and reduced overall tax revenue. The problem can also be looked at from an ownership point of view. With many entrepreneurs taking their ideas and businesses to foreign countries, there is a missed opportunity for wealth creation for Africa. Consequently, African countries get little return from their investment in higher education, since too many graduates leave or fail to return home at the end of their studies. In light of a dwindling professional sector, African institutions are increasingly dependent on foreign expertise to fill the human resource gap created by brain drain.

c. ...

Opportunity means different things to researchers, workers and entrepreneurs. For researchers, it means funding. The reasons most often cited, along with higher salaries, were more resources in terms of research infrastructure and support, a bigger critical mass of research collaborators and a reduced teaching load. Opportunity simply implies availability of jobs that are appealing to them.

d. ...

The private sector could also do more to develop *a hospitable environment for entrepreneurs*, in terms of building clusters. Until this happens, we will continue to experience and read about more brilliant entrepreneurs and their ideas leaving this continent. Studies have shown that repatriation will not work so long as African governments fail to address this issue.

e. ...

However, the Diaspora option or "virtual participation" emerged in the early 1990s as a more realistic strategy to alleviate the consequences of brain drain. It encourages highly skilled expatriates to contribute their experience to the development of their country without necessarily physically relocating. So far, there are more than 40 expatriate knowledge networks in the world with the explicit purpose of interconnecting the expatriates themselves with their country of origin, six of *which* are linked to countries in Africa, including the Association of Kenyans Abroad; the Moroccan Association of Researchers and Scholars Abroad; the Association of Nigerians Abroad; the South African Network of Skills Abroad; and, the Tunisian Scientific Consortium. African continent has witnessed a growing political will to formally include the Diaspora in its development efforts.

D. Give a suitable title to the text.

E. Answer the following questions from the text.

1. What is brain drain compared to in paragraph 1?
2. What does "*this exodus*" refer to in paragraph 1?
3. What does "*a hospitable environment for entrepreneurs*" mean in paragraph 4?
4. What does "*which*" refer to in paragraph 5?

F. Discuss the following question with your partner, then share your ideas with the whole class.

Do you think that the 'Diaspora option' is an effective way to reintegrate skilled expatriates in native country development?

Grammar: Relative Clauses

A. Read the following text and answer this question.

Why do you think Chaibia's paintings were mainly about rural life?

Not all artists who become famous have spent years studying. Chaibia Talal, who started painting when she was still a young girl, never had an art course. She was born in Chtouka, a small village near El Jadida, Morocco. She got married at the age of 14 before she became a widow at 15. Her realistic and simple paintings, which depicted the Moroccan rural life, have been praised by critics and art admirers alike. The people who appear in her paintings are mostly women. This energetic woman, who lived to be 85, continued to create works of wonder and charm until shortly before her death. Chaibia, who painted without any formal training, remains one of the twentieth century's most famous "primitive" artists.



B. Read the text again, underline the relative clauses and copy them below.

1.
2.
3.
4.
5.
6.
7.

...which...

...who...

...that...

...whose...



C. With your partner, study these explanations, then say whether the sentences below are restrictive or non-restrictive.

Restrictive clauses:

- are indispensable to the meaning.
- restrict or define the word they modify.
- are not used between commas.

Non-restrictive clauses:

- are not essential to the meaning.
- are interesting but not necessary.
- do not restrict or define the word it modifies.
- are used between commas.



The old car which is in the park was given to me by my grand father.

1. Our government has decided to give a chance to highly skilled people who returned to the country to exploit their potentials.
2. Mustapha, who owns a well renowned restaurant in Washington D.C, expresses his willingness to invest a considerable amount of money in the country.
3. The building which caught fire in Paris last night was inhabited by a large number of elderly people .
4. Students who have got their French visa will be able to study in France in adequate conditions.
5. Driss Chraïbi, who was considered the father of the modern Moroccan novel, is the author of The Simple Past.

D. Read the grammar summary and decide whether the following relative clauses can be omitted or not.

Put the ones that can be omitted between brackets.

1. The Moroccan community which lives in the American continent has already developed a working plan for the improvement of investment in our country.
2. The minister who met representatives of Moroccan communities living abroad promised to facilitate investment procedures.
3. Salim Khalil, who left his country in the search for appropriate environment to fulfil his project in biology, is a famous biologist today.
4. Our economy, which is boosted partly by remittances from our communities in the five continents, has become more structured and more competitive.
5. Rabat is the city where many conferences are organised every year.
6. I cannot forget the song which they played last night.

E. A relative pronoun can modify either a subject or an object. Say whether the following relative pronouns are subject pronouns (SP) or object pronouns (OP).

- | | |
|--|-------|
| 1. Do you know the girl who/whom I danced with? | ..... |
| 2. Do you know the girl who/whom danced with me? | ..... |
| 3. The apples that are lying on the table are bad. | ..... |
| 4. The apples that we bought in the shop are bad. | ..... |
| 5. We will stay at a hotel which is not far from the beach. | ..... |
| 6. We will stay at a hotel which my friend has recommended to us. | ..... |

F. Read the grammar summary and decide whether the following relative pronouns can be omitted or not.

Put the ones that can be omitted between brackets.

1. A calendar is something **which** tells you the date.
2. Strikers are soccer players **who** try to score goals for their team.
3. The Thames is a river **that** runs through London.
4. Cheese is food **which** mice like eating.
5. A racket is something **which** you use to hit a ball when you play tennis or badminton.
6. Love is a feeling **that** nobody can describe.

Writing: Cause and effect

Topic: You have recently read a lot about the phenomenon of brain drain in a magazine. Write a letter to the editor suggesting some measures that may solve the problem or at least reduce its negative effects.

A. With your partner fill in this diagram, then discuss your findings with the whole class.

Definition of brain drain:	Cause 1: Cause 2: Cause 3:	Negative effect 1: Negative effect 2: Negative effect 3:
---	---	---

- Measures that should be taken by the government:

1.

2.

3.

- What advice can you give to your fellow-countrymen?

.....

.....

B. Write your letter which should respect the following points:

- **Introduction:** specify which magazine you have read, what ideas you want to respond to and the reason(s) for writing this letter.
- **Body of your writing:** state some of the negative effects of the problem and suggest some solutions.
- **Conclusion:** include suggested practical measures and your advice to your fellow-countrymen.
- **Formal letter layout :** respect the components of a formal letter.

C. When you finish your draft, check the following points:

- Have I used the tenses appropriately?
- Have I used appropriate linking words?
- Have I used expression(s) of making suggestions?
- Have I used expression(s) of advice?
- Are my ideas logical and convincing?
- Have I respected the layout of a formal letter?



D. Check your knowledge of the format of formal letter by matching the different parts of the letter below with their appropriate parts. Put the right number in the appropriate circles.

1. Recipient's address.
2. Formal salutation.
3. Body of the letter.
4. Signature.
5. Sender's address.
6. Date.

 { Susan Wakefield
33, Oxford street,
London.

 ← September 1, 2007

 { The Daily
3333 E. Main, Suite 16
Tucson, Arizona 85712

 ← Dear Editor,
I was so interested in your article about road accidents in yesterday's issue of your newspaper and I would like to share my sad story with the readers.

 { When I was only eight years old, my mother was severely injured in a car accident on the highway. Luckily, she survived, but many of us know people who have not survived these car tragedies. Driving too fast has always been one of the main causes of these horrifying accidents.

Our sense of security on the highway would increase greatly if we would simply reduce the speed limit per hour on major roads.

 ← Yours sincerely,
Susan Wakefield

Learner Training: Note taking

Introduction: Studies at university are different from high school where students are helped to take notes in class. Therefore, it is important for you to start from now to adapt yourself to taking notes and editing them.

A. With your partner, find some of the reasons why taking notes is important.

Example: It helps memory. Summing up things briefly helps long term memory.

B. Select a passage from your textbook and take notes on the main points of what you have read.

C. Read the following checklist and tick the appropriate answer for you.

Strategies	Yes	No
1. I think before I write.		
2. I keep my notes brief.		
3. I keep my notes organized.		
4. I use my own words.		
5. I note key words and main ideas.		
6. I write phrases not sentences.		
7. I use headings.		
8. I number points.		

D. Compare your answer to that of your partner and write down the strategies that you two think you should develop.

E. Go back to your notes to see if you have used some of the strategies in the table in 'C'.

F. Read the passage again and take notes using as best as you can the strategies in the table in 'C'.

G. Compare your notes to those of your partner.

Grammar Summary: Relative pronouns and concession

I. Relative clauses

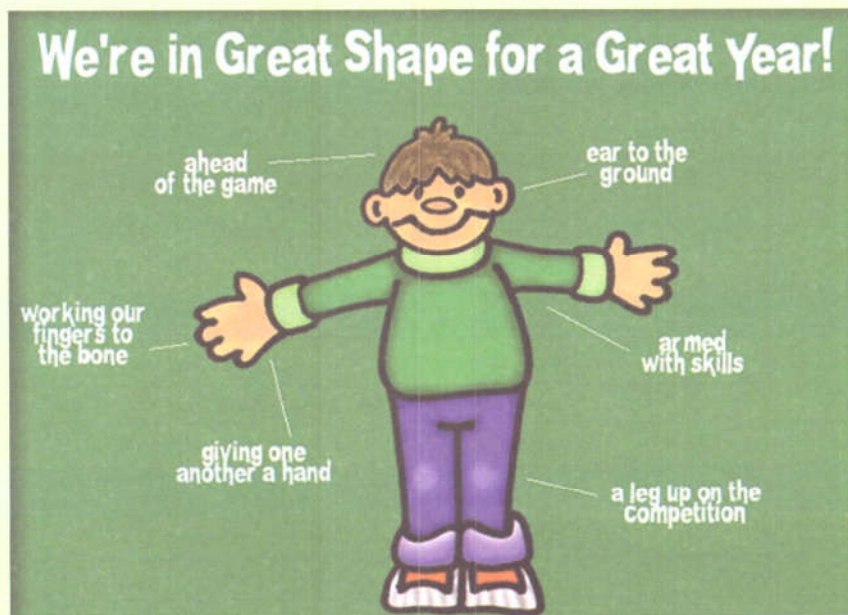
Restrictive relative clause	Person	Object
Subject	who, that	which, that
Object	who, whom, that, Ø	which, that Ø
Possessive	whose	whose, of which
Non-restrictive relative clause	Person	Object
Subject	who	which
Object	who, whom	which
Possessive	whose	whose, of which

- a. A **relative clause** is a part of a sentence that describes the person or thing we are talking about.
- b. A **Restrictive relative clause** gives necessary information about who or what we are talking about.
Example: The car *which is in front of the house* is mine.
- c. A **Non-restrictive relative clause** gives additional information. **Non-restrictive relative clauses** are separated by commas.
Example: Casablanca, *which is the biggest city in Morocco*, is the economic capital of Morocco.
- d. If the relative pronoun is followed by a noun or pronoun, the relative pronoun is an *object pronoun*.
- e. **Object pronouns can be omitted** in defining relative clauses.
Example: Where's the car (**which**) you bought last week?
 Where's the car you bought last week?

II. Linking Words: **concession**

- In spite of	+ Verb +ing/or + Noun
- Despite	+ Noun
- Although	+ Subject and verb
- Nevertheless	+ Subject and verb
- However	
- Yet	

Here are some idiomatic expressions related to the body.
 Look them up in the dictionary and write meaningful sentences.



Review: Units 7 and 8

A. Fill in each blank when necessary with one of the following relative pronouns:

who - which - that - whose - when - where

1. There are times I feel I want to be alone.
2. That's the athlete won the race last week.
3. This is the factory produces cars in Morocco.
4. She is the woman is interested in helping the children of this village.
5. Casablanca, is near Rabat, is one of the biggest cities in Africa.
6. Taher Ben Jelloune, has written interesting novels in French, is well known at the international level.
7. I'm looking for a house in the country I can live the rest of my life after I retire.
8. That's the girl father is the mayor of the city.

B. Fill in each blank with one of the following words: moreover/ however/ despite/ therefore/ not only.

1. The sun shines for more than 300 days a year in our country., we don't benefit from solar energy.
2. Our employer refused to increase our salaries our insistence and continuous strikes.
3. That company produces computers, compact discs and softwares., it invests in car making.
4. International investments in our country will boost our economy but also our monetary value.
5. Many interesting measures have been taken by the current government particularly in social and economic fields., we notice a considerable improvement in the standard of living.

C. Rewrite the following sentences starting with the words suggested.

1. "Who travelled with Barbara to New York?"
- The boss wanted to know
2. "I've been reading an interesting novel this week."
- My friend said
3. "If negotiations fail between demonstrators and officials, the police will resort to force."
- An official declared
4. "What about starting our revision this afternoon?"
- Bob, my classmate, suggested
5. "You must bring your homework done next week."
- The teacher insisted that
6. "It's rude to interrupt people. You must wait until they finish."
- The mother advised her son
7. "Rabat city council has just held an international conference on water."
- The journalist informed us
8. "The report will be broadcast on all the national channels within three days."
- The government spokesman announced

D. What would you say in the following situations?

1. A friend of yours: "My water bill is usually expensive. What should I do?"
You: "You " (Give advice)
2. You discovered that a friend of yours is not faithful.
You: "I " (Express regret)



Standards, Competencies and Skills

Interpersonal Communication

- express certainty and uncertainty
- talk about sustainable development.

