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Gateway 2

To English 2



Teacher's Book

2^{ème} Année du Cycle du Baccalauréat

Gateway To English 2

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Teacher's Book

2^{ème} Année du Cycle du Baccalauréat

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Standards, Competencies and Skills

Standards, Competencies and Skills											
Units/ Themes	Language Development		Communication				Culture		Connections	Learner training	Projects and Reviews
	Grammar	Vocabulary	Interpersonal	Interpretive		Presentational		Practices/ Products			
				Listening	Reading	Writing	Speaking				
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	- use cohesive devices (linking words) - write a paragraph	- 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)	- know about learning styles - make interviews and write a report	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	- describe process & narrate events - use cohesive devices & transitions	- 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)	- use strategies for learning vocabulary	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	- write an email using cause & effect.	- 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)	- Learn how to read effectively	Project 2 Prepare 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	- practise process writing - write argumentative essay	- 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)	- learn how to memorise vocabulary	Review Unit 4
5. Advances in science and technology	- learn about and practice 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	- predict main idea - survey text - read for specific information - identify and transform information into notes	- write a descriptive essay	- 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)	- Learn about and use mind-maps	Project 3 Collecting and presenting data

6. Humour	- learn about and practice 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)	Review 3: Units 5 and 6
7. Citizenship	- review and practice 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	- 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)	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 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 how to prepare yourself for university (all subjects, history, economics).	Review 5: Units 9 and 10

INTRODUCTION

The content and structure of *Gateway To English 2* have been designed in accordance with the specifications relating to the 2nd year baccalaureate English textbook that have been issued by the Ministry of Education. The methodology of the textbook is aligned with the instructions and recommendations of the 2006 Pedagogical Guidelines concerning English language teaching for second year Baccalaureate.

The approach adopted: Standards-Based Education

The standards-based education movement sees education as a process where the knowledge and skills students should possess at given points in their educational life are identified and set in advance by a team of experts and educational stakeholders. As for the educational standards, they are clear descriptions of the expected/ desired outcomes of schooling and of the way students' achievements are to be assessed on the basis of these outcomes.

The Moroccan Ministry of Education has adopted Standards-Based Education with the hope that it will contribute to enhancing better educational results. As stated in the Pedagogical Guidelines, adopting this approach was not done at random, but was guided by its intrinsic characteristics which have been enumerated by the guidelines in the following list:

- It (Standards-Based Education) addresses what learners must know and be able to do with English (content standards), and of how close they are to achieving the aims of the course (performance standards);
- It addresses communication as being not strictly one skill, but a mixture of the spoken, written, and auditory skills;
- It is based on the premise that cultural understanding is essential in language education;
- It connects English with other subjects areas such as history, geography, philosophy, etc;
- It is based on the view that argues that comparing and contrasting our own languages and culture(s) with other languages and culture(s) leads to better understanding of ours;
- It stresses the extension of language learning experiences from the classroom to the 'the outside world';
- It is focused on learner learning (i.e. learner-centered);
- It holds all concerned parties accountable for the outcomes of learning;
- It requires performance-based assessment as explained in the fourth part of the guidelines.

The following types of standards have been mentioned in the list above:

Content Standards

Content standards, as defined in the Guidelines, are 'statements about what learners should know and be able to do with English'. In other words, **content standards** describe the range of desirable knowledge and skills within a subject area.

Performance Standards

They specify "how much" students should know and be able to do. Thus, while content standards shape what goes into a curriculum, performance standards set benchmarks -specified levels of achievement- that shape expectations for educational outcomes, provide a basis for measuring learning outcomes, and provide the criteria for imposing rewards and sanctions.

Proficiency Standards

These are the third type of standards mentioned in the Guidelines. They are defined as the standards that tell us "how well learners should perform".

The three types of standards mentioned above could be used with any school subject though their formulation may vary from one subject to the other. As far as ELT is concerned and according to the Guidelines, the above-cited standards should be implemented within the five-Cs areas listed below:

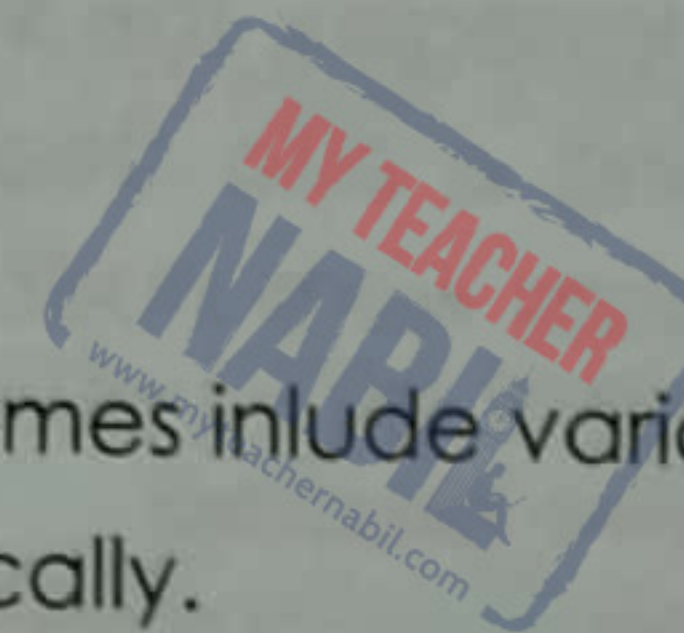
1. **Communication----** Learners will communicate in both oral and written forms, interpret both oral and written messages, show cultural understanding and present oral and written information to various audiences for a variety of purposes. Three modes of communication are involved here: the **interpersonal**, **interpretive**, and **presentational** communication.
2. **Cultures----** Learners will gain deeper understanding of their culture(s) and other cultures in terms of their **perspectives** (e.g. values, ideas, attitudes, etc.), **practices** (pattern of social interactions), and **products** (e.g. books, laws, music, etc.).
3. **Connections----** Learners will make connections with other subject areas; and acquire information and use through English for their own purposes.
4. **Comparisons----** Learners will gain awareness of cross-cultural similarities and differences (in terms of both language(s) and culture).
5. **Communities----** Learners will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the internet. They will therefore be made aware that we live in a global world.

(2006 Guidelines)

Standards-based language education goes beyond the scope of the traditional language components such as the four language skills, grammar, and pronunciation, to reach over for all the elements that are involved in language use. Furthermore, it encompasses other elements likely to enhance language awareness and learning in general while creating opportunities for learners to build up connections between the different school subjects they are exposed to.

Content Methodology

The Book contains 10 units. Each of these units is based on a theme. These themes include various issues which, hopefully, provide a solid platform for the students to develop linguistically.



Content of the unit

Each unit includes the following sections.

Introduction

This section includes activities that prepare the students for the theme of the unit. These activities serve the purpose of activating the students' linguistic and knowledge schemata. They also encourage students to share ideas about the topic and help them improve their oral communication.

Vocabulary

In accordance with the guidelines, vocabulary has been given a special focus in this book. The vocabulary section includes various activities which aim at helping students learn the grammar of vocabulary (word formation, collocations, polywords, etc.) and vocabulary development strategies. It must also be noted that incidental vocabulary learning is dealt with through different sections in the units.

Listening

This section starts with an introductory activity which introduces the topic and prepares the students for the listening text. The pre-listening activities used in most units help in directing learners to activate their relevant (language and general) knowledge and form hypotheses about the content and type of the text they're going to listen to. This will enable them to listen in a focused and purposeful manner. The while-listening activities are meant for enhancing students' listening comprehension of the text as well as improving their listening sub-skills. At this stage, the students will be directed to:

- verify predictions and check for inaccurate guesses
- decide what is and is not important to understand
- listen again to check comprehension.

Post-listening activities are meant to relate what the students have learnt to their local context and personal experience. These activities are also good opportunities for developing students' speaking skill through debates and discussions about related issues.

Listening is also included in communication section where students read and listen with the purpose of associating the graphic form with the spoken language.

Communication

According to the Guidelines, there should be more emphasis on the oral use of English in a variety of contexts and for diverse purposes. This would allow the students to practise the pre-taught language and improve their speaking skills. These are the steps followed in this section:

1. Introduction of the function in a text or a dialogue to help the learners get the feel of its meaning, its level of formality and the context where it should be used;
2. Identification and isolation of the function and the different ways in which it is expressed;
3. Elicitation from the students of other ways of expressing the target function, and
4. Practice of the function through suggested situations.

Reading

This section contains different reading texts related to the theme of each unit. Special attention has been given to the coverage of the different reading sub-skills to help upgrade the students' reading comprehension. The reading tasks are constructed with a focus on enhancing the students' reading skill and strategies. The SQ4R technique is introduced both in intensive and extensive reading.

Reading is also dealt with in other sections like grammar, writing and learner training. These are instances where students practise reading indirectly in meaningful contexts.

Extensive reading

Four extensive reading texts are suggested at the end of the book. They are specifically designed for two streams; i.e. 'Arts' and 'Humanities' as shown in the table below:

Arts	Humanities
Cultural Issues/Values	Women and Power
The Gifts of Youth	Sustainable Development
Women and Power	
Sustainable Development	

Teachers are requested to respect this distribution and exploit the extra-reading material right after the unit to which they are related is presented. The use of the SQ4R (Survey, Question, Read, Recall, Review, Reflect) is the most suitable method to use with such long texts.

This section is introduced to fulfill the following objectives:

1. provide 'comprehensible input'
2. enhance learners' general language competence
3. increase the students' exposure to the language
4. increase knowledge of vocabulary
5. motivate learners to read
6. consolidate previously learned language
7. facilitate the development of prediction skills
8. help to build confidence with extended texts

Grammar

The grammar part introduces various grammatical elements suggested in the Guidelines. Most of them have already been introduced in the previous levels and are revisited for either consolidation or extension or both. The techniques used in this section are as follows:

1. Identifying and isolating the target structure
2. Conceptualizing the structure through
 - a. identifying its definition and use
 - b. comparing it with another structure
 - c. finding its rule
3. Practising.

A grammar summary for the target structure is included in each unit to be used as a reference for the students to resort to when doing the grammar exercises assigned in the lesson or in the review suggested at the end of every two units.

Writing

In this section more focus has been put on getting students familiar with different writing genres that they will need for the Baccalaureate exam and beyond their high school studies. In most writing lessons, students are introduced to a model, then asked to write their own paragraphs, essays, emails, interviews, reports or letters following the format in the suggested model. The steps usually followed are:

1. **Pre-writing activities:**
 - outlining; brainstorming; etc.
2. **Drafting:** students use their outline, mind-map, notes, etc. to write their first draft following the model structure.
3. **Editing:** students swap their drafts with their peers (peer editing) or self-correct their own drafts.

Students are often provided with a checklist to help them find their own mistakes and to focus their attention on organisation, coherence, etc. of their written products.

Learner training

This section deals with some of the necessary skills that the students need, not only during their studies but also in their everyday life. In some units, however, more focus has been laid on some skills that the learner may need in his/her higher studies, bearing in mind the difficulties students find when entering university.

The procedure followed is:

1. Getting students acquainted with the targeted skill(s).
2. Eliciting from students their experiences concerning that skill through discussion.
3. Sensitising students to the importance of the skill.
4. suggesting ways of improving the skill.
5. Providing the students with tasks to practise the skill.

Project work

The book contains a project work after every two units. The objectives behind implementing this activity are to:

1. encourage students to work collaboratively and to rely more on their initiatives, creativity and know how.
2. allow students more freedom in managing their own learning through bringing in real life into the classroom.
3. give the students the opportunity to work at their own pace and to use their full potential to come out with an 'original' product.
4. provide the students with a natural context where they can listen, speak, read and write and hence further practise these skills.

These are the steps that are to be followed in project work:

1. Preparation stage.
2. Processing stage.
3. Presentation stage.

During all these stages students will have the opportunity to work either individually or in groups, depending on the nature of the task.