Presentational Communication

- Writing: write a film review
- Speaking: express certainty and uncertainty, talk about sustainable development and development banks.

Interpretive Communication

- Listening: interpret title, check information, listen for specific information.
- Reading: survey the text for specific information, match paragraphs with main ideas, show understanding of content.

Culture: Practices and products

- learn about sustainable development
- learn about development banks.

Learner training

- learn how to give presentations
- learn how to write a report of an action plan.

Language development

- practise the use of modals (present, past and passive)
- learn about metaphors and similes.

Connections

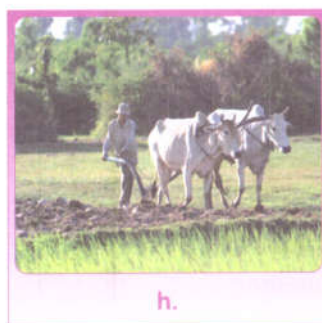
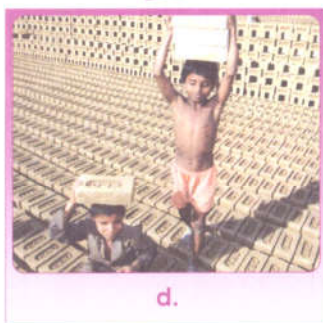
- learn about and use mindmaps (all subjects)
- learn how to write a report (all subjects)
- learn how to give presentations (all subjects)
- learn about development banks (history, economics).

Introduction to the theme of the unit

A. With your partner, decide which of the pictures are related to development and which are related to under-development, then share your answers with the whole class giving convincing arguments.

1. Development pictures:

2. Under-development pictures:



B. With your partner, discuss the following questions, then share your ideas with the whole class.

1. What are the basic elements of development?
2. Does development have any negative sides?
3. According to you what is meant by "Sustainable Development"?

C. What does the following statement mean to you? Share your interpretation with your partner then with the whole class.

"Think globally and act locally."

Vocabulary Work: Metaphors and similes

A. Read the following definitions.

1. A **simile** is a figure of speech where **X is compared to Y**, using the words ‘as’ or ‘like’.

Example: When the thief saw the police, he ran away like the wind.

2. A **metaphor** states that one thing is something else. It is a comparison, but it does **NOT** use ‘like’ or ‘as’ to make the comparison.

Example: Time is money.

The sentence is stating that “time” is the equivalent to “money”.

Writers use metaphors and similes to create **IMAGES**.

B. Identify whether the following sentences are similes or metaphors. Write (S) for similes and (M) for metaphors.

1. ____ “Juliet is the sun.” (Shakespeare, Romeo and Juliet)
2. ____ Mary was showered with gifts for her birthday.
3. ____ Mr Smith’s wealth is the fruit of hard work and long experience.
4. ____ “My love is like a red, red rose.” (Robert Burns, a British poet)
5. ____ “And I’ve been working like a dog.” (Lennon and McCartney, British singers)
6. ____ The little kid was as quiet as a mouse while his mother was doing the housework.
7. ____ Health is a crown on man’s head which no one can see but the sick man. (a proverb)



C. Write similes and then compare your work to that of your partner.

Example: Hicham has a mind like a computer.

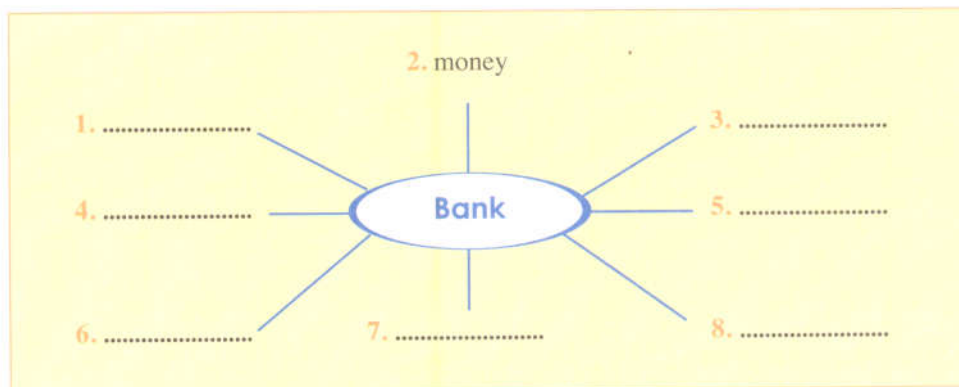
D. Choose a noun and think of another thing to compare it with, then write a metaphor. This is how to proceed.

- Noun: family
- A thing to compare it with: umbrella.
- Metaphor: My family is an umbrella I always keep on my head.

Listening and speaking

Development Banks: Lenders with interest in progress

A. Complete the following word-web with related words and ideas. An example is given.



B. With your partner, answer the following questions using ideas from the word-web, then share your answers with the whole class.

1. What are banks generally interested in?
2. Who are the main clients of a bank?
3. Why do people go to banks?

C. Which of the following best interprets the title?

Development Banks: Lenders with interest in progress

1. Development banks are interested in their own growth and benefit.
2. Development banks seek to help the borrowers develop and make progress.
3. Development banks lend money to make more money.
4. Development banks lend money to help borrowers make more money.



PART 1

A. Listen to **Part 1** and check your answer for the title interpretation.

B. Read the following statements, then listen to **Part 1** and decide whether they are 'true' or 'false'.

1. Development banks belong to the World Bank.
2. Development banks get the money from their members and borrowing on world markets.
3. The development bank provides both loans and technical help.

C. Listen again to check your answers and correct the false statements.

PART 2

A. In Part 2 you are going to get information about four development banks.

Listen and complete the following table with appropriate information.

	Development Banks	Starting date	Place	Number of member countries
1	The inter-American Development Bank	1959	Washington D.C., USA	.....
2	The African Development Bank	.....	Abidjan, Ivory Coast	24 + 53
3	The Asian Development Bank	1966	.....	63
4	The European Bank for Reconstruction and Development	1991	.....	Not provided

B. Listen again to check your answers.

C. Answer the following questions.

	Question	Answer
Which bank	1. ... was founded after the fall of the Soviet Union?	.....
	2. ... has a Japanese president?	.....
	3. ... is worth 100,000 million dollars?	.....
	4. ... has members from the Americas, Europe, Asia and Africa?	.....

Post-listening

A. Use the information in the previous activities to write a short paragraph about 'one' of the four development banks.

B. Complete the following two paragraphs with appropriate vocabulary.

Development banks are international (1) groups. They lend money to (2) countries to help fuel economic growth and social (3) They are not (4) the World Bank, the International Monetary Fund or the United Nations. The money comes from member countries and borrowing on world markets.

Development banks provide long-term (5) at market rates. They provide even longer-term loans at below market interest rates. These banks also provide technical (6) and advice.

Communication: Expressing certainty and uncertainty

A. Read and listen to this dialogue between two African citizens and identify expressions of certainty and those of uncertainty.

Denis: Hi François. Have you heard about Development 4 All association?

François: Certainly. It's a well known association with a good reputation.

Denis: Some of my colleagues believe it can't play a positive role in our small town.

François: I'm doubtful about those biased judgements, because the fruits of its participation in many projects in various African countries are evident to everyone. By the way, I've heard that it's possible it will open its first office in our town.

Denis: I heard the same thing but I'm not sure about that.



Expressions of certainty	Expressions of uncertainty
-	-
-	-
-	-

B. Add more suitable expressions to the table.

C. What do the following speakers express? Certainty, uncertainty, probability or asking for opinion?

1. **Denis:** Do you think the measures taken to solve these social problems may lead to good results?

François: I'm uncertain about that because some measures aren't clear for me to expect any improvement.

2. **Green Peace representative:** World climate changes might lead to serious economic and social problems in our continent.

3. **A minister to journalists:** I do believe that our negotiations will yield good results in the few coming months.

D. What would you say in the following situations?

Situation 1

The problem of unemployment in Morocco will be solved completely in a few years.

Situation 2

Sustainable development is not just a dream for some economists, but a reality if we join our efforts.

Situation 3

In a globalised market, it's easy to predict the future of many of our companies.

Reading

A. Look at the title of the text and write an answer to it, then share your answer with the whole class.

B. Go over the text quickly and find out a definition of "Sustainable development", then compare it to your answer in "A".

What is sustainable development?

In olden times, the survivors of dying communities could move on to less populated, more fertile areas, but today, there is no such place left to go! Do those living today owe anything to the future? If "Yes", then we must now determine what and how much we owe future generations, least our present course continues unabated too far into the twenty-first century, eventually to destroy options for all generations to come.

Communities face enormous challenges as their social, economic, and environmental resources are damaged or exhausted. Because these elements of communities are interconnected, there are no simple answers. In addition, whatever issues we find ourselves facing, be they diseases, child abuse, crime, injustice, weakened economies, energy shortages, lack of good jobs, extinction of species, poverty, destruction of forests, pollution, breakdown of families, armed conflict, or nuclear power, there are some common threads and interconnected steps that will offer solutions to these seemingly diverse problems.

The interdependencies of the economic, environmental, and social justice elements of our world require new ways of thinking about things and taking action that will truly create a future where human society and nature coexist with mutual benefit, and where the suffering caused by poverty and natural resource abuse is eliminated.

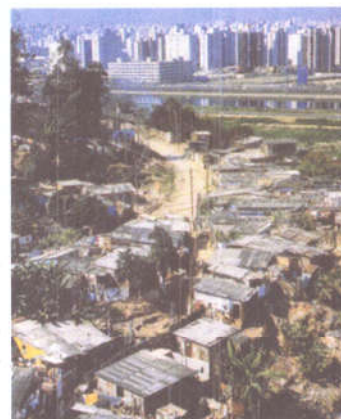
Sustainable development calls for improving the quality of life for all of the world's people without increasing the use of our natural resources beyond the Earth's carrying capacity. While sustainable development may require different actions in every region of the world, the efforts to build a truly sustainable way of life require the integration of action in three key areas:

- **Economic growth and equity:** today's interlinked, global economic systems demand an integrated approach in order to foster responsible long-term growth while ensuring that no nation or community is left behind.
- **Conserving natural resources and the environment:** to conserve our environmental heritage and natural

resources for future generations, economically viable solutions must be developed to reduce resource consumption, stop pollution and conserve natural habitats.

- **Social development:** throughout the world, people require jobs, food, education, energy, health care, water and sanitation. While addressing these needs, the world community must also ensure that the rich fabric of cultural and social diversity, and the rights of workers, are respected, and that all members of society are empowered to play a role in determining their futures.

Sustainable development is the parallel consideration of healthy environments, life, and human well-being. This includes issues of population, climate, economic prosperity, energy, natural resource use, waste management, biodiversity, watershed protection, technology, agriculture, safe water supplies, international security, politics, green building, sustainable cities, smart development, community



/family relations, human values, etc. All these "pieces" are parts of the sustainable society puzzle, because they are the basic ingredients of everyday life. Sustainable development is a multi-dimensional way of thinking about the interdependencies among natural, social, and economic systems in our world. It represents a process in which economics, finance, trade, energy, agriculture, industry, and all other policies are implemented in a way to bring about development that is economically, socially, and environmentally sustainable. Thus, the goal of sustainable development is to meet the needs of the present without compromising the ability of future generations to meet their needs.

C. Read the text again and match each of the following statements with the corresponding paragraph.

a. Sustainable development and the need for life quality improvement.

Paragraph 1

b. Problems encountered by people as their resources are badly affected.

Paragraph 2

c. The new strategy needed in interdependent fields.

Paragraph 3

d. Definition of sustainable development.

Paragraph 4

e. Roles to play towards the coming generations.

Paragraph 5

D. Answer these questions from the text.

1. What's the author's intention when he compared the situation of the survivors of the past with those of the present?
2. What are some of the development problems that communities are facing?
3. What is the objective of sustainable development?
4. Why is it vital to empower people to play an active role in sustainable development?
5. What makes the process of sustainable development very challenging?

E. The words in the following table are taken from the text. Provide the appropriate form for each word according to the table.

<i>Verb</i>	<i>Adjective</i>	<i>Noun</i>
1. develop	.....	.....
2.	sustainable	.....
3.	populated	.....
4. ....	.....	pollution
5. prosper	.....	.....
6. ....	.....	interdependency
7.	determine	.....
8. impoverish	.....	.....
9. ....	.....	destruction
10. interconnect	.....	.....

Grammar: Modals

I. Modals: Past and Present

A. What do the following people express?

- a. Possibility in the present; b. Certainty in the present; or c. Impossibility in the present?

- John is a serious student.

1. **Teacher:** John *must succeed* because he is one of my best students. (...)

2. **Friends:** John *can't fail*. He is always top of the class. (...)

3. **Parents:** John *can succeed* in the final exam. (...)

B. What do the following people express?

- a. Possibility in the past; b. Certainty in the past; or c. Impossibility in the past?

1. Sarah *can't have known* about your illness. Otherwise, she would have visited you. (...)

2. Barbara didn't visit us last week. She *must have been* very busy. (...)

3. Simon *may have forgotten* about my birthday. He didn't come to the party. (...)

C. Match the speakers with each of the following statements, then say which modal verbs are in the present and which ones are in the past.