Review:

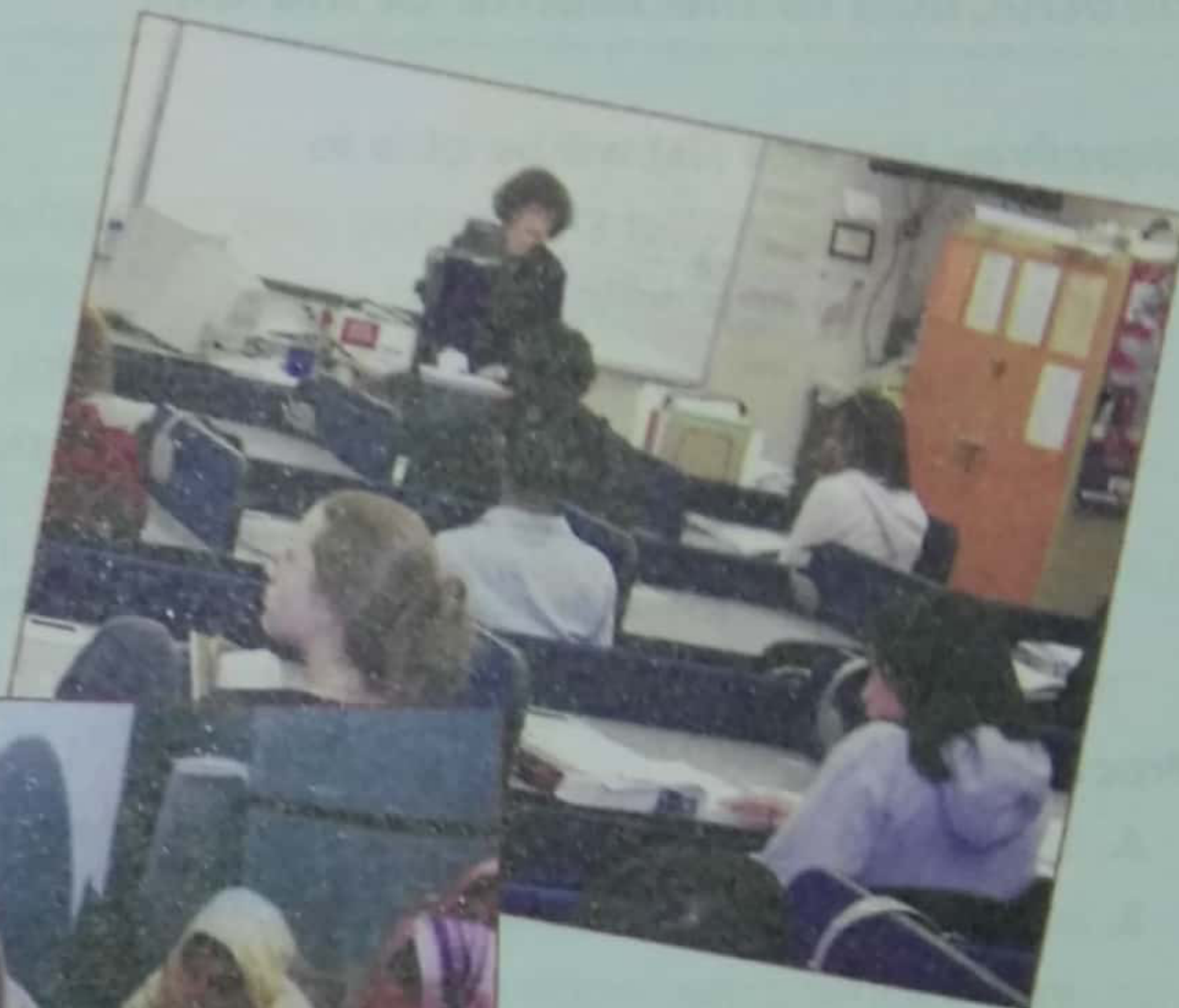
The review part in every other unit is meant for more grammar, functions and vocabulary practice. The activities contained in this section can be assigned as homework to consolidate the students' practice of the language elements taught in the previous units. These activities would also make good recycling tools to which the students can refer after getting further through the textbook.

The teacher' book and the audio CD

The teacher's book serves as a guide to the teacher. It contains the important elements of the lesson plans and some suggestions for further development of the lessons. It also contains keys to many exercises and activities in the textbook. However, the teacher should by no means depend totally on the teacher's book but should use the textbook creatively and flexibly.

The CD contains 26 listening texts. In addition to the 10 listening sections in the textbook, it also contains listening texts related to some functions and grammar parts where listening can be helpful for students to associate the audio with the written script in the textbook to further develop their pronunciation and intonation in English.

Students are exposed to different speakers with different accents as there are British, American and Moroccan speakers.



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 collocations.

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

Objectives: students (Ss) will be able to

- use their background knowledge and the pictures to talk about education in general and the three forms that are treated in the unit.
- learn new vocabulary with the help of visual aids
- talk about the theme of the unit, exchange opinions and views as well as information and relate the content to the their own context.

(NB: This part of the unit paves the way to other parts of the unit. It also prepares the Ss to deal with the theme of the unit and link it to their personal life and local context.)

Procedure:

- A. Ss match each of the types of education introduced with the appropriate suggested definition.
- B. Ss look at the pictures and talk about each of them. This could be carried either individually/in groups; in the latter case, each group will deal with one picture. Ss match each picture with its appropriate category.
- C. Ss study the different situations and decide what form of education each one represents
- Key:** a. 2; b. 1; c. 3
- D. Ss complete the table by providing examples of the three types of education they Make use of.
- E. Ss share the content of their tables and give reasons why they use these forms and say what form they like best and why they like it.
- F. Ss share their ideas with the whole class.

Vocabulary Work: Collocations

Objectives: Ss will be able to

- learn about collocations.
- discover the importance of word order in collocations.
- practise collocations related to the theme of the unit.

Procedure

- A. Ss review what collocation means and use the words given to decide what words collocate with the words 'educational', 'private' and 'equal'.

Key: educational background, system, goals

school: subject, uniform, year

equal: opportunity, rights, status

- B. Ss form collocations by matching words from column A with words from column B

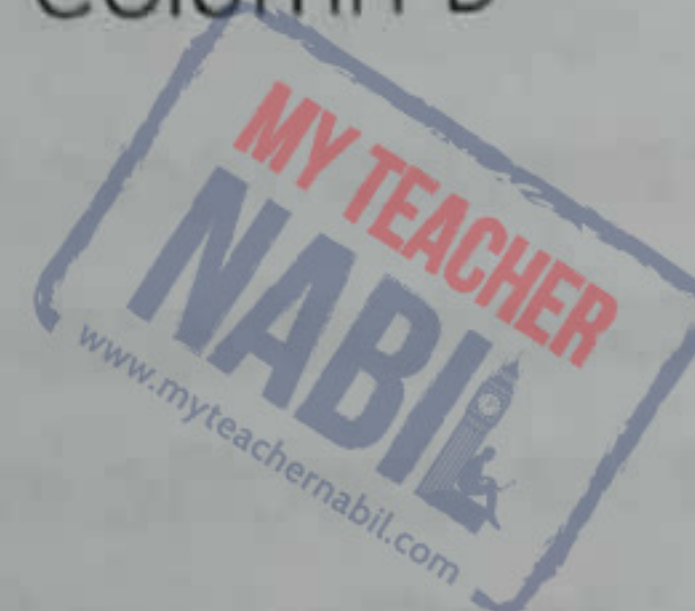
Key: 1. i ; 2. a ; 3. d ; 4. j ; 5. h ; 6. b ; 7. e ; 8. f ; 9. g ; 10. i.

(other options: 1. i ; 2. c ; 3. b ; etc.)

- C. Ss fill in the blanks with the appropriate collocation from activity A.

Key: 1. adult illiteracy ; 2. university graduates ; 3. gender discrimination;

4. free access; 5. basic education.



Listening and Speaking

Objectives: Ss will be able to

- listen for specific information.
- check and share information.
- talk about forms of education.
- use contextual clues to get the meaning of new words.

Procedure:

Pre-listening:

- A. To set the scene, students answer the question suggested in the SB (Student's book).
- Possible answers could be noted down on the black/white board for further check after the first listening.

While Listening:

- B. Ss listen to check their answers in A.
- C. Ss listen again and complete part 1 of the table.
- D. Ss listen again and infer the meaning of the expressions given.

While Listening:

- E. Ss listen again and complete the part 2 of the table.
- Ss compare their findings with the whole class.

Script

Radio presenter (RP): Could you please specify the characteristics of non-formal education?

Specialist (S): Sure. Well, first of all, it's a systematic out-of-school activity. It serves voluntary learners of all ages, and it involves part-time study. Moreover, it has flexible criteria for admission. Its objectives are fighting illiteracy, and offering not only basic education for out-of-school children, but life and work skills as well.

RP: What about its advantages?

S: Good question. As you know, non-formal education attempts to fulfil immediate and practical needs. For example, students who couldn't continue their studies for different reasons can get another learning opportunity. Farmers also can improve their agricultural practices thanks to this non-formal education. There are many other examples to understand the importance of non-formal education.

RP: Can we consider evening classes for adults, men and women, to fight illiteracy as non-formal education?

S: Yes. We certainly can.

RP: One more question Professor, is there any relationship between Formal and Non Formal Education?

S: Absolutely. Look. For drop-out students who have left school before the age of say 16, non-formal education is a second chance since it aims at reintegrating them. It can also be a substitute programme for rural youth who have never had any access to formal schooling. Well, non-formal education can also be a complementary programme for implementing agricultural extension programmes for youth who have completed primary school. So, as you notice our community derives many advantages from non-formal education.

RP: Thanks Sir.



Communication: Making and responding to requests

Objectives: Ss will be able to

- make and respond to requests.

Procedure:

A. Ss read the mini dialogues and match them with the suggested positions.

Key: 1. c; 2. a; 3. b

B. Ss complete the chart with the expressions used in the dialogues to make and respond to requests.
(making requests: would you?; would you mind?; can I?
Responding to requests: Sure; Certainly; Yes, please; That'll be fine.)

C. Ss. Find out other expressions used to express request and add them to the chart then share them with the whole class.

Key: Making requests: Could you ...? ; Do you mind if I ...? Would you mind if ...?; I was wondering if you could ...? Do you think you could ...?; Is there any chance you could ...?, etc. Responding to requests: I'll see what I can do; I am afraid, I can't, etc.

D. Ss practise with their partners using the expressions listed in chart B and the situations described in D.

Reading

Objectives: Ss will be able to

- predict content of the text through questioning.
- survey the text.
- identify and transform information into a diagram form.
- read for specific information and locate referents.
- recall and review information.
- relate information to their own experience.

Procedure:

Pre-reading

A. Ss discuss the two points suggested in the form of questions.

B. Ss read the title and suggest two or three questions they think the text will deal with.

C. Ss check whether their expectations were met by quickly reading.

While-reading

D. Ss. match pie charts with the appropriate paragraphs.

Key: b. 1 ; c. 2 ; a. 4

E. Ss answer the three comprehension questions suggested.

Post-reading

F. without looking the text, students write down notes of the main ideas, then compare them to their partners notes. When there are disagreements, students can go back to the text.

G. Ss. Transform personal information into a diagram.(pie chart)

Grammar: Gerund, infinitive or both?

Objectives: Students (Ss) will be able to

- infer the source of the text
- use correctly the gerund and the infinitive.

Procedure:

A. Ss discover the grammatical point dealt with in the unit; they read the text suggested and answer the questions. **Key:** d. a diary.

B. Ss read the question again and fill in the table

Key: before gerund: imagine - help - stop - spend - enjoy

Before infinitive: decide - begin - start.

C. Ss add more verbs to the table

D. Ss fill in blanks for further practice; by the same they discover that with some verbs both the infinitive and the gerund are used.

Key: 1. c ; 2. a ; 3. c ; 4. a ; 5. a

E. Ss carry on more practice to reinforce the grammatical rule.

Key: 1. to make/making ; 2. not to see/meeting ; 3. prefer to spend ; 4. playing/for not being ; 5. laughing

Writing: Cohesive devices: Linking words

Objectives: Ss will be able to

- use correctly a set of linking words to achieve cohesion and coherence in writing a paragraph.

Procedure

A. Ss categorise different sets of linking words by giving the right heading to each list.

B. Ss expand each list by drawing on their own knowledge of English.

C. Ss read the text and fill in the blanks by using words from the list.

D. Ss write a paragraph and use appropriate linking words they were exposed to.

Learner Training: Know about your learning style

Objectives: Ss will be able to

- know about different learning styles.
- determine their learning style.



Procedure:

- A. Ss read a text to learn about learning styles.
- B. Ss use the information provided to categorise a set of learning practices.
- C. Ss determine their own learning styles and exchange information about that with their classmates.

Project Work: Interviewing and reporting results**Objectives: Ss will be able to**

- conduct an interview and report the results.

Procedure**Step 1:**

- A. Ss conduct a structured interview with their classmates or with other students from their school; they use the provided questions and record the answers.

Step 2:

- B. Ss analyse the answers/ findings following the steps suggested. They draw conclusions guided by the questions provided.

Step 3:

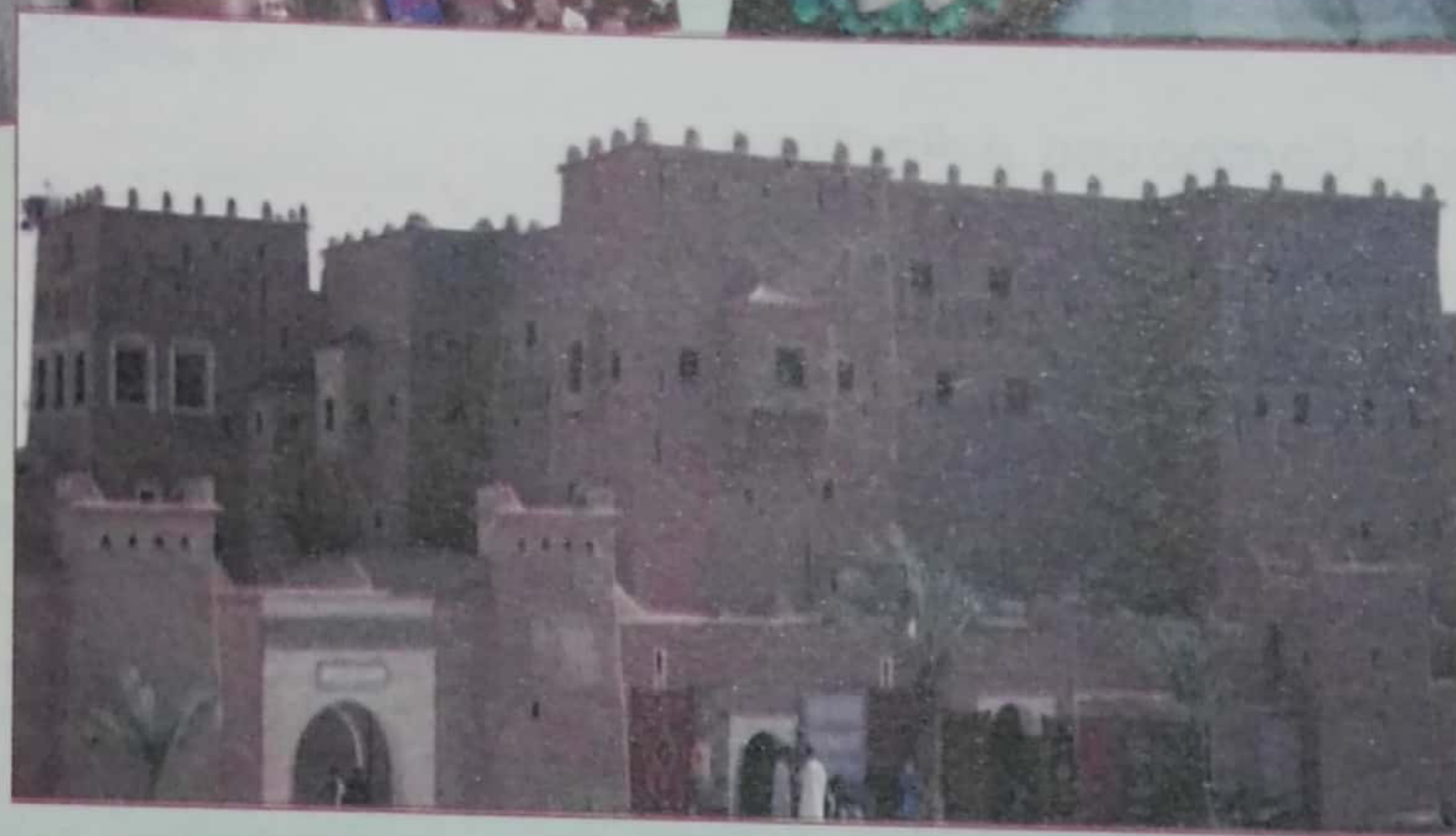
- C. Ss write a report guided by the provided cues.