1. NGO representative to citizens.

2. Teacher to students.

3. Consultant to investor.

a. You must revise your lessons regularly if you want to improve your level.

b. You ought to consider all offers before you choose one.

c. You should participate in the development of your city or your village.

d. You ought to join an association to be active members in your society.

e. You should have bought cheap pieces of land.

f. You had to study English seriously during the previous two years.

D. Look at the grammar summary (pages 129-130), then use an appropriate modal verb with the verb in brackets. Pay attention to the tense (present or past).

- Employees (respect) the rules of our company.
- Employers (ensure) adequate environment for their employees.
- You (start) your revision many weeks before.
- Our boss (have) a problem these days. We haven't seen him smiling for nearly two weeks.
- Tom (meet) his friends of childhood when he visited his mother in Manchester. I'm not sure.
- The bank (not approve) your project a year before because it was not well prepared.
- You (be) tired. Your eyes are red.

II. Modals in the passive voice

Study the examples in the table, then do exercises A and B.

	Active	Passive
Modals in the present	You must finish this work before you leave.	This work must be finished before you leave.
Modals in the past	You should have done this homework last week.	This homework should have been done last week.

A. Rewrite these sentences beginning as suggested.

1. We all agree that we must take action.

We all agree that action

2. They ought to make things clear to the boss.

Things

3. You can find the computer you are looking for in the new supermarket.

The computer you are looking for

B. Put each of the following sentences in the passive using the modal and the verb in brackets.

1. I'm almost sure she was injured in a car accident. (must/hit)

She

2. Maybe the house was there 200 years ago. (could/build)

The house

3. It's impossible that Jay got an invitation to the party. (can't/invite)

Jay

4. It would have been better to mail the letter by Federal Express. (ought to/send)

You

Writing: Film review writing

A. Read the title of the film review on page 126 and decide whether the film is :

1. a love story

3. an action film

5. a historical

2. a thriller

4. a science fiction

6. a western

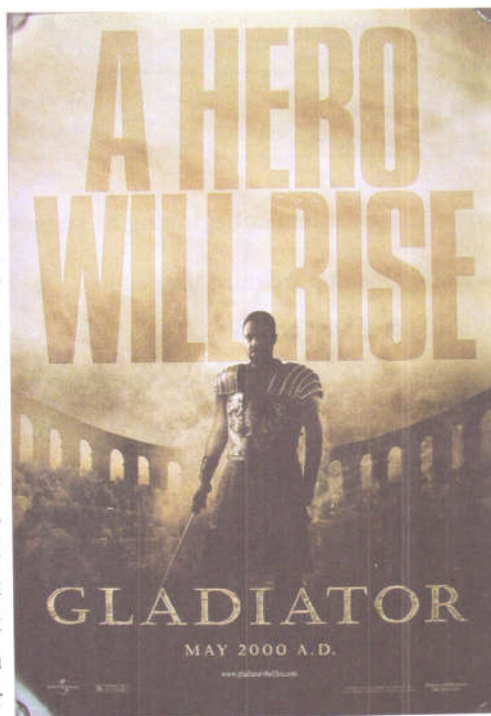
B. Look at the poster and guess what the film might be about.

C. Read the film review to check your answer.

GLADIATOR

Gladiator is one of those rare movies that can be enjoyed by audiences of all ages. It really has something for everyone, from children to adults.

Gladiator is a story about the many faces of power. Set in the second half of the second century, the tale begins with Rome's continued conquest of the world. Maximus, played by Russell Crowe, a brilliant and celebrated Roman General and tactician, is preparing his legion for battle against Germanic tribes. What follows is a brutal, bloody battle. Maximus' triumph is short lived. Another face of power emerges. Caesar's son, Commodus, excellently portrayed by Joaquin Phoenix, in his own grasp for absolute power, sets the plot rolling. In his attempt to rid himself of Maximus, many new faces of power are revealed. Though he is forced into exile and slavery, Maximus tries to control his hatred. It is in the gladiator ring that he emerges as a new power intent on killing Commodus. The more Commodus tries to crush him, the stronger Maximus becomes through the one power stronger than anything else in Rome: the will of the people.



All the elements of man's free will are exposed in this film, both the negative and positive. Even though it is rather distressing, you can almost say this story seems a mirror, reflecting a similarity to current times. Gladiator asks the question, "What is the desire of bloodsport?" Is it an escape from reality? It is not difficult to link the perversity of Rome to some of today's practices.

The costumes are accurate and the battle and fight scenes are realistic. The film is filled with lots of action and lots of death one would expect with a gladiator tale. But, that's not to say that the action is what carries the movie. No way. The story is compelling. You are not watching actors in a movie. You are there, in the story with them.

D. Read the review again and match each paragraph with its corresponding subheading in the list below.

a. Summary of the plot.

b. Recommendation.

c. Technical evaluation.

d. Author's opinion.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

E. Write a review of a film you have just seen following the model on page 126. Your outline should look like this.

Title of the movie:
Your title of the review:
1. In your opinion, should your reader watch the film? Why? Write at least three reasons.
2. Give a summary of the plot. (What happened in the film)
3. What do you think about the actor(s) and actress(es)?
4. Write a conclusion and express your opinion about the film.

Here are some expressions that might help you:

..... was directed by

..... is based on the life of a wealthy person

It takes place in in 1969

It's about X's relationship with Y

The story turns out to be

I would recommend this film/ What I liked best/ What I did not like was

Project Work: Report on an action plan of a project

A. Problem statement.

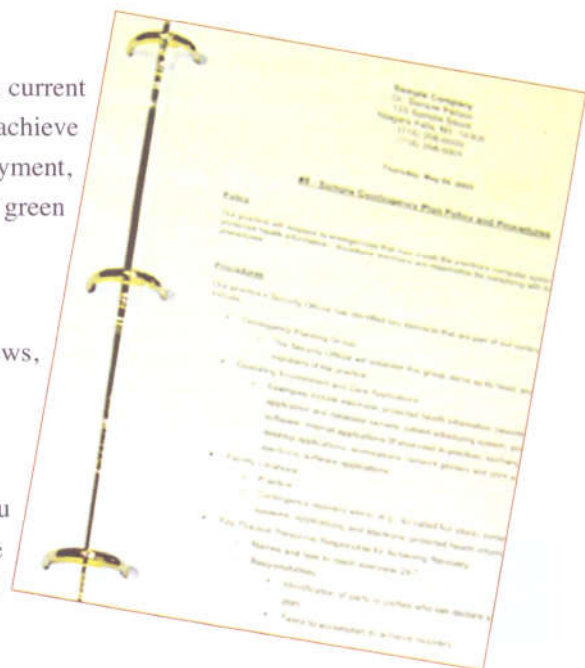
In small groups, you are required to make a detailed report on a current problem situation in your neighbourhood and what is needed to achieve sustainable development. (Examples of problems: unemployment, illiteracy, garbage, lack of recreation facilities, pollution, lack of green areas, etc.)

B. Data collection.

Your report should include data taken from findings (interviews, pictures, statistics, videos, etc.).

C. Writing and presenting the report.

The following outline will help you write your report. Once you finish writing your report, be ready to present it in front of the class. Copy the report form on page (131) in a separate paper and fill it with the appropriate information.



REPORT

A development problem, constraints and solutions

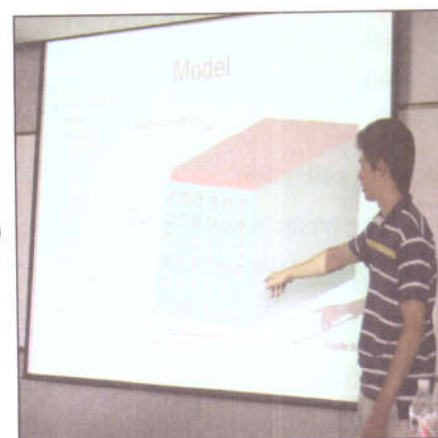
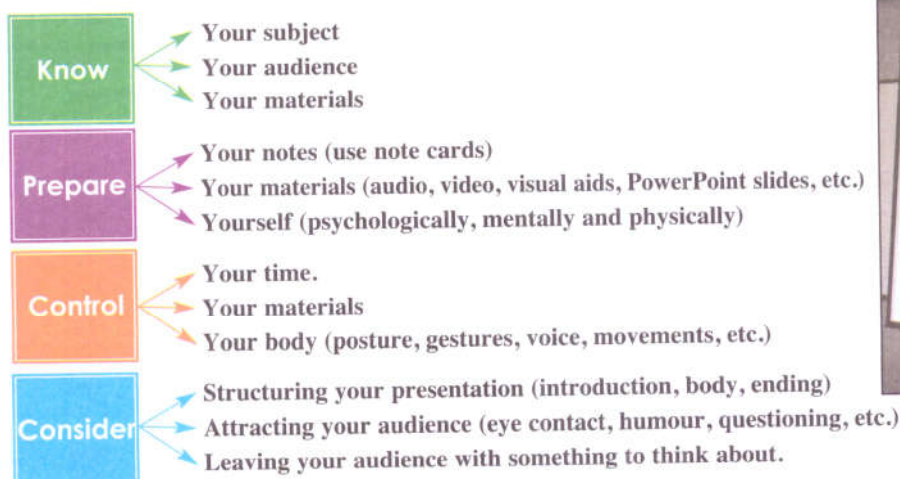
By (Name)

Introduction (state the problem and why you choose to deal with it)
.....
.....
.....
Part 1 : Challenges (give details of the problem, present data, state challenges)
.....
.....
.....
Part 2 : Proposed solution (state the solution you propose, use convincing arguments)
.....
.....
.....
Part 3 : Needs (state financial, material and human resources needed and possible resources)
.....
.....
.....
Part 4 : Recommendations and conclusion (restate the problem, solution and benefits)
.....
.....
.....

Learner Training: Giving presentations

You are chosen by your group to present the report you prepared together in “Project Work” section. Your classmates will play the role of a committee for choosing the best projects to be supported and implemented.

A. When preparing your presentation, consider the following elements.



B. You can use the following evaluation checklist to revise your work during preparation and practice.

Your classmates will also use the same checklist to evaluate your presentation in class.

	A	B	C	D	Comments
A. Structure of the presentation					
1. introduction					
2. main information					
3. conclusion					
B. Content					
4. clarity of ideas and examples					
5. quality of language					
6. convincing arguments					
C. Presentation skills					
7. voice quality					
8. body movement					
9. use of supporting materials (pictures, graphs, statistics, audio-visuals...)					
D. Overall presentation					
Total mark	/40				
A = Excellent (4 points)		B = Good (3 points)		C = Average (2 points)	D = Below average (1 point)

C. Use your classmates' feedback to improve your presentation skills in the future.

Grammar Summary: Modals

A. Modals of deduction (certainty, possibility, impossibility)

Present	must	Certainty	Look at Tom. He has just bought another new car. He must earn a lot of money.
	can't	Impossibility	Barbara hasn't got her passport yet. She can't go with us to France.
	may; can; might	Possibility	It may rain tomorrow. We aren't sure.
Past	must have + past participle (pp)	Certainty	We haven't seen Bob for a long time. He must have changed his job.
	can't have + pp	Impossibility	Barbara can't have asked for the visa because she didn't have her passport at that time.
	may/can/might have + pp	Possibility	The Browns weren't at home yesterday. They might have gone out for a picnic.

B. Modals of Obligation

Present	- must/ have to + verb without 'to' - ought to + verb - should + verb	- You must respect the law. - You ought to wait until Tom finishes. - You shouldn't interrupt your boss.
Past	- had to + infinitive - ought to have + pp - should have + pp	- You had to bring your report on time. - You ought to have stopped when you felt tired. - The driver should have driven more carefully.

C. Passive voice with modals

	Modals	Passive
Present	- can/can't do - must do - should/could/would do - ought to do - have to do	- can/can't be done - must be done - should/could/would be done - ought to be done - have to be done
Past	- can/must have done - had to do - ought to have done	- can/must have been done - had to be done - ought to have been done

Development Quotes

Read the following quotations and say how they are related to development.

The only way to get people to like working hard is to motivate them. Today, people must understand why they're working hard. Every individual in an organisation is motivated by something different.

Rick Pitino

"You seek too much information and not enough transformation."

Sai Baba

"What lies behind us and what lies before us are tiny matters compared to what lies within us."

Ralph Waldo Emerson

The phrasal verbs crossword puzzle

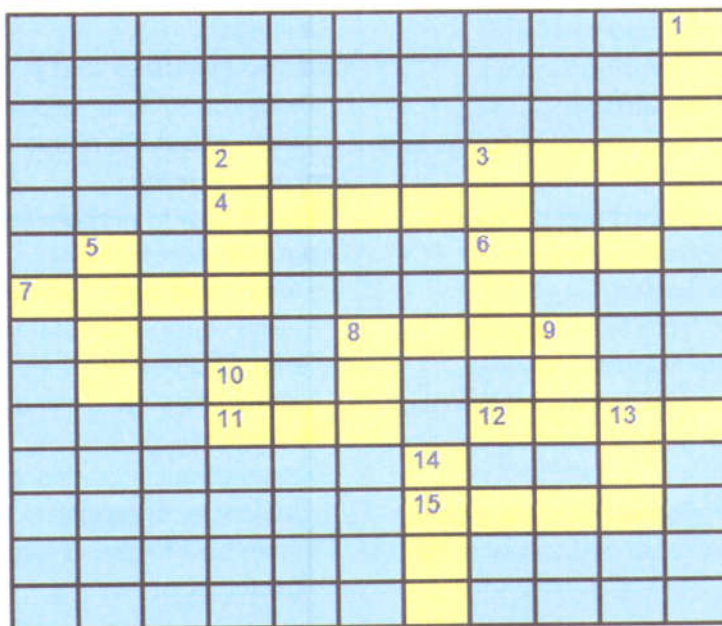
Complete the crossword puzzle with the appropriate verbs or particles.

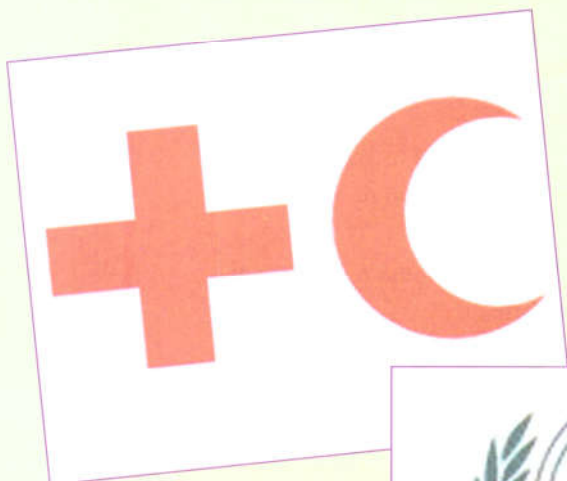
Across

3. I can lend this dictionary provided you bring it as soon as possible.
4. Sara really takes her twin sister. You can't tell who is who.
6. The flight has been put because of the bad weather.
7. The police are still making their investigations to out the real criminal.
8. I must get with this task before I leave the office.
11. The firemen have at last managed to out the fire.
12. I was doing the shopping when I ran an old friend of mine.
15. The mother asked her children to put their book and come down for dinner.

Down

1. She's beautifully dressed. She like a princess.
2. When you finish your test, make sure you write your name on your paper before you it in to the teacher.
3. My car down on my way to work so I had to take a taxi.
5. I must up smoking. It really kills me.
8. At week-end, we usually eat in a restaurant.
9. We have out of sugar. Can you go and get some, please?
10. Peter always makes excuses for being absent.
13. Look at that jacket. I think it will suit you. Why don't you it on.
14. Please down. Everything will be alright.





Standards, Competencies and Skills

Interpersonal Communication

- respond to good and bad news
- talk about international organisations.

Presentational Communication

- Writing: make and write about similarities and differences
- Speaking: respond to good and bad news, talk about international organisations.

Interpretive Communication

- Listening: guess the topic, listen for specific information, listen for main idea, answer comprehension questions, infer word meaning from context, relate topic to personal experience.
- Reading: predict and survey content, read for specific information, recall and review content,

infer word meaning from context, discuss ideas in the text.

Culture: Practices and products

- learn about international organisations
- learn about the problems of prisoners.

Learner training

- learn how to prepare yourself for university.

Language development

- learn more about phrasal verbs
- learn vocabulary related to international organisations
- learn about the order of adjectives.

Connections

- learn about international organisations (history, economics)
- learn how to prepare yourself for university (all subjects)

Introduction to the theme of the unit

- A. With your partner, look at the following emblems of some international organisations.
Can you name some of these organisations? An example is given.



B. Match each emblem with the corresponding information.

1. Set up in Fez, in 1979 with the objective to strengthen and promote cooperation among Islamic countries.
2. Established on 7 April, 1948. Its objective is the attainment by all peoples of the highest possible level of health.
3. Established in 1995 in Marrakech, this organisation is a powerful new global commerce agency, which transformed the General Agreement on Tariffs and Trade (GATT) into an enforceable global commerce code.
4. Created in December 1946 by the United Nations to look after the needs of children and mothers in developing countries around the world.
5. Founded in 1945 with the aim to fight against hunger. It helps developing countries and countries in transition modernize and improve agriculture, forestry and fisheries practices and ensure good nutrition for all.
6. Founded in 1945 with the aim to intervene in conflicts between nations and thereby avoid war.
7. It is an international humanitarian movement whose stated mission is to protect human life and health, without any discrimination based on nationality, race, religious beliefs, class or political opinions.

C. What do the following acronyms stand for? An example is given.

1. **FAO** *Food and Agriculture Organisation.*
2. **OPEC**
3. **UNESCO**
4. **UN**
5. **UNICEF**
6. **WHO**
7. **WTO**

D. With your partner, answer the following question, then share your answer with the whole class.

Which of the above organisations has most important intervention in world events? Justify your choice.

Vocabulary Work: Adjectives order

A. Write short sentences describing your dream car. Write as many sentences as possible.

Each sentence should contain one adjective.

Example: I want a new car

I want a

B. Combine your sentences in one sentence following the order of the adjectives as suggested in the table below.

	Opinion	Size	Age	Shape	Colour	Origin	Material	Purpose	
a	beautiful		young			American			lady
a		small		round			wooden		table
an			old		black	German		racing	car

C. Put each of the adjectives in the list in its appropriate place.

cutting, efficient, yellow, human, crucial, developing, amazing, enormous, small, new, ancient, spying, oval, square, modern, white, futile, business, Moroccan, silken, huge, leather.

Opinion	Describing Adjectives				Classifying adjectives
	Size	Age	Shape	Colour	Origin / Material / Purpose

D. Place the three adjectives in the correct order before the noun.

Scrambled adjective	Ordered adjectives
1. interesting - Spanish - small	A(n)..... book
2. old - ugly - rectangular- plastic	A(n)..... table
3. wollen - large - black	A..... jacket
4. beautiful - modern - small	A..... house
5. German - thin - strange	A..... lady
6. cotton - funny - green	A..... cap

Listening and speaking

A. The title of the interview we are going to listen to is "Light in the darkness".

Guess what it is about, then listen to check your guesses.

B. Listen again and say what the interview is mainly about.

Tick the appropriate answer.

- | | |
|---|---|
| 1. Prisons and prisoners ☐ | 3. The Red Cross ☐ |
| 2. Prison authorities ☐ | 4. Life in prisons ☐ |

C. Listen again and answer the following questions.

- Where is the Red Cross based?
- How did the prison authorities help the Red Cross people?
- How often did the Red Cross people visit the prison?
- What could not Mr Altman forget?
- What was life like in prison?

D. Fill in each blank with the appropriate word.

informed - let down - relatives - oppressed - in touch

- When foreign journalists are kidnapped, their governments do not **a.** them They keep **b.** with the kidnappers, negotiate their citizens' freedom and do what is necessary to help them.
- Furthermore, these governments keep the close **c.** of the kidnapped person, for example their parents, their wives and their children, **d.**
- In a democratic country, people should feel free; they should not be or feel **e.** as in a dictatorship.

E. Mr Altman described the visit of the Red Cross people to the prison he was in as "Light in the darkness". From your own experience, think of a situation that could be described as such, and share it with your partner, then with the whole class.



Communication: Responding to good and bad news

A. Read the following dialogues and fill in the chart.

1.

Sarah: Steve, I've got to talk to you.
Steve: Sure, what's up?
Sarah: I really don't know how to say it, but I feel I ought to tell you.
Steve: Just go ahead. What is it?
Sarah: Well, I'm really sorry to say that your son was caught red handed this morning.
Steve: What? What do you mean by red handed?
Sarah: I saw him hanging around with some boys. They were smoking crack.
Steve: Oh dear! Are you sure it was him.
Sarah: No way. Yes, I'm sure it was him.



2.

Mehdi: I've got some smashing news to tell you, Peter.
Peter: What is it?
Mehdi: I've won first prize in the writing contest.
Peter: Wow! That sounds exciting. Congratulations.



Expressing good news	Responding to good news	Expressing bad news	Responding to bad news
.....			
.....			
.....			
.....			

B. With your partner, add more expressions to the table.

C. Paul is a student in a British university. Due to the news of the death of his mother, he received messages of condolences.

Cathy has just been offered a post of senior manager.

Read the following messages and separate those sent to Paul from those sent to Cathy by ticking the appropriate boxes.

	Paul	Cathy
1. Jane: Great news. You deserve it.		
2. Percy: Please accept our deepest sympathy for the death of your mother.		
3. Alice: With heartfelt sympathy and understanding thoughts in this time of sadness.		
4. James: Congratulations.		
5. Constance: Happy to hear that you were promoted.		
6. Diana: My heart is saddened by the death of your mother.		
7. Adrian: My deepest sympathy is with you.		
8. Anne: Fantastic.		
9. Micheal: Nice to hear that you've been appointed senior manager in that important company.		
10. You'll be in my thoughts and prayers. (Stephanie)		

D. Copy the following table in your notebook, then rewrite the expressions used to respond to good news and those used for bad news.

Expressions used to respond to good news	Expressions used to respond to bad news
-	-
-	-

E. Add at least one more expression for each of the two types of expressions.

Other expression(s) to respond to good news	Other expression(s) to respond to bad news
-	-
-	-

F. Respond to the following situations, then share your answers with the whole class.

Situation 1

Your e-pal got the best grades in her school.

Situation 2

Your American friend, John, had a terrible accident. He is now at the hospital.

Situation 3

Your e-pal has just got a scholarship to pursue his studies in an important university.

Reading

- A. Read the first sentence of the first and last paragraphs and guess what the text might be about.
- B. Before reading the whole text, think with your partner of some reasons why the International Labour Organisation was founded.
- C. Read the text and check your guesses.

International Labour Organisation (ILO)

The International Labour Organization (ILO) is a specialized agency of the United Nations that deals with labour issues. Its headquarters are in Geneva, Switzerland. Founded in 1919, it was formed through the negotiations of the Treaty of Versailles, and was initially an agency of the League of Nations. It became a member of the United Nations (UN) system after the demise of the League of Nations and the formation of the UN at the end of World War II. Its Constitution, as amended to date, includes the Declaration of Philadelphia (1944) on the aims and purposes of the Organisation. Its secretariat is known as the International Labour Office and its current Director-General is Juan Somavia (since 1999).



As stated by its Director-General, "the primary goal of the ILO today is to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity." In working towards this goal, the organisation seeks to promote employment creation, strengthen fundamental principles and rights at work - workers' rights, improve social protection, and promote social dialogue as well as provide relevant information, training and technical assistance. At present, the ILO's work is organised into four thematic groupings or sectors: (1) Standards and fundamental principles and rights at work; (2) Employment; (3) Social Protection; and (4) Social Dialogue.



The ILO hosts the International Labour Conference in Geneva every year in June. At the Conference, Conventions and Recommendations are crafted and adopted by majority decision. The Conference also makes decisions on the ILO's general policy, work programme and budget.

One of the principal functions of the ILO involves setting international labour standards through the adoption of Conventions and Recommendations covering a broad spectrum of labour-related subjects and which, together, are sometimes referred to as the International Labour Code.

Adoption of a Convention by the International Labour Conference allows governments to ratify it, and the Convention then becomes a treaty in international law when a specified number of governments have ratified it.

In 1998 the International Labour Conference adopted the Declaration on Fundamental Principles and Rights at Work. This Declaration identified four issue areas as "core" or fundamental international labour standards, meaning that any ILO member state should have ratified at least the eight key Conventions, which concern freedom of association, the right to organise associations and collective bargaining; discrimination; forced labour; and child labour. These core or fundamental standards have all been ratified by the overwhelming majority of ILO member states.

D. Read the text again and say whether the following statements are true or false.

1. The International Labour Organisation was founded by the United Nations.
2. The International Labour Organisation is not concerned with the unemployment issue.
3. Conventions and recommendations must be approved by the majority of the member countries.

E. Find words in the text that have the same meaning as the following, then compare your answer to that of your partner.

1. end (paragraph 1):
2. to make official (paragraph 5):
3. very large (paragraph 6):

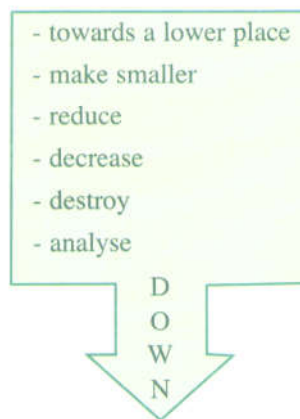
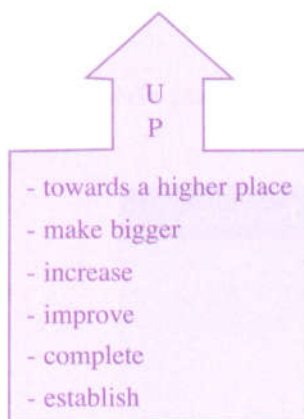
F. Without looking at the text write a list of the main goals of the International Labour Organisation.

G. Compare your answer to that of your partner and then go back to the text if needed.

H. With your partner, discuss the important role of this organisation concerning the protection of the rights of the labour force. Be ready to share your ideas with your class.

Grammar: Phrasal verbs with UP and DOWN

A. Read the following diagrams and fill in each blank with the appropriate phrasal verb with the right particle: UP or DOWN.



1. To build a new bridge, the construction company pulled the old one.
2. The international organisation set a new branch in our area.
3. The radio is driving me crazy! Please, turn it
4. Speak, please. I can't hear what you're saying!
5. We sped the road so that we could get before sunset.
6. We were so hungry that we ate all the food in our plates.