Step 4:

- D. Ss present their reports and make recommendations following the guiding instructions included in this section.

Step 5: Ss exhibit their final production.

NB: Bearing in mind the importance of project work in fostering independent learning, collaborative work, and the development of most language components, the teacher should guide and encourage students to successfully carry out the project.



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

Objectives: students (Ss) will be able to

- familiarise themselves with what "culture" means
- talk about culture and values

Procedure

- Ss. read the definition suggested and the cultural aspects provided, then select the pictures that reflect the ideas contained in the definition.
- Ss. read the situations proposed (in a questionnaire format) and react to them.
- Ss. list things that are considered not culturally appropriate in Morocco
- Ss. list things that are culturally acceptable in Morocco

Vocabulary Work: Compound Adjectives

Objectives: Ss will be able to

- make and use compound adjectives.

Procedure

- Ss discover the meaning of "compound adjectives" from the definition provided then form compound adjectives by matching words from column A with words from column B.
Key: 1. j ; 2. h ; 3. d ; 4. a ; 5. b ; 6. i ; 7. e ; 8. g ; 9. f ; 10. c .
- Ss fill in the blanks using compound adjectives from the table A.
Key: 1. deeply-rooted ; 2. short-sighted ; 3. old-fashioned ; 4. labour-saving ; 5. brightly-lit
- Ss complete compound adjectives using words from the list.
Key: 1. five-star ; 2. brand-new ; 3. part-time ; 4. badly-written ; 5. well-paid ; 6. second-hand ; 7. ten-dollar

Listening and Speaking

Objectives: Ss will be able to

- predict the topic.
- listen for specific information.
- check their understanding.
- discuss content.

Procedure:

Pre-listening:

- To set the scene, Ss answer the questions suggested in the SB (Student's book). Key: 1. b

Part 1

- Ss guess what this part is going to be about by choosing from the proposed possibilities.
- Possible answers could be discussed and noted down on the black/white board for further check after the first listening.

While Listening:

C. Ss listen to part 1 and check their guesses. Key: 2 - 3 - 4 - 6

D. Ss listen again to part 1 and complete the sentences suggested. (accept different answers that reflects the ideas in the listening text).

Part 2

E. Ss listen to part 2 and carry out the comprehension activity.

Key: answers: 1. T; 2. F; 3. F.

Post-listening

F. Ss discuss the point of how cultural diversity can empower or weaken a country.

Script**Part I**

Journalist: Is there a precise number of existing cultures?

Anthropologist: Oh no. There are hundreds if not thousands as there are many different cultures and sub-cultures.

Journalist: Are culture and race the same?

Anthropologist: No, no. There are hundreds of cultures in the world, while we have a limited number of races. Cultural differences are more about human development, and not so much about skin colour.

Journalist: When in conflicts, how do different cultures solve their problems?

Anthropologist: This is an important question which is difficult to answer. In general, if one culture can't dominate another culture, then natural processes lead these cultures to accept each other. Take the example of Quebec. The French culture and the British Culture have struggled throughout the previous years. But now, they co-exist and compliment each other for the benefit of Canada.

Journalist: What role does mass media play in influencing a culture?

Anthropologist: Some people think that mass media doesn't have any influence on us. This opinion believes that family behaviour is crucial in shaping children's attitudes. But, I think mass media makes a difference. Take the example of our country, America. Years ago, there were many different accents, which disappeared. Word usage and pronunciation are becoming more homogenized due to mass media. Besides, the media continually gives us distorted images of other cultures which reinforce the concept of stereotypes.

Part II

Journalist: If stereotypes are negative as you said, then why do we use them?

Anthropologist: First of all, let's agree on a definition of the term 'stereotype'. Generally speaking a stereotype, nowadays, refers to a standardised conception of a specific community or group of people. It's used to describe the way society categorizes a community with a set of characteristics.

Now, let's go back to your question. We use stereotypes partly because it's difficult to understand all the existing cultures. Add to that, there's no tendency to devote much time to deeply understand how people from a different culture behave. Therefore, we accept stereotypes.

Journalist: How do stereotypes affect our way of thinking?

Anthropologist: Stereotypes reduce the difficulties of understanding people who are different from ourselves; they help us by giving a general idea of the community we want to interact with. So, we learn how to act in a different cultural context. However, some stereotypes are inaccurate. What's striking is that we consider different cultures as wrong and develop negative stereotypes. Consequently, we become biased and treat people from a different cultural community inappropriately.

Journalist: My last question. What's your personal opinion about cultural differences?

Anthropologist: We are very different as individuals, let alone as communities and nations. Therefore, to be different doesn't mean you are wrong or not important. On the contrary, we need to accept our differences and be tolerant towards them.

Communication: Expressing lack of understanding and asking for clarification

Objectives: Ss will be able to

- express lack of understanding.
- ask for clarification.

Procedure:

A. Ss read and listen to the suggested dialogue and answer the focus question.

Key: Mr Taylor does not know that burping in Morocco is not considered offensive.

B. Ss read the dialogue again and complete the table with expressions used in the dialogue to express lack of understanding and those that are used to ask for clarification.

C. Ss think of other expressions used to express lack of understanding and to ask for clarification and add them to the table, then share them with the whole class

D. Role play: Ss practise with their partners expressing lack of understanding and asking for clarifications exploiting the situations provided for this purpose.

Reading

Objectives: Ss will be able to

- predict the main idea of the text.
- read for the main idea.
- read for specific information.
- show understanding of ideas in the text.
- discuss ideas from the text and express personal opinion.

Procedure

Pre-reading

A. Ss discuss the statement suggested to set the scene.

While-reading

B. Ss read the text and choose the appropriate title from the list provided. Key: 3.

C. Ss read the text again and say whether the suggested statements are true (T) or false (F).

Key: 1. T; 2. F; 3. F

D. Ss. answer the four comprehension questions suggested to show understanding of the ideas in the text.

Post-reading

E. Ss re-read paragraph 5 and complete the chart, then give their personal opinion. First they work individually, then they share their point of view with their partner, after that they share it with the whole class.

Grammar: The past perfect simple and continuous

Objectives: Students (Ss) will be able to

- use correctly the past perfect.

Procedure:

A. Ss discover the grammatical point dealt with in the unit; they read and listen to the text suggested for setting the context and answer the focus question.

Key: He felt it wasn't good enough to fully understand what British people say.

B. Ss complete the table with corresponding verbs (simple past or past perfect).

C. Ss make sentences by matching phrases from column A with the appropriate ones from column B.

Key: 1. e; 2. d; 3. b; 4. c; 5. a.

D. Ss. read the grammar summary and put the verbs between brackets in the correct tense.

Key: 1. went - had finished; 2. turned on - had washed; 3. went - had fed;

4. got - had started; 5. played - had gone.

E. Ss. circle the appropriate adverbial from the provided list.

Key: 1. after; 2. when ; 3. by the time; 4. until.

Writing: Cohesive devices: Linking words

Objectives: Ss will be able to

- describe processes and narrate events.
- use cohesive devices correctly.
- Write an email to describe and narrate events.

Procedure

A. Ss. read the jumbled text and choose the correct answer.

Key: c. both a love and a pre-arranged marriage

B. Ss. read the text again and rearrange the paragraphs. **Key:** 1. b; 2. d; 3. a; 4. c; 5. e.

C. Ss. give the transition expressions used in the text.

Key: about a week ago - finally - another fifteen minutes - as soon as - a few minutes after that.

D. Ss. get familiarised with more expressions of transition and their functions (addition, comparison, contrast, concession, emphasis, illustration, reason, result, summarising, chronology)

E. Ss. make use of expressions of transition from the table in D while writing an e-mail to describe and narrate events in a wedding party.

Learner Training: Know about your learning style

Objectives: Ss will be able to

- use effective strategies to learn vocabulary.

Procedure:

A. Ss. read the introduction to get acquainted with the theme of the section.

Ss. get familiarised with the most used strategies to learn vocabulary, namely memorising, using, and recycling.

B. Ss. match and determine the strategy by categorising the behaviours under the three strategies introduced in B.

Key: 1. M; 2. U; 3. M; 4. R; 5. U; 6. U; 7. R.

C. Ss. think of other strategies, add them to the list in B and decide which strategy they are.

D. Ss. discuss their own strategies to learn vocabulary with their partners, then decide on the best ways of learning vocabulary and adopt these ways.