B. Match the phrasal verbs in the sentences in 'A' with their corresponding meaning in the diagrams (page 139).

Compare your answers to those of your partner. Example: pull down = destroy.

C. Some phrasal verbs can have other meanings than those in the diagrams in 'A'. Read the following sentences and match the phrasal verbs they contain with their corresponding definitions. An example is given.

Sentences	Definitions of phrasal verbs
1. My mother brought up that little matter of my poor school results again.	a. invent
2. Our plane has been held up because of the snow.	b. search in a list
3. Three masked gunmen held up the Bank in our neighbourhood this afternoon, but they were arrested in the evening.	c. mention a topic
4. My old car had a tendency to break down just when I needed it the most.	d. delay
5. We've been waiting for her for twenty minutes now and she hasn't showed up yet.	e. reject
6. You've misspelled this word again. You'd better look it up in the dictionary.	f. stop functioning
7. When Cathy knew she was in trouble, she made up a story about going out to the cinema with her friends.	g. rob
8. Julia applied for a job twice this year, but she was turned down .	h. arrive

D. Read the grammar summary and decide whether the phrasal verbs in the sentences in the table in 'C' are separable or inseparable. Write (S) for separable and (I) for inseparable

1. 2. 3. 4. 5. 6. 7. 8.

E. Choose a base verb and a particle from the table below to replace the verbs or phrases in bold letters in the following sentences. Make sure the verbs are in the correct form.

Base verbs	Particles
a. calm	down
b. build	up
c. give	
d. bring	
e. cheer	
f. go	

- Hakim **was raised** in an area not far from the city.
- We did everything **to make him happy**.
- Don't be nervous or angry**. Everything will be alright.
- Graham decided **to quit** smoking.
- Prices **have increased** by 15% these days. That's why Unionists are not happy.
- Yassine is trying **to make his body stronger** by exercising every day.

Writing: Comparison and contrast

A. The following text is about two international organisations: The World Bank and the International Monetary Fund. Read the text and decide what field of interest the two organisations are involved in.

1. war and peace 2. health and education 3. economy and money

B. Read the text again and state the similarities and differences between the Wold Bank and the IMF.

The World Bank (WB) and the International Monetary Fund (IMF) exhibit many common characteristics. They were both established at a conference of world leaders and they are, in a sense, directed by the governments of their member nations. In fact virtually every country on earth is a member of both institutions. Similarly, they both have common concern with economic issues and concentrate their efforts on broadening and strengthening the economies of their member countries. There are, however some differences between the two institutions.

The WB is a vital source of financial and technical assistance to developing countries around the world. It is not a bank in the common sense. It is an institution owned by 185 member countries. It focuses on middle income and creditworthy poor countries and at the same time focuses on the poorest countries in the world. It also provides low-interest loans, interest-free credit as well as grants to developing countries for education, health, infrastructure, communications and many other purposes.

Unlike the WB, The IMF's most important jobs is to conduct an annual "checkup" of the economy of almost all the IMF's member countries. These checkups help uncover issues in a country's economy that other member countries may be unaware of. Sharing accurate, objective information avoids nasty surprises in international trade and monetary exchange. The IMF's reputation and success depends on this open sharing of information.

Despite these differences, the work of both institutions is complementary since it aims at adjusting and developing the world economy.

Similarities	Differences
"	"
"	"
"	"
"	"

C. Underline the linking words and expressions used in the text to express/show similarities and differences.

D. Your English pen pal is planning to spend his holiday in Morocco. He has been told that the most ideal places to visit are Marrakech and Agadir; but he can't decide which city to stay in. Write an e-mail telling him about some of the similarities and differences between the two cities.

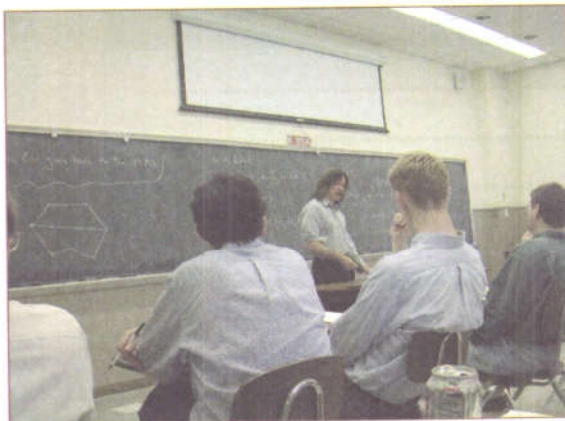
E. Here are more words and phrases to help you make comparison and contrast.

Comparison	Contrast
Likewise	However
Also	Nevertheless
Like	Nonetheless
Just as	Still
Just like	Although / even though
Similar to	Though
Same as	But
Compare	Yet
Similarly	Despite / in spite of
Both ... and	In contrast (to)
	While
	Whereas
	On the other hand
	On the contrary
	Conversely



Learner Training: Going to university

A. Good characteristics of a university student.



It's time to think of higher education. Here are some of the main characteristics a university student should have to succeed in her/his career.

1. Independence.
2. Self-motivation.
3. Openness to working with others.
4. Self reliance.
5. Setting goals (knowing where you are heading).
6. Time management.
7. Learning management.

B. Read these statements by some university students, then identify the characteristics from the list in 'A' they need to develop.

Statements	Characteristics needed
1. Tom: I hate studying with friends.	
2. Angela: I find it difficult to do my assigned homework. I just can't find time.	
3. Khalid: I still feel the need for my teachers' support.	
4. Brian: I spend most of my time working alone in my room.	
5. Yassir: I choose this subject just because my high school friends did it.	
6. Clara: I skipped many lectures this term.	
7. Keltouma: I find it difficult to find convenient time and place to learn.	

C. Look at the list of characteristics in 'A' and fill in the chart with information about yourself.

Characteristics I'm sure I have	Characteristics I don't have
"	"
"	"
"	"
"	"

D. With your partner discuss the things you must do to develop the characteristics needed, then share your ideas with the whole class.

Grammar Summary: Phrasal Verbs

See Grammar Summary, Unit 3.

Review: Units 9 and 10

A. Put the words in brackets in the correct tense.

1. You (ought to/see) a doctor a month ago. Your case is becoming serious.
2. Saad returned from London. He (must/get) his certificate in management.
3. When Jane was a student, she (must/walk) for more than five kilometres a day.
4. The spread of Bird Flu Disease (can/stop, use the passive) if Asian countries had taken serious measures.
5. As an artist, you (should/participate) in Assila's famous festival.

B. Fill in each blank with the correct verb. Pay attention to the form of the verb.

break - cheer - stay - build - go - speed - look - set

1. As the drivers get into the highway, they up.
2. Michael up whenever he meets us at weekends.
3. Sarah was late because her car down.
4. The prices of laptops have down recently. You'd better buy one now if you don't have it yet.
5. Most youngsters are interested in up their bodies.

C. What do the following people express?

Responding to good news, probability, obligation, responding to bad news, certainty, or advice

1. Jane: "Venice must be a beautiful city since it attracts the greatest number of tourists every year".
.....
2. John: "You should improve the state of your restaurant."
3. Diana: "You'll be in my thoughts and prayers."
4. Michael: "Happy news. I wish you good luck in this new mission."
5. Tim: "Brazil might participate in this African football tournament."
6. Anne: "When I was in the army, I had to get up at dawn."

D. What would you say in the following situations?

1. Anne: Did you switch off the light and lock the door?

You: (Express certainty)

2. Many people died in a crash of an Indian plane due to technical reasons.

(Express your sorrow and condolences to the family of one of your e-pals.)

You:

3. During your stay in London, one of your guests accused your friend Sarah of stealing his novel.

You: (Express impossibility in the past)

4. Your English friend was elected as a member of the city council.

You: (Respond to this good news)

5. Your friend Susan seems very happy at the end of her stay in Morocco. We don't know the reason of her happiness.

You: (Respond to this good news)

Crossword Puzzle

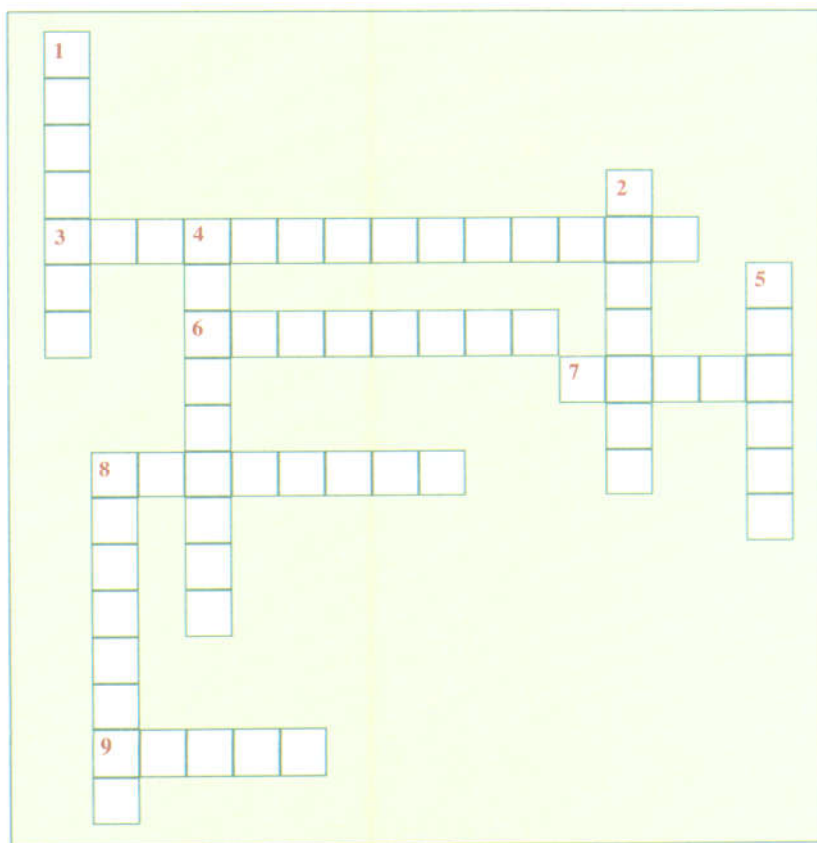
Complete the crossword puzzle with the right words from Unit 10

Across

3. Gender is one of the main concerns of a large number of NGOs.
6. The International Fund provides loans for member countries to solve some economic problems.
7. She is really a girl. She has no experience in life.
8. It can lead to war between countries.
9. Will you stop this noise please? It's driving me

Down

1. The World Trade Organisation was in Marrakech in 1995.
2. Most developing countries find it difficult to fight
4. The objective of most NGOs is to involve people in services.
5. Fighting is a primary objective of FAO.
8. Countries have to export goods to get hard



Extensive Reading

1. Cultural issues and values
2. Gifts of youth
3. Women and power
4. Sustainable development

1. Cultural issues and values

A. Read the title, the headings and sub-headings and guess what the text might be about.

B. Compare your answer to that of your partner.

C. Based on the headings and sub-headings, ask three questions you think the text might answer.

Example: What's the relationship between culture and experience?

D. Read the text to check whether your questions have been answered or not.

Culture, Experience and values

Dr. Orville Boyd Jenkins

Culture and Experience

We can say that culture is based on shared significant experiences. These shared significant experiences are the basis of an ethnic community or society.

Each society has a collection (formal or informal) of social institutions and practices correlating and expressing a common perspective of a group of people sharing an identifiable set of common or shared experiences.



Social Institutions

These shared significant experiences lead to a somewhat common perspective on reality, with associated moral and social values, which are the basis of certain assumptions which are entailed in the common social institutions.

Language Experience

A culture group also usually shares a common language, which is a strong identifying and unifying factor, both as an expression of the common perspective and as a factor in the development or changing of that common perspective.

Worldview

We often use the term worldview for the shared perspective of such a culture group, or the set of assumptions arising from their shared experiences. This set of shared experiences, leading to a shared worldview, gives an identity to the members and draws the line that separates insiders from outsiders.

The outsider entering the society or culture must learn and assimilate the major features of the worldview, that is, to take on the identity of the insider, in order to communicate and gain acceptance (credibility) with insiders.

Cultural Entry

One term for this process in some circles is Entry Orientation. This includes language learning, a more obvious characteristic of the society. The language provides a vehicle for the worldview. The basic goal of Entry Orientation is not just language, but the social culture, learned through the experience of social interactions using language, and the worldview behind it.

In addition, Entry Orientation should involve the most important of those shared significant experiences in the society. The outsider has not shared the same set of experiences that the insiders have.

Sharing Experiences

In order to communicate effectively, to operate from within the society or culture, it seems obvious that the outsider needs to share some of these experiences with them, so that the outsider's worldview will grow to entail more of the insider's worldview.

Culture and values

Every culture has a set of moral and social values. These derive over the pre-history and are modified with each generation. Some cultures or societies change faster than others, but there is a stability found in a common set of values.

These values, true enough, are often held as ideals more than implemented as realities. Still, the accepted set of values, ideals, goals and standards are part of the character of a "culture."

It is a basic goal of every culture, tribe or nation to maintain its own identity as a group. The specific values found in a certain culture will relate to this maintenance.

There are areas which define the common aspects of values found in all human societies. These have been developed by sociologists and anthropologists in great detail. Here are some of the ranges of cultural values.

Diversity-Similarity

In order to maintain a group identity, there has to be some definition and expectation about similarity. Most societies have a recognizable range of acceptable differences which are tolerated. The USA, for instance, is highly individualistic, allowing a wide range of variation in personal beliefs, lifestyle, activities and affiliations. Yet there are expected standards (though often vague) for patriotism and loyalty. Some societies are very rigid in their requirements for acceptable behavior.

Change-Stability

Much of the identity of a society consists in its social institutions, discussed earlier. If these institutions change too much, the society may become unstable, threatening the identity of the tribe or nation. This may involve political change, acceptable language, conformity in role or attitude.

Significant and Insignificant Factors

Societies vary in their stress on various human characteristics. That is some societies value the same human characteristics more than others.

Some societies stress valor in war, thus killing and defense may become positive values. In a prolonged period of peace, these values may diminish in importance.

Independence of thought is valued by some societies but not others. Some nations are noted for mechanical efficiency, others for intellectual achievement.

These give an idea of differences arising between cultures due to differences in value systems.



E. Read part one of the text and answer these questions.

1. What must an outsider do in order to be accepted by a new society?

.....
.....

2. How important is language for a culture group?

.....
.....

F. Read part two of the text and explain the following statement giving an example:

"Some societies are very rigid in the requirements for acceptable behaviour."

G. Read the whole text and choose the best answer.

The writer's main purpose is to

- a. show how culture is important for society.
- b. highlight the relationship that culture has with experience and values.
- c. give us a brief account of culture and society.

H. Discussion.

- 1. What measures should be taken to preserve our culture?
- 2. How has globalisation affected our culture? Give examples.



2. Gifts of youth

A. Read the first and last paragraphs and guess what the text might be about.

B. Compare your answer to that of your partner.

C. Read the whole text and choose the best title from the following list.

1. Youth social engagement.
2. Generation gap
3. Why a national youth policy?

There are over 1 billion young people (aged 15-24) in the world today, which amounts to some 18% of the world's total population. Even though the term youth varies in its significance and age range from culture to culture, it may universally be defined as a transitional concept. That means youth is viewed as a very specific stage between childhood and adulthood, when people have to negotiate a complex interplay of both personal and socio-economic changes in order to manoeuvre the 'transition' from dependence to independence, take effective control of their own lives and assume social commitments.

The global situation of young people today is characterised by striking paradoxes, i.e. extreme disparities in terms of economic, technological, social and cultural resources which vary enormously across regions, countries, localities and population groups. Almost 85% of young people live in developing countries, with approximately 60% in Asia alone. Despite mass urbanisation, the majority live in rural areas. Young men outnumber young women (525 million versus 500 million), while 57 million young men and 96 million young women are illiterate. In developing countries, rapid changes in the social conditions of young people as a result of changing socio-economic and policy structures, and wider global change mean that they face a more precarious future than any preceding generation.



Today's young generation experiences widening social gaps and faces manifold challenges: it is the young who - perhaps more so than any other social group - encounter the uncertainties and risks generated by the process of economic and cultural globalisation. Even though, in some parts of the world, young people are better educated than ever before, they are faced with increasing insecurity in the labour market. Those who have the opportunity to go to school are forced to study longer and longer as job opportunities become scarcer, less well-paid and less secure, delaying the age at which they become financially independent from their parents. Those who do not have the opportunity to pursue their education or who choose to leave the school system at an early age face marginalisation from the broader community from which they may never recover, either as a result of long-term unemployment, or low-paid, insecure and even dangerous jobs. Sixty-six million young people throughout the world are unemployed, some 40% of global unemployment. Hundreds of millions more work fewer hours than they would like, while still others work long hours with little gain and no social protection.

In terms of health issues, the recognition of youth as a unique group in society due to the many aspects of vulnerability it contains, reveals some shocking truths. One-third of the 20 million people throughout the world who have already died as a result of HIV/AIDS-related illnesses were young people, and another 6,000 are infected every day. Young people continue to lose their lives to acute respiratory infections and vaccination-preventable diseases and malnutrition. Violence and suicide are growing problems in some communities, as is drug dependency among the young.

Youth all over the world thus increasingly emerges as a specific social category which is laden with risk and uncertainty. The pronounced difficulties young people experience in terms of their socio-economic, political and cultural inclusion in an ever more volatile world are the subject of wide-spread concern at both the national and international level. Since the ways in which these challenges are addressed by policies will not only shape the present but profoundly determine the future of any country, the need for an adequate policy relating to young people arises as one of the highest priorities of society.

Every country thus needs effective strategies able to help young people to make the right choices, protect them from exploitation and neglect and ensure their participation in all spheres of society. To address some of these issues and, more importantly, to take a strong stand in support of their young people, each country is urged to develop a long-term, consensus-based, integrated and cross-sectoral youth policy.

National youth policy strategies that are effective and beneficial for youth are thus, above all, those empowering young people to actively influence and shape the political agenda. A progressive national youth policy obliges traditional decision-makers to work not only for young people, but with them and let their experiences inform the development of appropriate interventions and services. It is the essential role of governments to ensure that the concerns of young people are taken into account in all areas of government policy and decision-making, and not just those deemed to be 'youth issues', and that young people's views, priorities and desires are encouraged, listened to and acted upon.



D. Find in the text words that have the same meaning as the following.

1. outstanding (paragraph 2)
2. insecure; unstable (paragraph 2)
3. many; diverse (paragraph 3)
4. unstable (paragraph 5)

E. Without looking at the text, make a list of some of the problems young people are faced with.

F. Compare your answers to those of your partner and then go back to the text to check.

G. With your partner, discuss the following statement from the text, then share your ideas with the whole class.

"A progressive national youth policy obliges traditional decision-makers to work not only **for** young people, but **with** them."

H. Discuss the following question with your partner, then share your ideas with the whole class.

As a teenager, what are the challenges facing your generation?



3. Women and power

A. Read the first and last paragraphs and guess what the text might be about.

B. Ask 3 questions that you think might be answered in the text.

C. Read the text and say whether the following statements are true or false.

1. Almost half of the world labour force is women.
2. There are less low-paid workers than highly-paid ones.
3. Women can now have access to education all over the world.

GENEVA (ILO News) – More women than ever before are in work, but a persistent gap in status, job security, wages and education between women and men is contributing to the "feminization of working poverty", according to a new report by the International Labour Office (ILO) issued for International Women's Day.

According to "Global employment trends for women brief - 2007" (Note 1), the number of women participating in labour markets – either in work or looking actively for work – is at its highest point. In 2006, the ILO estimated that 1.2 billion of the 2.9 billion workers in the world were women.

However, the ILO said more women than ever before are unemployed (81.8 millions), stuck in low productivity jobs in agriculture and services or receiving less money for doing the same jobs as men. In addition, the ILO also said the share of working-age women who work or are seeking work had actually stopped growing or declined in some regions, partially due to more young women in education rather than work.

"Despite some progress, far too many women are still stuck in the lowest paying jobs, often in the informal economy with insufficient legal protection, little or no social protection, and a high degree of insecurity", said ILO Director-General Juan Somavia. "Promoting decent work as a fundamental instrument in the global quest for gender equality will go a long way in raising incomes and opportunities for women and lifting families out of poverty."

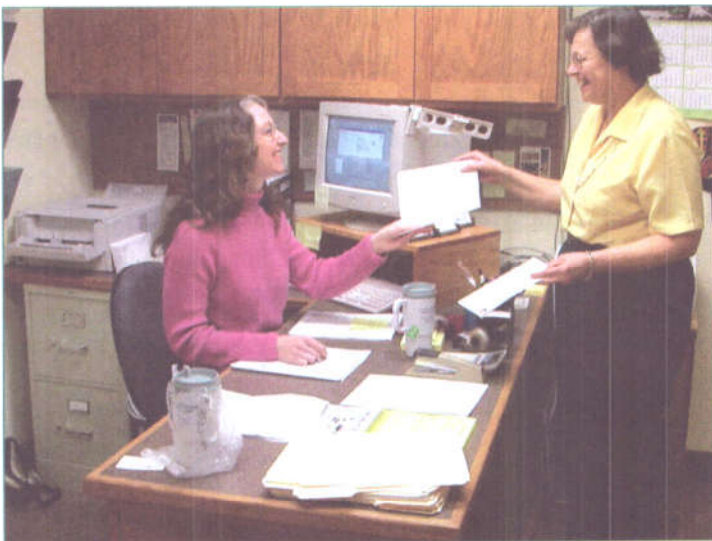


The report adds that women must be given the chance to work themselves and their families out of poverty through creation of decent employment opportunities that help them secure productive and remunerative work in conditions of freedom, security and human dignity. Otherwise, the process of feminization of poverty will continue and be passed on to the next generation.

The report also shows that today more women out of the total number of women at work are in wage and salaried employment (47.9 per cent) than 10 years ago (42.9 per cent). However, the study also noted that the poorer the region, the more likely it is that women work as unpaid contributing family members or low-income own-account workers, in a higher proportion than men.

The step from unpaid contributing family worker or low-paid own-account worker to wage and salaried employment is a major step toward freedom and self-determination for many women, the ILO said. However, in the poorest regions of the world the share of female contributing family workers in total employment is still much higher than men's, with women less likely to be wage and salaried workers.

In the last Global Employment Trends for Women (2004), it was estimated that women made up at least 60 per cent of the world's working poor – people who work but don't earn enough to lift themselves and their families above the US \$1 per person, per day line. According to the current ILO study "there is no reason to believe that this situation has changed considerably".



The report notes that the gap between female and male employment-to-population ratios decreased in all regions over the past decade, except in East Asia where it widened and in sub-Saharan Africa where it remained unchanged.

The report also cites evidence that wage gaps persist. Throughout most regions and many occupations women earn less money for the same job. But there is also some evidence that globalization can help close the wage gap for some occupations.

A review of data available for six occupation groups shows that in most economies, women still earn 90 per cent or less of what their male co-workers earn. Even in "typically female" occupations such as nursing and teaching, gender wage equality is lacking.

Last but not least, even though young women are more likely to be able to read and write than 10 years ago, access to education and education levels are still far from equal in most regions. In addition, 60 per cent of school drop-outs are girls: they often have to leave school to help in households or to work. Preventing girls from finishing even basic education burdens their chances to determine their own future, underlines the study.

The findings of this year's Global Employment Trends for Women are only partly encouraging. Gender gaps are closing but at slow pace. The report concludes that "creating adequate decent and productive work for women is possible, as shown by some of the progress detailed in the report. But policy-makers not only need to place employment at the centre of social and economic policies, they also have to recognize that the challenges faced by women in the world of work require intervention tailored to specific needs".

D. These expressions are taken from the text. Match them with the situations below.

1.

2.

3.

1. An unpaid contributing worker. (Paragraph 5)
2. A low-paid own account worker. (Paragraph 6)
3. A salaried worker. (Paragraph 6)

Situation a

Khadija is a housewife. She has to stay at home to look after her children and tend to her husband.

Situation b

Mariem is a high school teacher. She has been working in a public school for 10 years.

Situation c

Laila has just started a small business. Every morning she has to bake bread and take it to the nearest market.

E. Discuss the following questions with your partner and then with the whole class.

1. What measures do you think should be taken to make the job market more accessible to women?
2. More and more Moroccan women are entering the job market. What factors have encouraged this phenomenon?



4. Sustainable development

A. Read the first sentence of each paragraph and guess what the main idea of the text might be.

B. Read the text to check your answer.

Defining sustainable development: The Three Dimensions

There is no formal definition of sustainable development, even ten years after the publication of the report of the World Commission on Environment and Development (better known as the Brundtland Commission). A clear definition may be unnecessary to design action programmes; however, basic conceptual guidelines must be drawn (or rather re-drawn), to set sustainability goals. In 1987 the Brundtland Commission proposed a brief, widely quoted description of the major components in sustainable development: "Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

The above quotation offers a formula on which most of the more elaborate definitions of sustainable development draw. Starting from this formula and its various interpretations three main dimensions of sustainable development can be identified.

.....

The natural-environmental constraint to (human) development is the main reason for any concern about sustainability. More precisely, the economic processes of production and consumption draw to a greater or lesser extent on services provided by resources of the natural-physical environment. These resources are of two broad types: natural resources (in the conventional narrow sense) and environmental resources.

Natural resources of the conventional type - recognized by economists as crucial inputs to most production processes - include non-renewables such as minerals, renewables such as forests, and all forms of energy. They have been studied for a long time, so that policies dealing with them can build on a whole body of theoretical and empirical knowledge.

Environmental resources have come under the purview of analysts more recently. Nevertheless, fairly well-developed tools are now available for their analysis. In general, environmental resources provide services not only for immediate human consumption but also for use in connection with production as well as consumption processes. The former services sustain the biological basis of human life and well-being as well as provide for enjoyment of natural resources by people. The latter services derive mainly from the absorptive capacities of the physical environment and as such contribute to human well-being.