Review

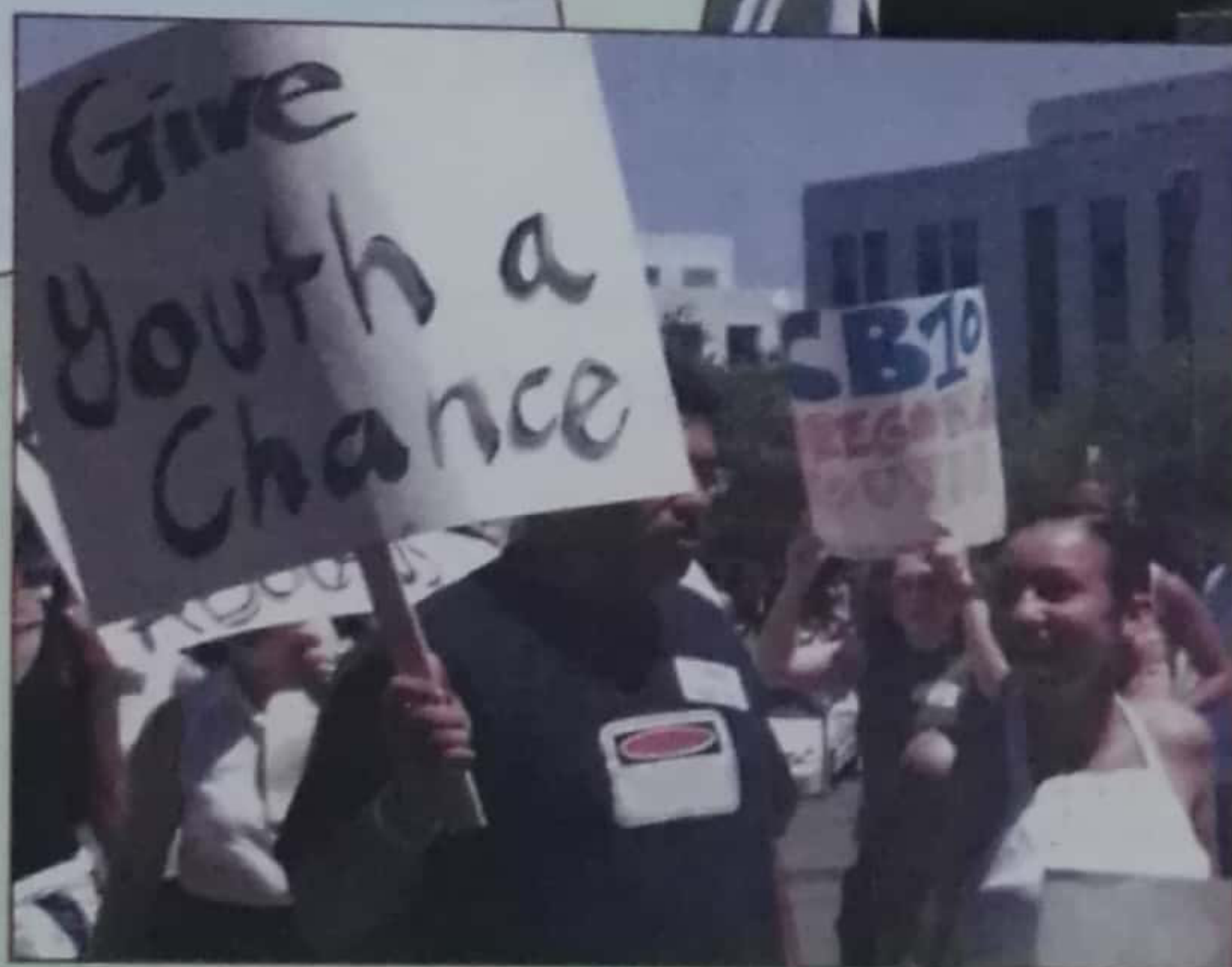
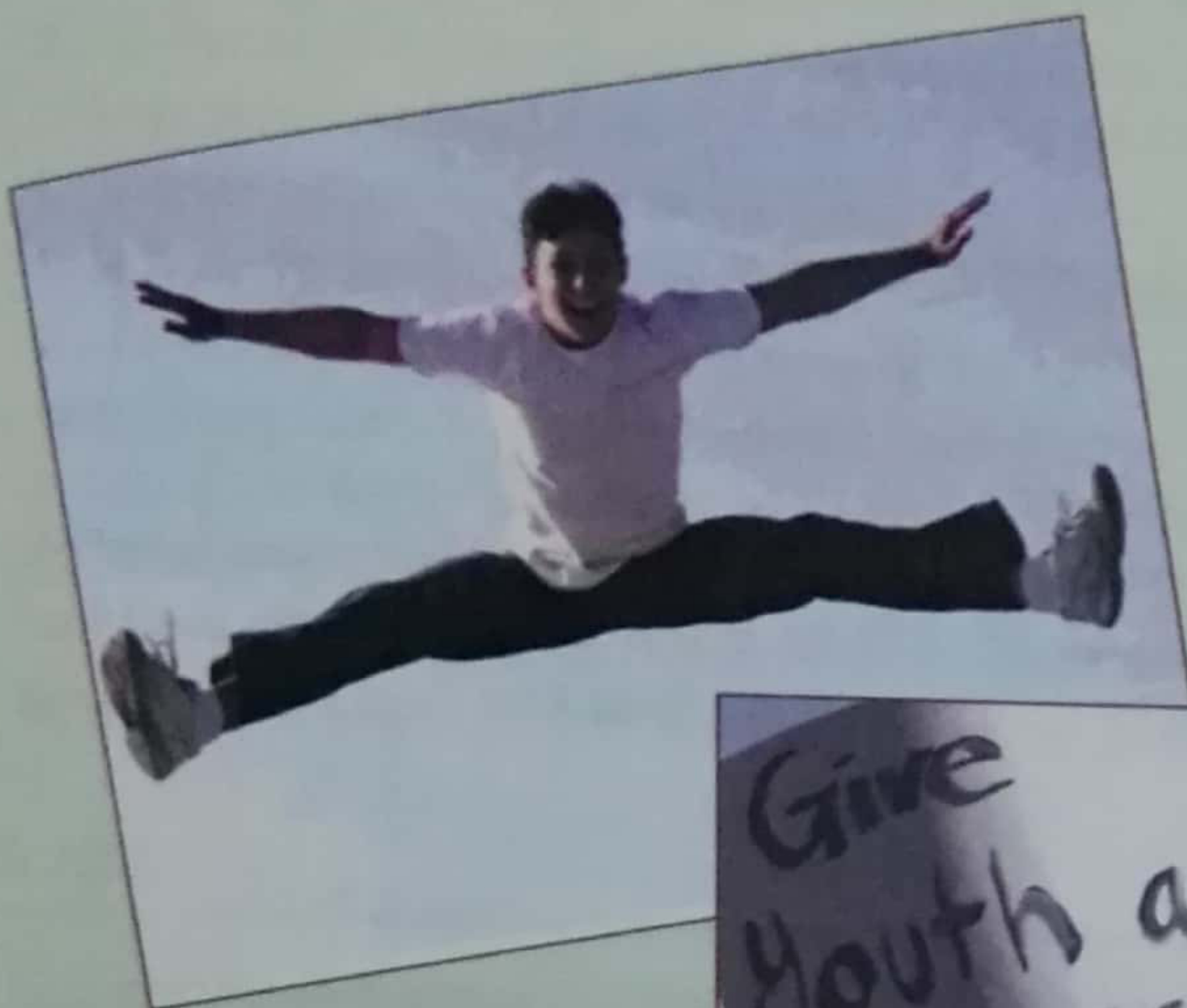
A. Key: 1. school uniforms; 2. private lessons; 3. equal opportunities;
4. educational system; 5. cultural background

B. Key: 1. to pursue; 2. drawing; 3. to devote; 4. to help ; 5. recruiting/ to recruit; 6. listening; 7. helping

C. Key: 1. a; 2. c; 3. a; 4. a; 5. a;

D. Key: 1. b; 2. b; 3. c

E. Key: 1. c; 2. b; 3. d; 4. a



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

Objectives: students (Ss) will be able to

- discover and be aware of the different characteristics of younger age
- talk about youth
- adopt the positive characteristics and try to get rid /correct the negative ones

Procedure

A. Ss. read the poem suggested and answer the focus question.

B. Ss. find in the text lines which show that the boy possesses a certain number of positive characteristics.

Key: a. I want to be a captain; b. I have to score; c. I wonder if I'll be a star; d. I want to be the team captain; e. I am the captain; f. I can do it; g. I am small; I am scared; h. I hear that I will; i. I understand that I have to score.

C. Ss. compare their answers;

D. Ss add other youth characteristics to the list in B.

E. Ss. select the three most important characteristics from list B and give reasons to justify their choice.

Ss. compare their answers.

F. Ss. complete the table.

Vocabulary Work: Idiomatic Expressions

Objectives: Ss will be able to

- use a set of idiomatic expressions correctly.

Procedure

A. Ss discover the meaning of a set of idiomatic expressions from the examples provided by matching them with the correct answer in the table.

Key: 1. c; 2. a; 3. b; 4. a; 5. a

B. Ss. copy the idiomatic expressions in the chart and give their meaning

Key:

1. when something is in the bag, you are certain to get it or achieve it.

2. to be very bad at a particular activity or subject.

3. complete success.

4. something slips through your fingers when you do not manage to achieve it/get it

C. Ss complete compound sentences using expressions from the chart.

Key: 1. with flying colours; 2. let that marriage slip through her fingers; 3. go cold turkey; 4. in the bag; 5. a dead loss.

Listening and Speaking

Objectives: Ss will be able to

- listen for the main idea.
- listen for specific information.
- check understanding.
- Discuss ideas from personal experience.



Procedure:

- A. Ss discuss things they are good at and which they think they will achieve success in the future.
- B. Ss listen to the four young people's successful stories and do the matching activity.
Key: 1. b; 2. d; 3. c; 4. a.
- C. Ss listen again and check their answers.
- D. Ss listen to Sami Obaid and say whether the statements are true (T) or false (F). **Key:** 1. F; 2. F
- E. Ss listen to Heather Muir and answer the two suggested questions.
key: 1. because she herself needed blood; 2. because it has collected 40% of the editable donors.
- F. Ss listen to Keith Peiris and complete the chart. **Key:** 1. 11; 2. 1999; 3. 5; 4. 2001
- G. Ss listen to Maren Beeston and complete the paragraph.
Key: 1. Founding; 2. focused; 3. established; 4. coordinate.
- H. Ss discuss how to achieve their goals by exploiting their best quality then discuss their ideas.

Script**1. Sami Obaid, 17 (male)**

Laval, Québec

My name's Sami Obaid. I'm 17. I'm a young scientist searching for a cure for neurodegenerative disorders like Parkinson disease. For the past two years, I've been conducting laboratory experiments at the Montreal Neurological Institute, at McGill University, where two doctors are supervising my research. This promising research has earned me many national and international awards, along with three university scholarships in Quebec and Ontario. Don't think that intellectual pursuits take up all my time: I'm a black belt and Pan American Tae Kwon Do gold medallist, and top scorer in my elite league college soccer team. I also play golf and tennis. My goal in life? Well, do something big for humanity!

2. Heather Muir, 19 (female)

Walkerton, Ontario

I'm Heather Muir. I'm 19. Since the age of 4, I have been a dedicated volunteer for the Canadian Blood Service (CBS). Determined to create greater public awareness of the needs of Canada's blood supply system, I began telling my own story of needing blood. I soon became the Poster Child for the Canadian Blood Services. I have logged over 8,000 hours and have created a student only blood clinic which has been recognized by the Canadian Blood Service as having over 40% editable donors compared to the Canadian average of 4%. In 2001, I was awarded the CBS national award, "Honouring Our Lifeblood" for exceptional contribution to the blood programme.

3. Keith Peiris, 18 (male)

London, Ontario

My name's Keith Peiris. I'm 18. I believe that tragedy in life doesn't lie in not reaching your goal. The tragedy lies in having no goals to reach.

With this in mind, I started my own web development company, Cyberteks Design at the age of 11. What started out as a one-man operation has now grown to include 3 full time and 2 part-time employees. Since its founding in 1999, my company has attracted many high profile clients across North America. My success has not gone unnoticed. Cyberteks was listed in the "Top 100 IT companies in Canada" by the National Post Business Magazine.

I've represented Canada as one of the 10 under 40 CEO's of Canada at the APEC Young Leaders and Entrepreneurs Forum and was a member of the Team Canada Trade Mission in China in 2001. Even with the demands of my business I still find time for my studies and my school.

4. Maren Beeston, 17 (female)

Hanna, Alberta

My name is Maren Beeston. I'm 17 years old. Well, there was a lack of music instruction, variety in instrument instruction and vocal teachers in my small town of Hanna Alberta.

I addressed this challenge by founding Summer Slam, a summer rock music school that focused on guitar, piano, drums and vocals. I successfully established and led a committee of youth to budget, fundraise and coordinate this project.

Summer Slam is in its third year of operation and is more than providing youth with accessible music instruction - it is about connecting young people with a similar passion who would otherwise not have had the chance to play in a group or meet each other.

I'm a founding member of the Hanna youth council, and have used a youth needs survey to improve local youth activities.

I've also been awarded the Canadian Merit Foundation Scholarship, National Award.

Communication: Making and responding to complaints

Objectives: Ss will be able to

- make complaints.
- respond to complaints.

Procedure:

- A. Ss read the suggested dialogue and answer the pre-reading question.
Key: ATM stands for 'Automated Teller Machine'.
- B. Ss read the dialogue again and underline the expressions used to make and respond to complaints.
- C. Ss read the expressions provided and categorise them in the table provided for this purpose.
- D. Ss Expand the list of expressions used to make, accept or reject complaints by drawing on their own experience of English.
- E. Ss make use of the acquired expressions to make complaints based on the provided situations.

Reading

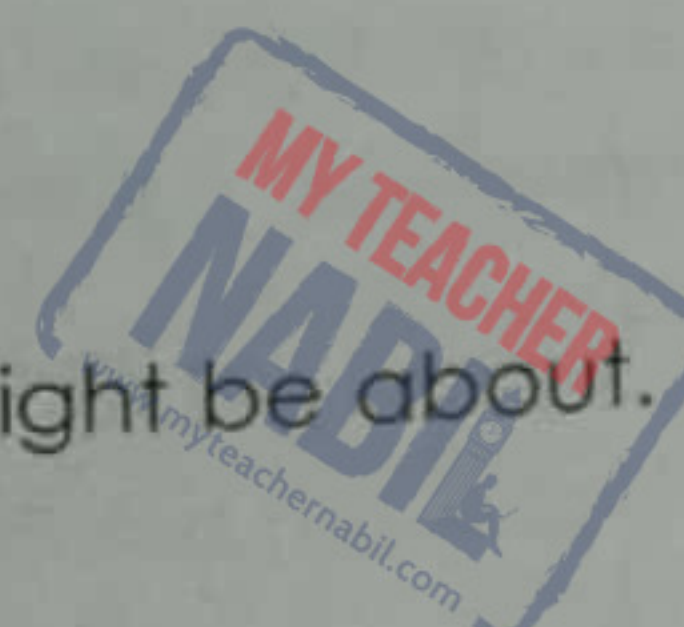
Objectives: Ss will be able to

- predict the main idea of the text.
- survey the text.
- read for specific information.
- locate referents.
- determine the author's attitude.
- discuss ideas from the text and express personal opinion.

Procedure:

Pre-reading

- A. Ss read the first sentence of each paragraph and guess what the text might be about.
- B. Ss. write down three questions they think the text might answer.



While-reading

C. Ss. read the text and check their answers.

D. Ss choose the best title for the text. **Key:** b.

E. Ss. read the text and say whether the suggested statements are true (T) or false (F).

Key: 1. F; 2. T; 3. F

F. Ss. read the text again and specify the author's attitude.

Key: a

Post-reading

G. Ss. discuss the questions suggested to relate the content of the text to their personal experience.

Grammar: Phrasal Verbs with 'in' and 'out'**Objectives: Students (Ss) will be able to**

- predict the main idea of the text.
- use a set of phrasal verbs formed with the particles up and down correctly.

Procedure:

A. Ss. discover the grammatical point dealt with in the unit; they read the introduction suggested.

B. Ss. read the sentences and give the meaning of the phrasal verbs used in these sentences.

Key: 1. stay out, 2. lock out, 3. fill in, 4. put out, 5. pull out, 6. take out, 7. ask in, 8. pass out.