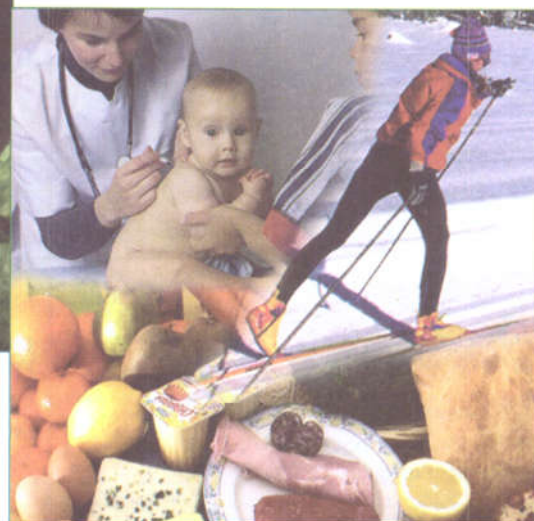
.....

The growth of economies and their structural transformation have always been recognized as being at the core of development. They still are the most important preconditions for the fulfilment of human needs and for any lasting improvements in living conditions. In addition to the quantitative economic aspects of development, an increasing number of qualitative aspects have come to be recognized too. The main argument is that neither economic growth in the aggregate nor growth of income at the personal level is sufficient to guarantee progress of an entire society. Accompanying qualitative changes are needed as well.

.....

Seen from a broad angle, development encompasses the strengthening of the material income base as well as the enhancement of capabilities and the enlargement of choices. Such a view of development clearly transcends the narrow concept of development-as-economic-growth and also emphasises the importance of social development in the context of sustainable development.

There is one more argument for including social issues under the concept of sustainable development. This argument is part of the general discussion on sustainability and can be described in the following way: equity considerations are vital to the notion of sustainable development. More precisely, inter-generational or inter-temporal equity forms one of the cornerstones of the concept. As a consequence, the issue of intra-generational equity cannot be excluded from a comprehensive notion of sustainable development, because doing so would destroy the symmetry of the equity-argument on which the term 'sustainable' is built. Hence intra-generational equity -- covering the whole gamut of social issues in development, such as regional and gender distribution -- is rightly considered as an integral part of sustainable development.



C. Read the text again and match each sub-title with its corresponding section.

1. Environmental dimension
2. Economic dimension
3. Social dimension

D. Read the following questions and without looking at the text see whether they are answered in the text or not.

Question	Yes	No
1. How can sustainable development be defined?		
2. What measures should be taken to promote sustainable development?		
3. What makes the natural environmental constraint an obstacle to sustainable human development?		
4. Is the growth of personal income enough for the progress of a society?		

E. Without looking at the text, complete the following paragraph with appropriate words, then compare your answer to that of your partner. Go back to the text if needed.

Social issues must be given more when setting for development. Therefore considerations are for the desired goals.



Grammar Reference

Gerund and infinitive

1. We use the gerund after these verbs

admit	He admitted having made the mistake.
avoid	They avoid going on holiday on Saturdays.
dislike	We dislike reading poems.
consider	Ralph is considering buying a new house.
enjoy	I enjoy playing chess.
finish	They finished working on their project.
regret	Do you regret having mentioned it?

2. We use the infinitive with 'to' with certain verbs such as:

agree	Tom agreed to travel with us.
ask	Our teacher asked us to clean the classroom.
consent	I don't think your parents will consent to let you go there.
expect	I expect you to succeed in your exam.
manage	Barbara managed to get another interesting job.
plan	I plan to start my own business in this beautiful city.
promise	They promised to help us.

3. We use the gerund or the infinitive after these verbs

begin	He began reading .	He began to read .
continue	They continued talking .	They continued to talk .
hate	Do you hate working on Saturdays?	Do you hate to work on Saturdays?
like	I like swimming .	I like to swim .
love	She loves painting .	She loves to paint .
prefer	Pat prefers walking home.	Pat prefers to walk home.
start	They start singing .	They start to sing .

For your knowledge:

1. Gerund after adjective + preposition:

- The boss is **angry about** delaying that delivery.
- Our company is **interested in** importing that product from your country.
- Travellers are tired of waiting for the bus.

2. Gerund after noun + preposition:

- You have **the chance of** winning this nice car.
- **The reason for** postponing the meeting is unknown.

3. Gerund after verb + preposition:

- Our supplier **apologised** for delaying our order.
- Our travel agency **concentrates on** having more tourists from various countries.
- I **feel like** drinking a cup of tea.

4. Gerund after some phrases:

- **How about** importing Chinese products?
- I **can't (or couldn't) help** laughing in such situations.
- **There is no point in** tolerating such deeds in our institution.

The past perfect simple

USE

- a. We use the past perfect simple to talk about what happened before a point in the past. It looks back from a point in the past to further in the past.

Example: The secretary had already told the boss before I got a chance to give him my version.

- b. The past perfect simple is often used when we report what people had said/thought/believed.

Examples:

- Peter told me he had already paid the bill.
- Sarah believed that John had moved to Italy.
- I thought we had already decided on a name for this product.

FORM

- a. Affirmative sentences:

I had printed my project.	You had printed your project.
I'd printed my project.	You'd printed your project.

- b. Negative sentences:

I had not printed my project.	You had not printed your project.
I'd not printed my project.	You'd not printed your project.
I hadn't printed my project.	You hadn't printed your project.

- c. Questions:

Had you printed your project?

- d. Adverbials with the past perfect

The following adverbials are used with the past perfect.

after - when - as soon as - until

The past perfect continuous

FORM: had + been + verb + ing

USE: The past perfect continuous is used

- a. to refer to an action in the past which continued until another action took place.
- b. to explain why an activity or feeling in the past occurred.
- c. to emphasise that something occurred for a long time before another event in the past.

Phrasal Verbs

A. Phrasal verbs are two-parts verbs that consist of a verb and a particle. Some of these phrasal verbs are literal (their meaning is easy to understand) and some of them are idiomatic (the verb and the particle do not help to understand the meaning).

B. Some of the phrasal verbs can be both separable and inseparable but some can be only inseparable.

Example: I took off my jacket. Or I took my jacket off. (**separable**)

Example: The children got off the school bus. (**correct**) The children got the bus off. (**incorrect**) (**inseparable**)

C. We can replace the object by a pronoun but not always.

Examples: I took off **my jacket**.

correct

I took off **it**.

not correct

I took **my jacket** off.

correct

I took **it** off.

correct.

The passive voice

A. The passive form with different tenses.

Tense	Active	Passive
Present simple	improves	is improved
Past	improved	was improved
Present perfect	has improved	has been improved
Past perfect	had improved	had been improved
Future	will improve	will be improved
Modal verb	should improve	should be improved
Present continuous	is improving	is being improved
Past	was improving	was being improved

B. To say what we (or people) feel or believe we use the following expressions:

- It is said that... or He/She/They/Our country is said + infinitive
- It is believed that... is believed + infinitive
- It is thought that... is thought + infinitive

Example: It was thought that a woman could never match a man in politics. Or

Woman was thought not to match man in politics.

C. Passive voice with modals

	Modals	Passive
Present	- can/can't do - must do - should/could/would do - ought to do - have to do	- can/can't be done - must be done - should/could/would be done - ought to be done - have to be done
Past	- can/must have done - had to do - ought to have done	- can/must have been done - had to be done - ought to have been done

Future Perfect Simple

A. Form

Future Perfect Simple

Subject	+	will	+	have	+	past participle of the main verb
Example: Barbara and her husband will have visited the south of Morocco by the end of week.						

B. Use

The future perfect indicates the completion of an action at a particular time in the future.

C. Adverbials used with the future perfect.

- This time next week/Wednesday, etc.
- By 2015/five o'clock/this evening, etc.
- Before monday/june/2015, etc.

Conditional Type III

USE:

Conditional type III is used to express conditions in the past that did not happen. It is often used to express criticism or regret using would have, could have or should have.

FORM:

IF CLAUSE	MAIN CLAUSE A
If I had worked harder,	I would have passed my exam.
If I had worked harder,	I could have passed my exam.
If I had worked harder,	I should have passed my exam.
MAIN CLAUSE	IF CLAUSE
I would have passed my exam.	If I had worked harder.
I would have passed my exam.	If I had worked harder.
I would have passed my exam.	If I had worked harder.

Expressing regret in the past with 'if only' and 'wish'

You can also express regret using the following structures.

wish/wished... + subject + had + past participle

or

if only... + subject + had + past participle

Reported speech

A. Study the following chart carefully. Notice how reported speech is one step back into the past from direct speech.

<i>Direct speech</i>	<i>Reported Speech</i>
He said, "I live in Tangiers"	He said he lived in Tangiers
He said, "I am reading a book."	He said he was reading a book
He said, "I have visited Paris twice."	He said he had visited Paris twice.
He said, "I went to New York last week."	He said he had gone to New York the week before.
He said, "I had already seen that film."	He said he had already seen that film.
He said, "I am going to find a new job."	He said he was going to find a new job.
He said, "I will give Peter a present."	He said he would give Peter a present.
He said, "I have been working on that project for a month."	He said he had been working on that project for a month.

B. Reporting modal verbs.

<i>Direct speech</i>	<i>Reported Speech</i>
He said, "I can come tonight."	He said he could come that night.
He said, "I may buy a new car."	He said he might buy a new car.
He said, "I might go to Denver."	He said he might go to Denver.
He said, "I must give Ken a call."	He said he had to give Ken a call.
He said, "I have to give Ken a call."	He said he had to give Ken a call.
He said, "I should see a doctor"	He said he should see a doctor.

C. Reporting adverbials of time and place.

<i>Direct speech</i>	<i>Reported speech</i>
now	then
today	the other day
yesterday	the day before (the previous day)
last year	the year before
here	there
this	that
these	those

Relative pronouns

Relative clauses

Restrictive relative clause	Person	Object
Subject	who, that	which, that
Object	who, whom, that, Ø	which, that Ø
Possessive	whose	whose, of which
Non-restrictive relative clause	Person	Object
Subject	who	which
Object	who, whom	which
Possessive	whose	whose, of which

- a. A **relative clause** is a part of a sentence that describes the person or thing we are talking about.
- b. **Restrictive relative clause:** The purpose of a defining relative clause is to define who or what we are talking about.
Example: *The man **that** I sat next to at the party works in this bank.*
- c. **Non-restrictive relative clauses** give additional information. **Non-restrictive relative clauses** are separated by commas. **Example:** *This is my brother, Bob, **who** works with me in the shop.*
- d. We do not delete **who, which, that** when they are the subjects of the verb in the relative clause.
Example: The man **who** has just arrived is from Spain.
 The theatre **which** was built in our neighbourhood is usually full.
- e. If the relative pronoun is followed by a noun or pronoun, the relative pronoun is an *object pronoun*.
- f. **Object pronouns can be omitted** in *defining relative clauses*.
Example: Where's the car (**which**) you bought last week?
 Where's the car you bought last week?

Modals

A. Modals of Deduction (certainty, possibility, impossibility)

Present	must	Certainty	Look at Tom. He has just bought another new car. He must earn a lot of money.
	can't	Impossibility	Barbara hasn't even got her identity card yet. She can't go with us to France.
	may; can; might	Possibility	It may rain tomorrow. We aren't sure.

Past	must have + past participle (pp)	Certainty	We haven't seen Bob for a long time. He must have changed his job.
	can't have + pp	Impossibility	Barbara can't have asked for the visa because she didn't have her passport at that time.
	may/can/might have + pp	Possibility	The Browns weren't at home yesterday. They might have gone out for a picnic.

B. Modals of Obligation

Present	- must/ have to + verb without 'to' - ought to + verb - should + verb	- You must respect the law. - You ought to wait until Tom finishes. - You shouldn't interrupt your boss.
Past	- had to + infinitive - ought to have + pp - should have + pp	- You had to bring your report on time. - You ought to have stopped when you felt tired. - The driver should have driven more carefully.