C. Ss. match phrases from column A with phrases from column B.

Key: 1. b; 2. e; 3. c; 4. d; 5. a

D. 1. let out, 2. check in, 3. hand ... in, 4. come out, 5. knocked... out

Writing: Cohesive devices: Linking words**Objectives: Ss will be able to**

- recognise elements that express cause and effect in a piece of writing.
- Produce cause and effect paragraphs

Procedure

A. Ss read first the definitions given relating to 'cause' and 'effect'.

B. Ss expand the list of causes and related effects introduced in the table.

C/D. Ss discover the signal words (conjunctions and prepositions) that serve to express cause and effect.

E. Ss identify correct cause-effect constructions and incorrect ones.

Key: 1. I; 2. I; 3. C; 4. I; 5. C; 6. C

F. Ss. combine the given sentences using the suitable linking word.

Key: 1. Daily exercise strengthens the heart. Therefore, many people who exercise daily have healthy hearts. 2. Cakes and candy are high in sugar. For this reason, they are bad for the teeth. 3. I got home late. As a result, I missed my TV favourite programme. 4. Because of the country's economic crisis, it has been very hard for poor families to pay their bills.

G. Ss. make use of cause and effect construction to write an e-mail in which they give reasons why parents are often worried about their children's school results.

Learner Training: How to be a good reader

Objective: Ss will be able to

- discover what SQ4R is and identify its components.
- use effective reading techniques strategies to learn vocabulary.
- use what SQ4R technique in reading a text.

Procedure

Pre-reading

A. Ss. identify the different techniques included in the reading technique SQ4R (Survey. Question. Read. Recite. Relate. Review).

Key: 1. Recall; 2. Read; 3. Survey; 4. Question; 5. Relate; 6. Review

B. Ss. practise text survey, using the title and the first sentence of the first and the last paragraphs to activate their background knowledge and predict some information that might be contained in the text.

C. Ss ask questions about the text to focus their reading objective.

While-reading

D. Ss read the text trying to find out answers to the questions they have asked.

E. Ss Put away their texts and answer the questions they have developed in C, then revise the information in the text.

Post-reading

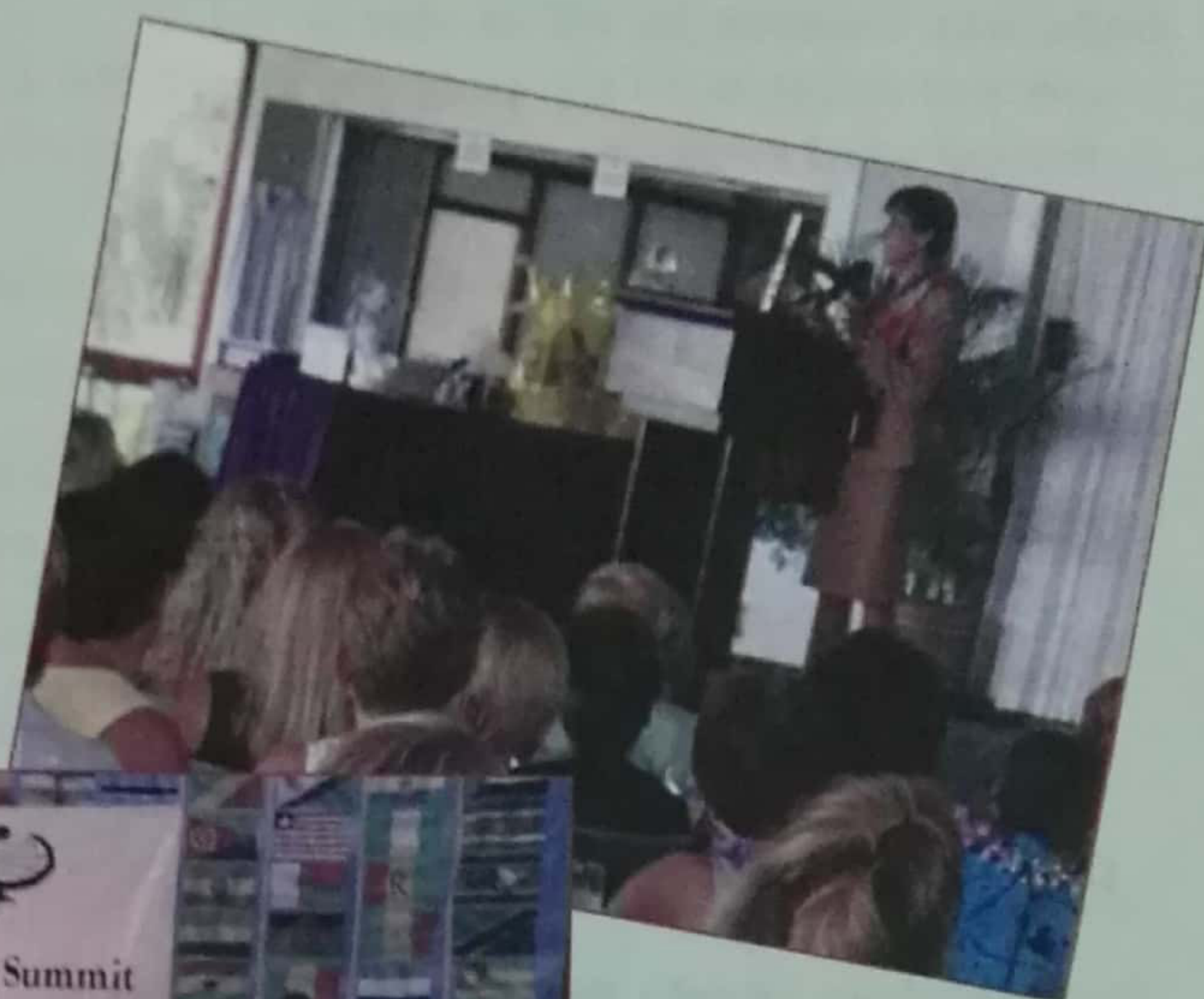
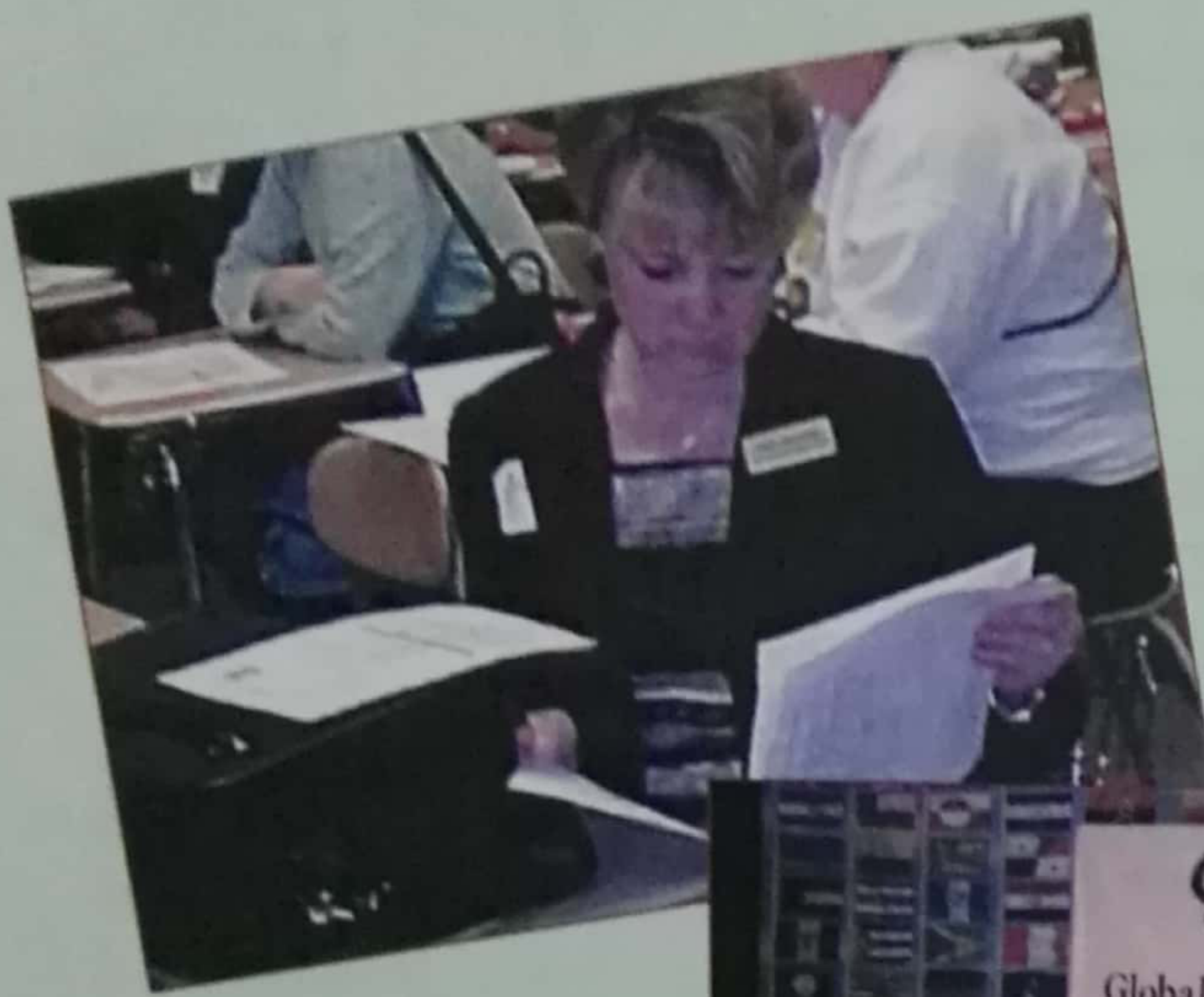
F. Ss Recall and retell what they have read in their own words

G. Ss fill in the chart by stating what they know and what they need to know.

Project Work: Preparing an action plan

Objectives: Ss will be able to

- systematically think of an action plan
- prepare for their action plan
- carry out their action plan
- present their action plan.



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

Objectives: Students (Ss) will be able to

- use their background knowledge to identify the women in pictures.
- find out what things are common among them and what things are different.
- talk about what has made them so famous.
- exchange opinions and views as well as information about the theme of the unit.

Procedure

- A. Ss discuss in pairs the points raised by the questions then share their points of view with the whole class.
- B. Ss look at the pictures and match each of the names with the corresponding photos then check their answers on page 60.

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

- C. Ss. match each name with the corresponding information.

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

- D. Ss. answer the questions then share their answers with the whole class.

Vocabulary Work: Prefixes and suffixes

Objective: Ss will be able to

- review what the words 'suffix' and 'prefix' mean.
- Learn the meanings of different suffixes and prefixes.
- Use a set of prefixes and suffixes correctly.

Procedure

- A. Ss review what prefix and suffix mean by reading the definitions provided and by studying the content of the table.

- B. Ss match the prefixes with their correct meaning. **Key:** 1. d , 2. h , 3. c , 4. a , 5. i , 6. g , 7. f , 8. b , 9. e

- C. Ss form new words by adding a prefix or a suffix to given words.

Key: 1. replayed , 2. predictable ; 3. outnumber; 4. suitable ; 5. misuse; 6. cooperate ; 7. fashionable; 8. horrible.

Listening and Speaking

Objective: Ss will be able to

- listen for specific information.
- recall information.
- Interpret ideas from the text.

Procedure

Pre-listening:

- A. Ss answer the three questions suggested in the SB.

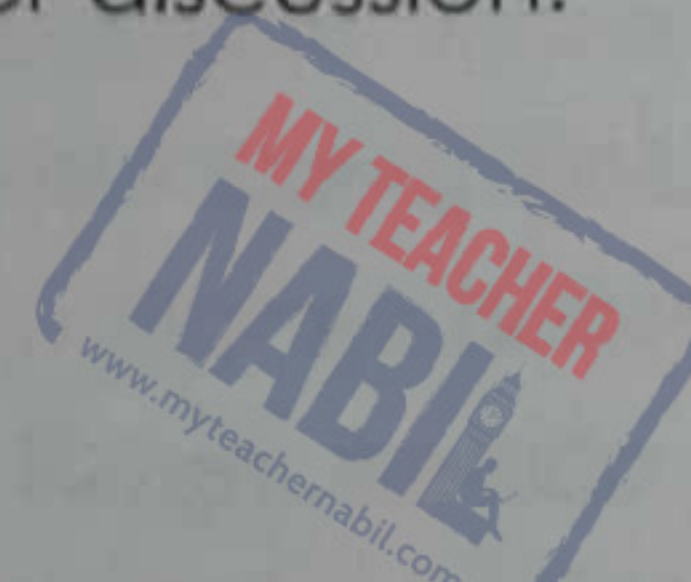
Possible answers could be noted down on the black/white board for further discussion.

While Listening:

Part 1

- B. Ss listen to part 1 and answer the two questions.

key: 1. director of global summit of women ; 2. the summit is about solutions to women's problems.



C. Ss listen again to part 1, say whether the suggested statements are true (T) or false (F) and correct the false ones.

Key: 1. T; 2. F. It is about solutions; 3. F: for 14 years

Part 2

D. Ss listen to part 2 and tick the correct answer.

Key: Morocco

E. Ss listen again to part 2 and answer the given questions.

Key: 1. started biannually then became an annual event, 2. because of the unreliable post offices.

Whole listening

F. Ss listen to the whole interview and complete the sentences with ideas based on the text.

Key: 1. to help women meet, share ideas and discuss solutions to current problems; 2. women dancing to the music of another country; 3. the internet; 4. 700 women from 80 countries.

Post listening

G. Ss interpret and discuss some points raised by Natividad's statements in pairs then share their ideas with the whole class.

Script

Part I

Few women have contributed more to the global exchange of ideas among women entrepreneurs than Irene Natividad. She has served as the director of the Global Summit of Women for the past 14 years. Here's an extract from the interview.