Irregular Verbs

Irregular verbs

Infinitive	Simple Past	Past participle
arise	arose	arisen
awake	awakened / awoke	awakened / awoken
be	was, were	been
bear	bore	born / borne
beat	beat	beaten / beat
become	became	become
begin	began	begun
bend	bent	bent
bet	bet / betted	bet / betted
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast / broadcasted	broadcast / broadcasted
build	built	built
burn	burned / burnt	burned / burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / dreamt
drink	drank	drunk
drive	drove	driven
dwell	dwelt / dwelled	dwelt / dwelled
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fitted / fit	fitted / fit
flee	fled	fled
fly	flew	flown
forbid	forbade	forbidden
forecast	forecast	forecast
foresee	foresaw	foreseen
foretell	foretold	foretold
forget	forgot	forgotten
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got/ gotten
give	gave	given

go
 grind
 grow
hang
 have
 hear
 hide
 hit
 hold
 hurt
interweave
 interwind
keep
 kneel
 knit
 know
lay
 lead
 lean
 leap
 learn
 leave
 lend
 let
 lie
 light
 lose
make
 mean
 meet
 mislead
 misspell
 mistake
overcome
 overtake
 overwrite
plead
 proofread
 prove
 put
read
 relay
 rid
 ride
 ring
 rise
 run
saw
 say
 See
 seek
 sell
 send
 set
 sew
 shake
 shave
 shed
 shine

went
 ground
 grew
hung
 had
 heard
 hid
 hit
 held
 hurt
interwove / interweaved
 interwound
kept
 knelt / kneeled
 knitted / knit
 knew
laid
 led
 leaned / leant
 leaped / leapt
 learned / learnt
 left
 lent
 let
 lay
 lit / lighted
 lost
made
 meant
 met
 misled
 misspelled / misspelt
 mistook
overcame
 overtook
 overwrote
pleaded/pled
 proofread
 proved
 put
read
 relaid
 rid
 rode
 rang
 rose
 ran
sawed
 said
 saw
 sought
 sold
 sent
 set
 sewed
 shook
 shaved
 shed
 shined / shone

gone
 ground
 grown
hung
 had
 heard
 hidden
 hit
 held
 hurt
interwoven / interweaved
 interwound
kept
 knelt / kneeled
 knitted / knit
 known
laid
 led
 leaned / leant
 leaped / leapt
 learned / learnt
 left
 lent
 let
 lain
 lit / lighted
 lost
made
 meant
 met
 misled
 misspelled / misspelt
 mistaken
overcome
 overtaken
 overwritten
pleaded/pled
 proofread
 proven / proved
 put
read
 relaid
 rid
 ridden
 rung
 risen
 run
sawed/sawn
 said
 seen
 sought
 sold
 sent
 set
 sewn / sewed
 shaken
 shaved / shaven
 shed
 shined / shone

shoot
show
shrink
shut
sing
sink
sit
sleep
slide
smell
speak
speed
spell
spill
spin
spit
split
spoil
spread
spring
stand
steal
stick
sting
stink
stride
strike
string
strive
sunburn
swear
sweep
swell
swim
swing

take
teach
tear
tell
think
thrive
throw
thrust
tread

unbend
undergo
understand
undertake
uphold
upset

wake
wear
weave
weep
wet
win
wind
withdraw
withhold
wring
write

shot
showed
shrank / shrunk
shut
sang
sank / sunk
sat
slept
slid
smelled / smelt
spoke
spelled / spelt
spent
spilled / spilt
spun
spit / spat
split
spoiled / spoilt
spread
sprang / sprung
stood
stole
stuck
stung
stunk / stank
strode
struck
strung
sunburnt
strove / strived
swore
swept
swelled
swam
swung

took
taught
tore
told
thought
throve/thrived
threw
thrust
trod

unbent
underwent
understood
undertook
upheld
upset

woke/waked
wore
wove / weaved
wept
wet / wetted
won
wound
withdrew
withheld
wrung
wrote

shot
shown / showed
shrunk
shut
sung
sunk
sat
slept
slid
smelled / smelt
spoken
spelled / spelt
spent
spilled / spilt
spun
spit / spat
split
spoiled / spoilt
spread
sprung
stood
stolen
stuck
stung
stunk
stridden
stricken
sunburnt
strung
striven / strived
sworn
swept
swollen / swelled
swum
swung

taken
taught
torn
told
thought
thriven/thrived
thrown
thrust
trodden / trod

unbent
undergone
understood
undertaken
upheld
upset

woken/waked
worn
woven / weaved
wept
wet / wetted
won
wound
withdrawn
withheld
wrung
written

Index

Index

Unit 1

Absolutely
Absorb
Access
Acquaintance
Acquire
Adaptive
Administration
Admiration
Advantages
Among
Ancestors
Approaches
Assessment
Attempts
Attend
Auditory
Available
Background
Bounded
Capitalize on
Codify
Compared
Compensate
Concession
Consider
Coping
Criteria
Curiosity
Debates
Decipher
Degree
Delay
Deliberate
Demonstrations
Descriptive
Diagrams
Discrimination
Disposal
Distant
Distracted
Draw
Drop-out
Due to
Employee
Empowering
Endowments
Engaged
Enquire
Envied
Evolved
Expanded
Expectancies
Expressive
Extension
Extent p7

Facial
Fail
Favour
Figure out
Flipcharts
Fulfil
Fully
Gathering
Gender
Goals
Gradually
Graduate
Growl
Hand-outs
Hieroglyphs
Higher
Highlight
Highly
Hinder
Humankind
Hunting
Illiteracy
Illustrated
Impatient
Implementing
Improve
Incidentally
Inclination
Indeed
Insights
Institution
Intentional
Interactions
Interpret
Invention
Investigate
Involves
Jealousy
Jump
Justify
Keen
Kinesthetic
Lead
Lecture
Leisure
Locations
Matter
Mental
Mention
Mind
Modest
Moral
Nevertheless
Novels
Nuances
Odd
Offering

Outcomes
Part-time
Pass on
Peer
Phenomena
Phonetic
Pitch
Plays
Posters
Powers
Praised
Pretended
Previous
Private
Process
Purpose
Rearing
Reintegrating
Relatively
Relied on
Repair
Requires
Rural
Scarce
Schedule
Seek out
Significantly
Skills
Slides
Sophisticated
Sound out
Spans
Sparingly
Specify
Status
Strengths
Substitute
Supportive
Survey
Tactile
Tasks
Tend
Thanks to
Though
Tone
Tools
Transmission
Tribe
Underlying
Uniform
Unplanned
Untidiness
Vital
Voluntary
Weaknesses
Wise

Unit 2

Abandon
Above all
Afterward
Banging
Beliefs
Belonging
Besides
Bias-free
Boost
Bound
Boundaries
Bowl
Brand
Brightly
Burping
Cleanness
Consistent
Controversy
Counsellor
Crash
Curious
Current
Design
Devote
Discrepancy
Disgusting
Disseminated
Dowry
Dressing
Drove off
Embarrassing
Establishing
Even though
Eventually
Excessive
Explicit
Face-to-face
Feasts
Flight
Focus
Further
Furthermore
Gentler
Gradually
Harmful
Hearted
Hearty
Hinder
Homogenization
Host
Idealistic
Incidentally
Indifference
Lastly
Lifestyle

Localized
Mass media
Misconception
Misguided
Needless
Neither
Nevertheless
No doubt
Offence
Ought to
Permissiveness
Pre-arranged
Promote
Prosper
Pursue
Quite
Reactionary
Redecorated
Refurnished
Rejection
Replied
Resemblance
Resigned
Resort to
Ritual
Rooted
Saving
Scope
Slippers
Stands for
Stare
Stereotypes
Tendency
Terms
Therefore
Thus
Trend
Troublesome
Uniqueness
Virtual
Vital
Weaken
Wear
Well-known
Whereas

Unit 3

Accessing
Activism
Affluent
Alliances
Alternative
Aspirations
Banners
Beyond
Boundaries

Breakdown
Broaden
Candy
Citizenship
Civic
Coach
Cooled down
Cosmopolitan
Decades
Decreased
Dedicated
Determined
Disengagement
Egalitarian
Engaged
Foundation
Glory
Headings
Highlight
Holding up
iPod
Keen on
Mainstream
Missing
Multilateral
Network
Neutral
Occurrence
Outlook
Perseverance
Pressure
Pretend
Proud
Purposeful
Scared
Sceptic
Seizes
Shaping
Speed up
Stuck
Supportive
Surveyed
Trends
Turn down
Unsupportive

Unit 4

Adopted
Advancing
Allocated
Amends
Amplify
Antiwar
Apologies
Argue
Blind
Board
Cafeteer
Chairperson

Challenge
Chancellor
Collide
Colloquium
Commissioner
Compelling
Consistently
Crisis
Damaged
Declared
Devoted to
Expenditures
Extremism
Fertility
Firmly
Focus
Former
Foundation
Funds
Generate
Goal
Grass-roots
Groundless
Handicapped
Heartily
Held
Impact
Imperative
Implies
Impress
Income
Increasingly
Incredible
Insertion
Investigation
Leadership
Lifting
Misunderstand
Misuse
Mortality
Nutrition
Outcome
Outstanding
Policy
Postgraduate
Potentially
Poverty
Powerful
Prerequisite
Prime Minister
Priority
Profound
Profound
Promotion
Protection
Proves
Provide
Rates
React
Recall

Reduce
Reduction
Re-elected
Reputation
Robust
Self-sustaining
Spread
Status
Stem
Sufficient
Summit
Survival
Target
Tarnished
Throughout
Trigger
Trivial
Ultimately
Unequivocal
Victimhood
Virtuous

Unit 5

Accelerate
Addictions
Aesthetic
Approached
Armament
Aroma
Assigned
Astronomy
Behavioural
Boldly
Booming
Booth
Breath
Bring out
Burst
Chatrooms
Coarse
Concepts
Constantly
Convey
Convince
Cope with
Credit card
Creep up
Crossed legged
Crowded
Cyberspace
Deadline
Decade
Demeaning
Dependency
Deteriorate
Devoid
Devour
Dew
Diagnosed

Diminished
Dismissed
Domestic life
Drugs
Effective
Emanating
Enormously
Flank
Forbidden
Frost
Gained
Gambling
Genetically
Gobble down
Huge
Implementing
Isolated
Issued
Label
Laptop
Loads
Logging
Mandate
Melted
Morsel
Namely
Neglected
Networking
Nostrils
Nuclear plant
Online
Optimistic
Organs
Overstuffed
Pace
Palm computer
Pessimistic
Pioneer
Plantation
Plastic surgery
Platter
Podgy monk
Prepaid-minute
Promoting
Purchase
Race
Rage
Raw
Recently
Reckon
Reliant
Reminded
Ring-tones
Roll
Scoping
Scrumptious
Seasonings
Sights
Sip
Slice

Slightly
Slimly
Sounding
Spacecraft
Squashed
Statute
Steaming
Stepped inside
Stuffed
Substances
Suffer
Surfing
Switch off
Symptoms
Tantrums
Tastes
Telescope
Texture
Tilting
Traits
Treat
Unconvinced
Vacuum cleaner
Vapour
Vigorous
Warnings
White board
Wireless

Unit 6

Appreciates
Arises
Ashamed
Befriending
Bent
Blowing off
Brake
Bumped into
Candles
Childcare
Closest
Collapsed
Conversely
Crashed
Critical
Cult
Doll
Downside
Earns
Enclosing
Enlightening
Farewell
Formula
Handle
Household
Hurt
Hyper-market
Instead of
Integral

Laughter
Levity
Lighten up
Magnet
Mess
Modeling
Overseas
Overworked
Proportion
Recall
Seat
Shudder
Somber
Sour
Spare
Spread
Trigger
Truck
Ultimately
Undoubtedly
Wardrobe
Weird
Worthy

Unit 7

Acclaimed
Adulthood
Anticipate
Assigned
Awarded
Awareness
Battles
Beating
Campaign
Cognitive
Collapse
Combating
Compromise
Congested
Controversial
Convicted
Defending
Delight
Depressed
Destroy
Dwellers
Embraces
Encompasses
Excludes
Facets
Fascination
Fly back
Fury
Grave
Irritate
Law-breakers
Liberal
Maintain
Mutual
Notion
Overtly

Participatory
Perceptions
Permanent
Popcorn
Provoked
Reciprocal
Relief
Reluctant
Schemes
Seldom
Sticky
Subscribes
Threat
Treat
Trumpets
Upset
Voting
Wander
Welfare

Unit 8

Academics
Admirers
Alleviate
Appealing
Boosting
Citing
Clusters
Consortium
Declining
Depicted
Deportation
Diaspora
Domestic
Drain
Dwindling
Emerged
Ensure
Enterprises
Escape
Estimates
Exile
Exodus
Expatriates
Expertise
Exploit
Flight
Funds
Gaining
Graduates
Gross
Higher
Hospitable
Inadequacy
Inefficient
Innovative
Interconnecting
Invaluable
Loan
Manpower

Materialistic
Meritocracy
Migrants
Mood
Output
Ownership
Paintings
Path
Phenomenon
Praised
Precisely
Prestige
Prevent
Private
Problematic
Promotions
Pull
Pursue
Push
Ranging
Rate
Relocating
Remittances
Retention
Revenues
Sluggish
Stern
Substantial
Surest
Tempting
Transparency
Unrest
Unsatisfactory
Wages
Weight
Widens
Widespread
Widow
Witnessed

Unit 9

Abuse
Addressing
Affected
Approach
Banks
Biodiversity
Borrowers
Breakdown
Challenging
Chased
Compromising
Conflict
Convincing
Decisive
Destruction
Determining
Disease
Diverse
Dog

Doubtful
Dream
Encountered
Enormous
Ensuring
Exhausted
Extinction
Fabric
Fertile
Fuel
Habitats
Hacking
Hypermarket
Implemented
Impoverish
Ingredients
Interconnect
Monetary
Mutual
Owe
Pervasive
Plot
Proceed
Process
Prosperity
Provide
Puzzle
Recreation
Sanitation
Seek
Seemingly
Shortages
Showered
Silk
Similes
Species
Supplies
Survivors
Tester
Thriller
Tossing up
Viable
Vital
Watershed
Weakened
Yield

Unit 10

Agency
Amended
Appointed
Arbitrary
Assigned
Assistance
Attainment
Bargaining
Bird Flu
Blow
Break down
Brought up

Code
Convenient
Conventions
Convertibility
Council
Crafted
Currencies
Dawn
Decent
Deficits
Delay
Demise
Deserve
Dictatorship
Dignity
Encounters
Enforceable
Equity
Fierce
Fisheries
Forestry
Founded
Headquarters
Heartfelt
Initially
Intervene
Kidnapped
League
Likewise
Nutrition
Orderly
Overwhelming
Prayers
Purposes
Pursue
Raised
Random
Ratify
Red Cross
Relevant
Rival
Root
Saddened
Safeguard
Scholarship
Seeks
Set up
Showed up
Significant
Skipped
Slim
Spectrum
Stated
Stealing
Strengthen
Sympathy
Thematic
Tournament
Treaty
Turned out
Twins

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