Enterprising Women: What motivated you to organize the Global Summit of Women?

Natividad: When you look at the major international meetings of the world, you will find very few women because so few have achieved leadership positions which spell immediate invitations to such meetings. 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.

Enterprising Women: Now, could you please tell us what the Summit is mainly about?

Natividad: The Summit is about solutions - not about problems - to the issues that women have created to address the problems that they face. It is about bringing other women up the ladder so that they don't have to start from zero. If a woman leaves the Summit with a major idea, a major contact or a fresh spirit to begin anew, then I feel it's worth the effort.

Enterprising Women: Oh, I see. You've been working for 14 years with the same enthusiasm. Is there any secret behind that?

Natividad: Some of the best moments that make me continue year after year is when I watch women at the closing reception dancing to the music of another country, as Indian women did to Moroccan music, or Icelandic women to South African rhythms, or Japanese women to Spanish songs. That's a message of unity which is so needed now when the world seems so torn up by national and regional conflicts.

Part II

Enterprising Women: The Summit began bi-annually then became an annual event. It has been hosted by cities across the continents. How has the Summit grown through the years?

Natividad: When we first began, we mailed thousands of brochures and we would fret about how the mail would get to developing countries with unreliable post offices. Well, now almost all registrations come through the Internet from every part of the world. It really is good evidence of women's efforts to learn more, to explore, and to use technology to get beyond their borders.

Enterprising Women: Can we have an idea about the number of women participants who attended the summit?

Natividad: Ok. Mmm... the Summit may have averaged about 400 participants in the past, but the last Summit brought almost 700 women to Morocco from 80 countries. I was so proud of the women who came despite their fears and with the intent to go ahead with their plans no matter what.

Enterprising Women: You have been very successful at past Summits in drawing high-level government representatives to the event. What role do these government leaders play at the Summit?

Natividad: We had the first Women's Ministerial Roundtable at the last Summit in Morocco and it was attended by 43 women ministers from several different countries. Their report to the Summit delegates indicated that they learned new strategies from each other.

Enterprising Women: Thanks a lot, Irene, for giving us this opportunity to talk to you.

Natividad: You're welcome.

Communication: Apologizing

Objective: Ss will be able to

- make and respond to apologies.

Procedure:

- Ss match sentences from box A with those in box B. Key: 1. d , 2. c , 3. b , 4. a
- Ss practise with their partners using some of the expressions used for apologising and responding to apologies in the given situations.
- Ss have more practise of apologizing.

Reading

Objective: Ss will be able to

- predict the main idea of the text.
- survey the text.
- read for general information.
- understand vocabulary from context
- recall and review information

Procedure:

Pre-reading

- Ss think of two factors they think are the most important to empower women.

While-reading

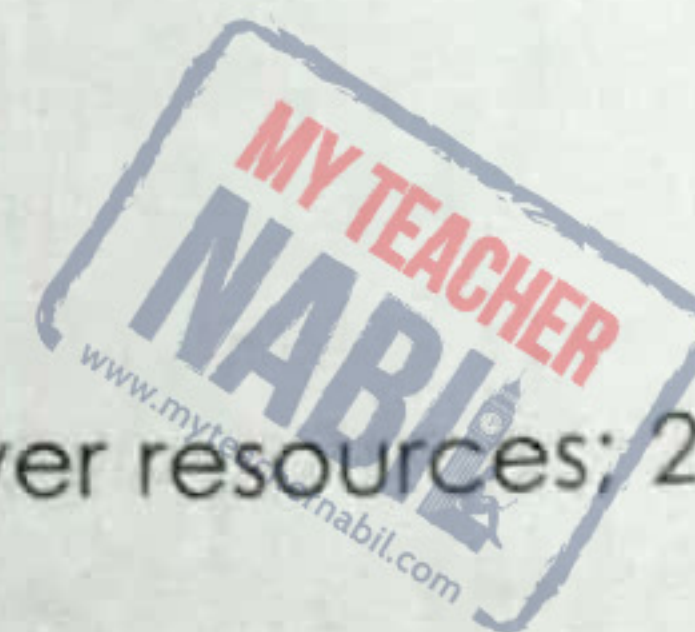
- Ss read the text quickly and check their predictions.
- Ss. read the text again and specify what each paragraph is about based on the given information.
Key: 1. paragraph 3 ; 2. paragraph 2 ; 3. paragraph 4 ; 4. paragraph 1
- Ss. read the text again and choose the appropriate title from the list.
key: 2.

- Ss understand the meaning of a set of words by using context

Key: 1. ultimately ; 2. significantly ; 3. imperative ; 4. trivial.

Post-reading

- Ss. recall information and complete the paragraph. key: 1. control over resources; 2. fewer children; 3. provide better nutrition; 4. health; 5. control; 6. development.
- Ss. compare their answers and review the text to correct.



Grammar: The Passive Voice

Objective: Students (Ss) will be able to

- use the passive voice correctly.

Procedure:

- Ss recognise the rules of the passive voice through the matching exercise. Key: 1. b , 2. e , 3. c , 4. d , 5. a
- Ss. re-write the given sentences following the instructions.
- Ss practise the passive with the 'ing' form.
- Ss practise the passive with sentences that have two objects.
- E/F. Ss. use the given expressions to write sentences using the passive construction which expresses what people in general say, feel, believe or think. (it is said/believed/thought/considered/preferred...)

Writing: Brainstorming, planning, drafting and editing

Objective: Ss will be able to

- use process writing techniques.
- use brainstorming to generate ideas related to the topic they would write about.
- Plan, draft and edit their writing.

Procedure:

- Students read the writing task and complete the mind map.
- Ss make an outline from their mind map to write an argumentative essay.
- Ss. write a first draft and do peer editing.
- Ss. rewrite their essay based on the peer editing feedback.
- Ss proofread their essays based on a given checklist.

N.B. this procedure may take a lot of time; consequently, if some of the suggested stages could be carried out by Ss. at home, that will reduce to some extent the amount of time needed to cover everything in the classroom.

Learner Training: How to memorise your vocabulary

Objective: Ss will be able to

- discover and acquire new strategies to memorise vocabulary.
- use these strategies efficiently.

Procedure:

- Ss read aloud the list of words using their books which they should close after a while and try to recall as many as they can.
- Ss go back to the list and check the words they could remember.
- Ss carry out the second memory test suggested.
- Ss go back to the list and check the words they could remember.
- Ss are encouraged to find out what made the difference and are given other tips.
- Ss are encouraged to expand the list of the tips on the basis of their own experience.



Review

A. Key:

1. We have had the walls of our classroom painted.
2. It is believed that our area is more threatened by climate changes.
3. Women are said to
4. A new model of leadership is thought to possibly increase the pace of development.
5. Girls should be educated to be empowered.
6. Peter was offered an interesting encyclopedia.

B. Key: I am sorry about that; Oh, dear, I am really sorry; I just don't know what to say; ...

C. Key:

1. review
2. mistranslate
3. coeducation
4. disapprove
5. disadvantages
6. responsible
7. forgivable
8. reunited

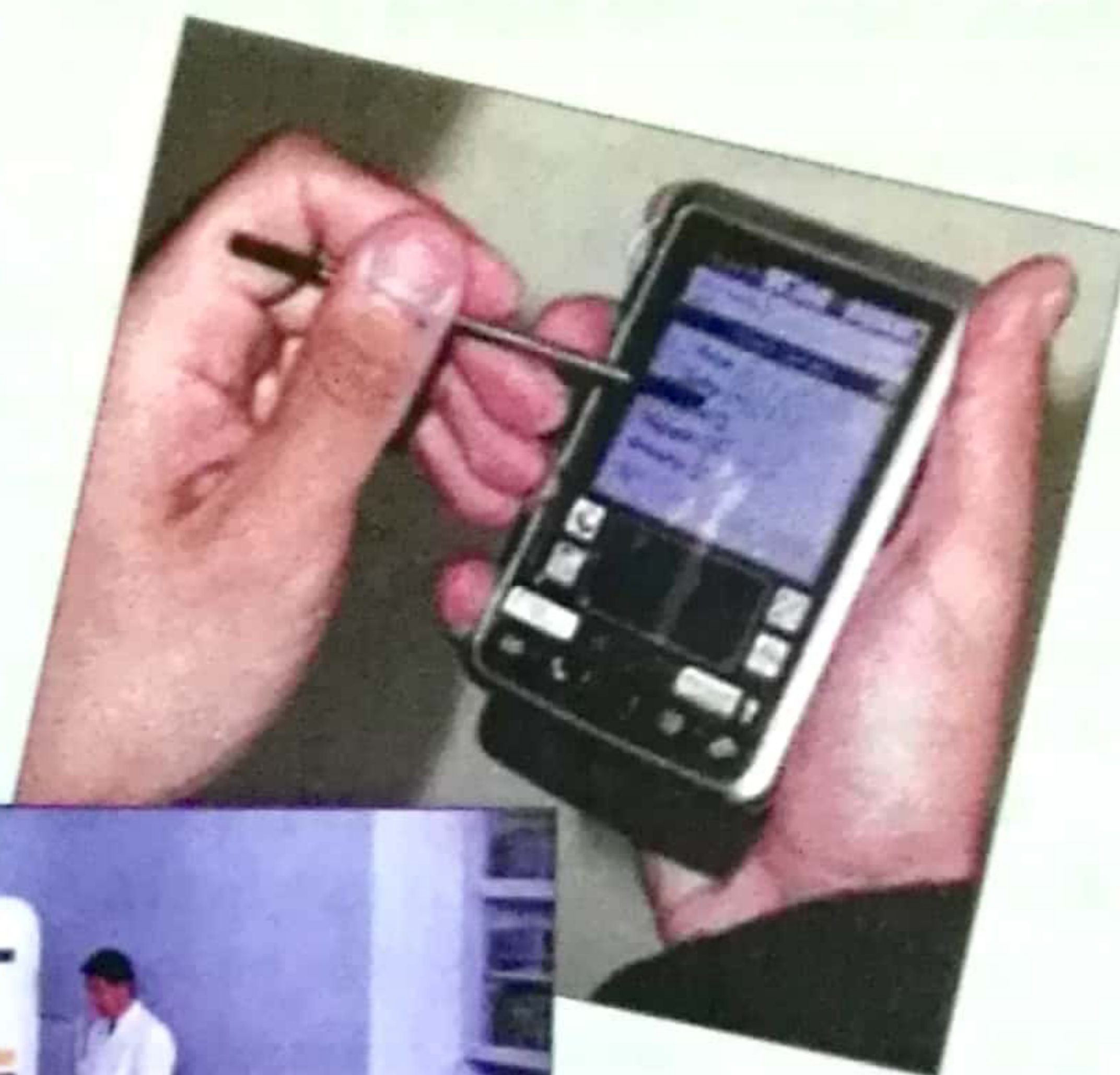
D. Key:

Any of the expressions of apologising used appropriately should be accepted.

(I'm sorry to have to say this but... ; I'm sorry to bother you, but... ; Maybe you forgot to... I think you might have forgotten to... ; Excuse me if I'm out of line, but... ; There may have been a misunderstanding about...; Don't get me wrong, but I think we should...)

E. Key:

1. put down; 2. take off; 3. all ears; 4. cool it down; 5. fed up with; 6. lock that dog in; 7. a piece of cake;
8. getting on my nerves.



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

Objectives: Students (Ss) will be able to

- talk about technology
- ask and answer questions about different technology tools
- talk about technological solution in relation with problems.
- exchange opinions and views as well as information about the theme of the unit.

Procedure

A. Ss. identify the technological tools by matching the names and the pictures provided

Key: a: 7; b: 3 ; c: 6 ; d: 11; e: 12; f: 10; g: 1; h: 8; i: 9; j: 4; l: 5; m: 2

B. Ss. relate the technological tools to their field of use.

1:c/m; 2:j; 3:j, 4:d; 6:h; 7:a; 8:e; 9:i; 10:f; 11:l 12:m

C. Ss. discuss in pairs the point introduced by the question, namely the necessity to use a technological tool in one's daily life. The ideas generated will be shared with the whole class.

Vocabulary Work: Topic-based vocabulary

Objectives: Ss will be able to

- use vocabulary related to technology

Procedure

A. Ss complete the word web using as many words as possible.

B. Ss compare their word-web with their peers, then find words that can go together.

C. Ss do the blank fill exercise.

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

Listening and Speaking

Objectives: Ss will be able to

- listen for the main idea
- listen for specific information.
- check information.
- explain words from the context
- discuss ideas from the listening text.

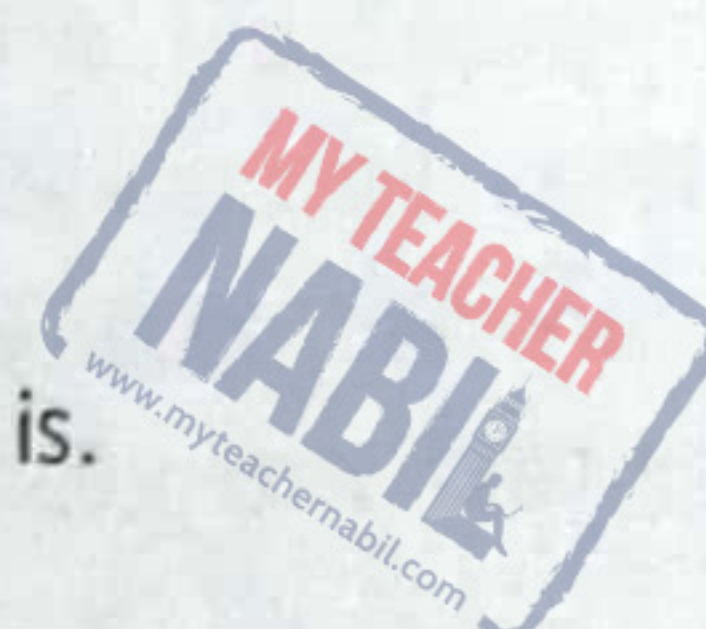
Procedure

Pre-listening:

A. Ss. read the paragraph and find out what Nancy Hafkin's field of interest is.

Answer: Information Communication Technology

B. Ss. work in pairs to give at least four advantages of ICT. This should be shared with the whole class later on.



While Listening:**Part 1**

C. Ss listen to part 1 and answer the question given.
Answer: rural areas

D. Ss listen again to part 1, say whether the suggested statements are true (T) or false (F) and correct the false ones.

Key: 1. F, concerned with bringing ICT to schools at all levels; 2. F. It is concerned with women in rural areas; 3.T.

Part 2

E. Ss Listen to part 2 and complete the given paragraph.

Key: 1. tremendous; 2. outnumber; 3. education; 4. ameliorate

F. Ss listen again to part 2 and check their answers.

Part 3

G. Ss. listen to part three and answer the questions.

Post listening

H. Ss. listen to the whole interview and discuss and give their opinions concerning the points raised by the questions provided for this section, namely the expected impact from implementing ICT in Africa and the possible economical impact of ICT on individuals' lives in poorer countries.

Script**Part I**

Journalist: Good morning Nancy and welcome to this new edition of our programme. In your view, what is the importance of ICT to the African continent?

Haffkin: Well, among the most interesting applications of information technology in Africa are those with a social impact. I would point out that many African countries are now committed to bringing information technology to schools at all levels, with special attention to poor rural schools. In Nigeria, information technology has been brought to women in rural areas. The women have used the technology in many ways, including peacekeeping and improving the health of their families and their communities. In a rural village in Uganda, the women of the community can now go to the telecenter to use a CD-ROM in Luganda, their language, to learn ways in which they can increase their own and their families' incomes.

Part II

Journalist: Sounds very interesting, isn't it? Now, what's the impact of ICT on "third world" women's lives?

Haffkin: Information technology is a tremendous tool for women in developing countries. Women far outnumber men among the poor of the world. They are far more likely to be isolated, to lack education, to be devoid of resources to ameliorate their situation and that of their families. Information technology can be a tool to end their isolation, to give them access to government and decision makers, and to improve their families' education and health... Obviously, many barriers stand between them and access to this technology. I see making information technology accessible to the poor women of the world as the hardest but perhaps the most important challenge for those who promote information technology for development.

Part III

Journalist: Would you tell us what new projects are ahead?

Haffkin: Well, various bi-lateral, multi-lateral and NGO initiatives are on the scene. What I find more exciting is that African countries themselves have done a lot to take up the information technology for development agenda. Many of them have made information technology for development a development priority. They are developing their own ICT strategies, finding financing from national and external sources.

Journalist: My last question, Nancy, what are your dreams for Africa in ICT?

Haffkin: African children- girls and boys- having the same access to information and knowledge, from an early age, as children in rich countries; and ... an end to information poverty and digital divide.

Communication: Expressing opinion

Objective: Ss will be able to

- express and respond to opinions.

Procedure

- Ss. read and listen to the conversation between Mr Karimi and Mr Watson then decide who of the two is more determined about not buying a cell phone to his kid. Key: Mr Karimi.
- Ss read the dialogue again and fill in the table with expressions used in the conversation to express and respond to opinions.

Giving opinion	Asking about opinion	Agreeing with an opinion	Disagreeing with an opinion
- Well, if you ask me... - I think....	- Do you think...? - Don't you think?	- You right at that point...	- Well, I've never thought about it that way. - I'm afraid I can't agree with you...

C. Ss. are given more expressions used to express opinions.

D. Ss. respond to a set of opinions using expressions from the previous activities.

Reading

Objective: Ss will be able to

- predict the main idea of the text.
- survey the text.
- read for specific information.
- identify and transform information in note form
- discuss ideas in the text

Procedure**Pre-reading:**

- Ss, working in pairs, list some of the addictions they can think about.
- Ss. discuss with their partners whether a hobby can become an addiction using illustrations and examples to support their points of view.
- Ss. read first and last sentences and try to predict what it is about.



While-reading

D. Ss read the text quickly, check their predictions and say which paragraph is about what.
Key: 1. e; 2. a; 3. b; 4. f; 5. g; 6. h; 7. c; 8. d

E. Ss. give a title to the text.

key: accept any possible answer.

F. Ss. read the text again and take notes related to some symptoms of computer addiction.

Post-reading

G. Ss. talk about computer addiction relating the theme to their personal experience. In pairs, they should discuss to what extent they are or are not computer addicts supporting their views with enough evidence. In case they are not, they can talk about someone they know and who is a computer addict. In the end, they should share their ideas with the whole class.

Grammar: The Future Perfect**Objectives: Students (Ss) will be able to**

- form the future perfect.
- use the future perfect correctly.

Procedure:

A. Ss. read the e-mail and answer the question. **Key:** no, he has no time. Can you imagine?

B. Ss. read the text again and extract all the verbs which are in the future perfect.

Key: I will have revised; I'll have handed it in; I'll have finished it.

C. Ss. read the text again and select the time expressions used with these verbs.

Key: By the end of next week; before Thursday; before the deadline

D. Ss. complete the rule for the future perfect tense.

Key: Affirmative: Subject + will + have + past perfect

Negative: Subject + not + have + past perfect

Interrogative: Will + Subject + have + past perfect

E. Ss. read the grammar summary and do the exercise which consists of putting verbs in the future perfect.

Key: 1. will have played; 2. will have increased; 3. will have returned;

4. will have handed in ; 5. will have possibly developed.

Writing: Descriptive Essay**Objectives: Ss will be able to**

- write a descriptive piece of writing

A. Students read the text and give evidence that the writer used to eat in the restaurant mentioned in the text. Answer: I took a seat at my usual booth. (Paragraph 3)

B. Ss. read the text again and say in what paragraph the writer has described any of the elements included in the table. **Key:** 1. an object ; 2. a place ; 3. a person; 4. a memory ; 5. an experience.

C. Ss. are given elements that should be included in a descriptive piece of writing.
 (sight – smell – touch – sound – taste); they have to look for these elements in the text

D. Ss. write about an experience they had as a junior high school student. They should make use of the tips listed as things to consider while writing a descriptive essay.

Learner Training: Mind maps

Objective: Ss will be able to

- make mind maps.
- use mind maps efficiently.

Procedure

- Ss. read the definition.
- Ss. Read about how useful mindmaps are.
- Ss. study a sample mind map.
- Ss. follow the given instructions and draw a mind map concerning a given topic.

Project Work: Collecting and presenting data

Objective: Ss will be able to

- conduct a small-scale field research to find out:
- how much ICT is used in schools in their area.
- what ICT tools students use the most.
- what they use it for.
- what impact it has on their school results.
- what to do in case it has negative impact.

Procedure

- Ss. form group works
- Each group make a plan for their project.
- Groups present their project outlines to be discussed by the whole class. (the work scheme should cover what they want to include in the project, What form it will take, who will be responsible for what, An idea of the time it will take to produce each part of the project, any material or resources they might need.
<http://www.teachingenglish.org.uk>)
- Ss. conduct a structured interview with their classmates or with other students from their school; they provide their own questions to be approved by the teacher
 - Ss. can do the same with teachers and/or school authorities.
 - Ss. analyse the answers/ findings. They draw conclusions.
 - Ss. write a report.
 - Ss. present their reports and make recommendations

Corss word puzzle

Across:

2. Sophisticated - 3. Attachment - 4. Sign - 7. Technology - 8. Access

Down:

1. Right - 2. Spacecraft - 4. Skills - 5. Download - 6. Nuclear



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

Objectives: Students (Ss) will be able to

- use their background knowledge to identify the people in the pictures.
- find out what they do.
- give names of other humourists
- talk about their best humourist
- exchange opinions and views as well as information about humour.

Procedure

A. Ss. look at the pictures and talk about the ones they know (who they are, where they are from, what they do and so on...)

They provide the names and write each of them under the right picture.

Key: 1. Charlie Chaplin ; 2. Hanane Fadili; 3. Adil Imam; 4. Mr Bean;

B. Ss read the notices, discuss them in pairs to find out what makes them so funny. They should notice that these are written pieces of language.

Key: 1. "Feed the guard, not the animals";

2. might be understood as: "women are also a disease";

3. might be understood as: "you will be terrible/disgusting/awful"

C. Ss. read the set of oral jokes suggested, discuss each of them in pairs then try to think of a joke they share with the class.

D. Ss. discuss the questions with their partners then with the whole class.

Vocabulary Works: Collocations with 'do' and 'make'

Objectives: Ss will be able to

- discover the meaning of the word "collocation".
- learn some "do" and "make" collocations.
- use collocations with "do" and "make" correctly.

Procedure

A. Ss read the definition provided to discover the meaning of the word collocation.

B. Ss make collocations with "make" and "do" using collocates from the list provided.

Key: - make: a mess, a mistake, the beds, noise, a wish, a promise, a speech, a telephone call

- do: the housework, a test, a job, someone a favour, the shopping, damage, your hair

C. Ss fill in the blanks with the appropriate collocations from the table in B.

Key: 1. do shopping; 2. do... a favour; 3. make ... beds; 4. make a speech; 5. makes a wish

Listening and Speaking

Objectives: Ss will be able to

- listen for specific information.
- show understanding of content.
- interpret ideas from the text.



Procedure**Pre-listening:**

A. Ss explain and discuss the proverb.

- Possible answers could be noted down on the black/white board for further discussion.

While Listening:

B. Ss listen and do the multiple choice exercise.

C. Ss listen again and say whether the statements are true or false.

Key: 1. F; 2. F; 3. T.

D. Ss Listen again and complete the sentences with appropriate information.

Key: 1. ability/funny; 2. foster/connections; 3. physical/humour; 4. appropriate/tastes.

E. Ss complete the sentences with ideas from the interview.

Post Listening:

- Ss discuss the quotes given from the interview.

Script

Cynthia Levin: Dr Wilson, can you briefly define humour to our listeners?

Steve Wilson: Well, humour is part of our humanity. Human beings are the only creatures on earth that can laugh and smile. When we show that we have a sense of humour, when we do laugh and smile, we're doing something that is exclusively human. People who are very serious and uptight and won't crack a smile are not revealing the humanity that helps us connect to others. As Victor Borge, the Danish pianist-comedian said, "Laughter is the shortest distance between two people."

Cynthia Levin: Right, yet I noticed in your writings and presentations that you assert that laughter and humour are separate constructs, although they are clearly very integral. Can you explain how humour and laughter are differentiated?

Steve Wilson: That's a very important point. Well, a sense of humour is the ability to see the non-serious element in a situation. The ability to appreciate that something is either unexpected or is exaggerated in a way that is somehow funny.

Laughter, on the other hand, is a physical act. Laughter is almost always the physical response to humour, but it's not the only one. It's much easier scientifically to measure the physiological changes that accompany laughter, so to speak. We do know a lot about the physiology of laughter, and many of the wonderful health benefits it gives people are similar to the benefits one gets from exercising.

Cynthia Levin: The power of humour to help foster and create connections between people is such an important point. I'm curious, though. In working with patients have you ever found that there are times when you have to be careful about when you use and do not use humour with them?

Steve Wilson: Certainly. You have to be aware that there definitely are wrong times to use humour. The introduction of humour is not necessarily always appropriate; it's not always timely. Also, humour has to be appealing to the tastes of the individual. Not all people have the same taste in humour.

Cynthia Levin: That's right. Well, Steve, thank you so much for taking the time to share with our listeners so much invaluable information about humour and laughter and their importance in both our individual and social lives.

Steve Wilson: Thank you for inviting me and I just want everyone to keep on laughing, let's just say that.

Communication: Agreeing and disagreeing

Objective: Ss will be able to

- express agreeing and disagreeing using different expressions.

Procedure

- Ss read the mini dialogue containing different expressions of agreeing and disagreeing and find about the speakers' attitude.
Key: James.
- Ss complete the chart with the expressions of agreeing and disagreeing
- Ss find out other expressions of agreeing and disagreeing
- Ss practise with their partners using the expressions listed in chart B and the situations described in D.

Reading

Objective: Ss will be able to

- read for the purpose of the writer.
- question and survey the text.
- recall and review content.
- Interpret ideas.

Procedure

Pre-reading

- Ss read title and first and last paragraphs to find out about the purpose of the writer.
Key: to show how important humour is in our lives.

While reading

- Before they read the whole text, Ss suggest three or four questions they think the text will deal with.
- Ss check whether their questions have been answered or not.
- Ss recall specific information (F/T statements) then review text to check.
Key: 1. ... to add unhappiness... 2. ... start avoiding you... 3. it is not easy...

Post reading

- Ss interpret ideas and share their answers with their partners then with the whole class.

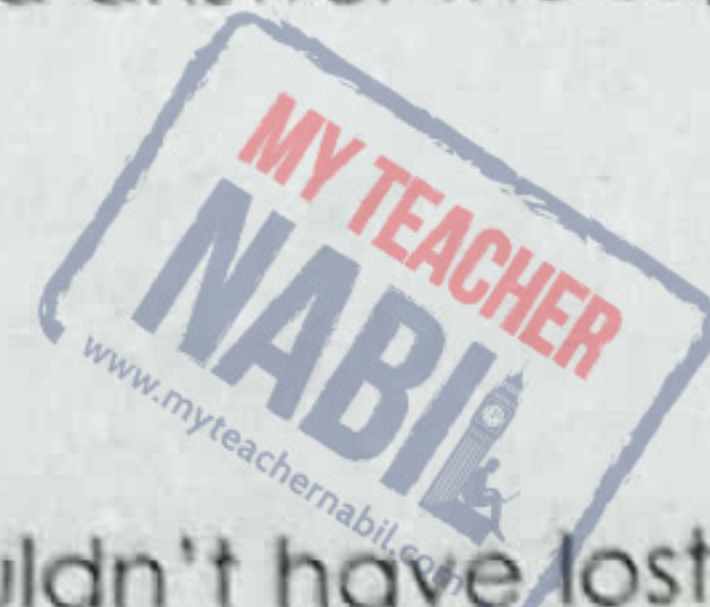
Grammar: Conditional type III

Objectives: Students (Ss) will be able to

- learn about and practise conditional type III.

Procedure

- Ss read the text that sets context for the concerned grammatical element and answer the suggested question.
- Ss deduce the rule related to conditional type III.
- Ss do the matching exercise to master the form of conditional type III.
- Ss carry on more practice to reinforce the grammatical rule.
Key: 1. hadn't fallen/wouldn't have; 2. had had/could have gone; 3. wouldn't have lost/hadn't been.
4. hadn't been/wouldn't have collapsed. 5. could have called/hadn't lost.



Writing: Cohesive devices, Transitions (an informal letter)

Objectives: Ss will be able to

- use correctly a set of transition words.

Procedure

- Ss recognise transition words in a reading text.
- Ss replace the transition words with others from a list.
- Ss make an outline of an essay about the suggested topic.
- Ss write an essay using appropriate transition words from the table on page 82.

Learner Training: Evaluate and improve your learning habits

Objectives: Ss will be able to

- about different learning habits
- recognise their own learning habits
- learn how to improve their learning habits.

Procedure

- Ss specify some of their learning habits.
- Ss list some good and bad learning habits
- Ss reflect on their own learning habits.
- Ss see how they can improve their learning habits.
- Ss discuss and compare their ideas.

Review

Key to review

- 1.c; 2. b; 3. d; 4. a; 5. g; 6. e; 7. f; 8. h
1. would have got; 2. will have been hired; 3. hadn't received; 4. will have been equipped; 5. hadn't been raining, would have enjoyed; 6. will have started; 7. will have joined.
1. had worked; 2. had known; 3. hadn't been; 4. will have received; 5. will have completed; 6. will have received; 7. will have been planted.
1. partly disagreeing; 2. disagreement; 3. opinion; 4. opinion
1. To a certain extent or partly; 2. I'm strongly against their use; 3. It depends, if it's for peaceful reasons, then there's no harm. But for military reasons I strongly disagree; 4. It depends on the measure of security taken.
- Key : Make: 1 ; 5 ; 8 ; 9 ; 12 ; 3 Do: 6 ; 7 ; 10 ; 11 Take: 4 ;
- key: 1: doing nothing 2: make mistakes 3: makes his bed 4: doing the ironing 5: take photos 6: make breakfast 7: make a lot of noise





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

Objectives: Students (Ss) will be able to

- use their background knowledge and the pictures to talk about issues related to citizenship
- review and expand vocabulary related to the topic
- talk about personal experience and their local context and exchange information about the topic.

Procedure

A. What is citizenship?

- T sets the scene by eliciting from students the things they know about citizenship.

1. Ss complete the word web using words related to topic.

Possible answers: responsibility, rights, voting, community service, etc.

2. Ss look at the pictures then write in note form the aspect each picture represents.

B. Are you a good citizen?

- Ss answer the questionnaire in 1.
- Ss complete the sentence in 2.
- Ss share their answers with their partners and then discuss them with the class.

N.B: This activity will help students think more deeply about the topic and hence relate it to their own experiences and beliefs.

C. Who is a good citizen?

- In pairs, students make a list of some of the good characteristics of a good citizen and then share their list with the whole class.

Possible answers

1. takes responsibility for what goes on in her/his neighbourhood;
2. does his part for the common good;
3. helps take care of the environment;
4. obeys the law;
5. votes;
6. belongs to an association;
7. does voluntary work.

Vocabulary Work: Idioms

Objectives: Ss will be able to

- understand the meaning of some idioms.
- use these idioms in their writing and speech.

Procedure

A. Ss read the definition of an idiom and then do the multiple choice question. Key: 6.

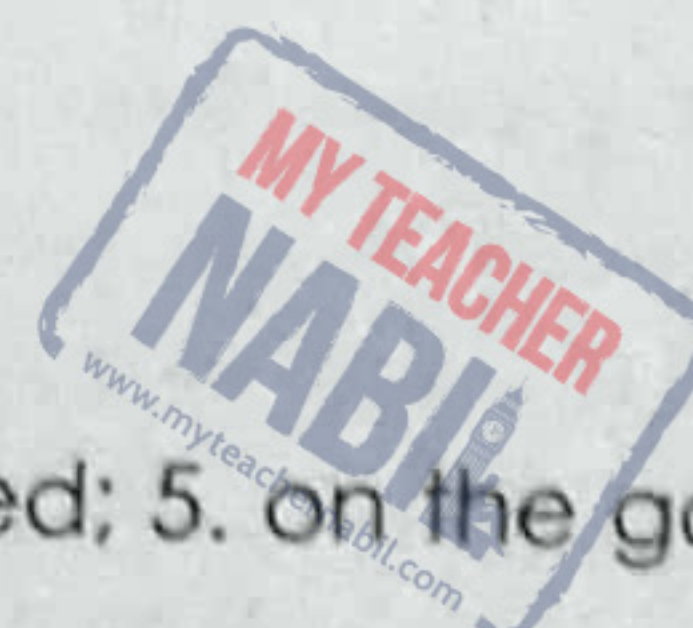
B. Ss match the idioms with their meanings.

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

C. - Ss do the exercise using the idioms in B.

- Whole class correction.

Key: was a piece of cake; 2. cramming; 3. green; 4. keeping my fingers crossed; 5. on the go; 6. feeling blue; 7. getting on my nerves; 8. raining cats and dogs.



Listening and Speaking

Objectives: Ss will be able to

- predict the main idea of the listening text
- listen for specific information
- listen for detail
- show understanding of the speaker's attitude
- discuss ideas in the listening text.

Procedure

Pre-listening

- A. Ss. look at the picture and answer the pre-question. Key: community service.
- B. Ss. listen to the interview and tick the right answer. Key: a.
- C. Ss. listen to the interview again and identify which statement is supported by Dr. Wilson. Key: 3.
- D. Ss. listen to the interview again and answer the questions. Key: 1. a variety of personal and social circumstances; 2. parents, media and opportunity for community-based learning; 3. no, both school and community.
- E. Ss. discuss the point suggested.

While- listening.

- Ss listen to the text again and make a list of the school subjects in which citizenship were taught in schools. Key: 1. Civics; 2. History; 3. Geography.
- Ss discuss the questions in E.

-Ss do the gap fill in F, then listen to check their answers.
Key: love, belong, sense, obligation, loyal, values, die, defence.

Post listening

- Ss listen to the whole text again and answer the questions.
- Key:
1. No, since the writer states the drawbacks of the exclusion of citizenship as a subject in the educational system.
 2. The government became so alarmed of the current indifference of young people and the absence of a sense of nationhood.
 3. Yes, it makes students aware of their rights and duties. Besides, it instils in them a common feeling of belonging.

N.B: The aim of this activity is to get Ss relate the ideas contained in the listening text to their real life situations and engage them in practising their speaking skills.

Script

Interviewer: Dr. Hyde, thank you for accepting our invitation for this interview.

Dr. Hyde: I'm pleased to be here with you.

Interviewer: There has recently been a great concern about education for citizenship. Why all this concern?

Dr. Hyde: Well, education for citizenship is important because every society needs people to contribute effectively, in a variety of ways, to the future health and well being of the community and the environment, locally, nationally and globally. Fostering active and responsible citizens contribute to the process of developing a healthy and dynamic culture of democratic participation.

Interviewer: How can we motivate people to exercise their citizenship effectively, then?

Dr. Hyde: Let me start with this first. While all individuals share the rights and responsibilities of citizenship, regardless of status, knowledge or skill, it is clear that citizenship may be exercised with different degrees of effectiveness. A variety of personal and social circumstances can impede a person's capacity for active citizenship.

Interviewer: Would you please make this point clearer?

Dr. Hyde: Certainly. As an example, homeless young people may not secure the right to vote simply because they have no address. More generally, many young people living in poverty and experiencing other forms of disadvantage feel alienated. They see little point in participating in a system that seems remote from their concerns. It is in the interest of both individuals and society as a whole that the rights and responsibilities of citizenship are well understood, that young people develop the capability needed to function effectively as citizens in modern society.

Interviewer: I see. Does school have any role here to play?

Dr. Hyde: Absolutely.

Interviewer: So how can the school contribute to fostering an active and responsible citizenship?

Dr. Hyde: Well, the opportunities for learning that are provided in schools and early education settings make important contributions to the process of educating for active and responsible citizenship. At the same time, the contributions of formal education need to be seen alongside, and in conjunction with, other influences. These include the influence of parents, the media and opportunities for community-based learning.

Interviewer: What do you think both the school and community can do to prepare active and responsible citizens for the future?

Dr. Hyde: Well, ... er... I think there should be some kind of awareness that citizenship is best exercised through experience and interaction with others. So both school and community should see to it that young people are given more opportunities to manifest and develop this active and responsible citizenship now to prepare them for the future.

Interviewer: Thank you Mr. Hyde for these enlightening ideas about education for citizenship.

Dr. Hyde: You're welcome.

Communication: Expressing regret

Objectives: Ss will be able to

- Express regret.
- Use different ways to express regret.

Procedure

- A. Ss read and listen to the dialogue in A, and then underline the expressions of regret.
Key: I feel sorry; I wish I hadn't; if I had gone..., I could have been...; I regret having chosen
- B. Ss make a list of some of the things they regret doing now and then tell their partners about them using the expression they have identified in the text.
- C. Ss Respond to the situation in C.

Possible answers:

1. I regret having wasted a lot of time;
 2. I wish I had gone with my friends;
 3. If I had joined them in English evening class months ago, I would be fluent today;
 4. I feel sorry for not going to my friend's birthday party.
- D. Ss learn about the use of "I wish/if only" expressions of regret in the past and respond to the situation suggested.



Key:

1. I wish I hadn't missed the bus/ If only I had got up early;
2. I wish I had locked my scooter;
3. I wish I hadn't gone on that picnic,
4. If only I hadn't lent him my iPod.

Reading

Objectives: Ss will be able to

- survey a text for the main idea.
- read for specific information.
- paraphrase and interpret ideas.
- expand ideas by giving examples.

Procedures

A- Ss read the pre-question, share their answers with their partners and then with the whole class.

N.B: The aim of this activity is to activate the students linguistic and knowledge schemata.

B- Ss skim the text and decide whether the suggested questions in B are answered in the text or not.

Key: 4.

C- Ss complete the sentences suggested.

Key: 1. ... we have responsibilities; 2. concerns communities and institutions.

Whole class correction.

D- Ss rewrite the suggested idea in F in their own words.

whole class correction.

Sample answer:

Young people shouldn't be neglected since they are citizens. We should involve them in various activities in different fields.

E. Ss give an example of local community and one of global community.

Key:

1. a local community= your area, your neighbourhood, boy scouts, local associations, etc.
2. a global community= Green Peace, Doteurs Sans Frontiers, Amnesty international, etc.

Grammar: Reported Speech

Objectives: Ss will be able to

- use the reported speech
- use other reporting verbs

Procedure:

A. Ss read the text in A and then answer the pre-question.

Key: three weeks

B. Ss Put the paragraph into a conversational form using direct speech.

C. Ss compare their answer to that of their partners.

D. Ss read the text again and underline the words that have undergone some changes in the conversation, then complete the table in D from the paragraph and the dialogue.

Key:

Mr. Karimi: It's my pleasure. I hope you're enjoying your stay in Ifrane.

Mr. Watson: I think it's a beautiful city, but it's a bit cold. I've been staying at a hotel for three weeks and it hasn't stopped raining since I arrived. Of course, this wouldn't surprise me if it weren't May!

Mr. Karimi: You should have brought warmer clothes.

Mr. Watson: I'm going to fly back home next week. I can't wait to enjoy some sunny weather.

E. Ss read the grammar summary on page 99 and do the exercise in E.

Key:

1. The father told his son that he would buy him a new scooter if his school results were better.

2. Salah offered to teach me how to create a webpage.

3. He said he couldn't remember how much he had paid for that computer.

4. He asked me where I had been and said that they had been looking for me for hours.

5. Peter said he had met Sally at the supermarket that morning.

F. Ss read the summary again and report the statements in F.

Key

1. Bob's friend suggested that he should think of finding another job.

2. The children's mother promised she would take them out for dinner if they behaved themselves.

3. Susan's colleague complained that her neighbour's were always having parties.

Susan's colleague complained about her neighbour's parties.

4. He threatened to call the police if I didn't stop that noise.

5. He admitted that it was his fault.

Writing: Argumentative Essay (informal letter)

Objectives: Ss will be able to

- write an argumentative essay.

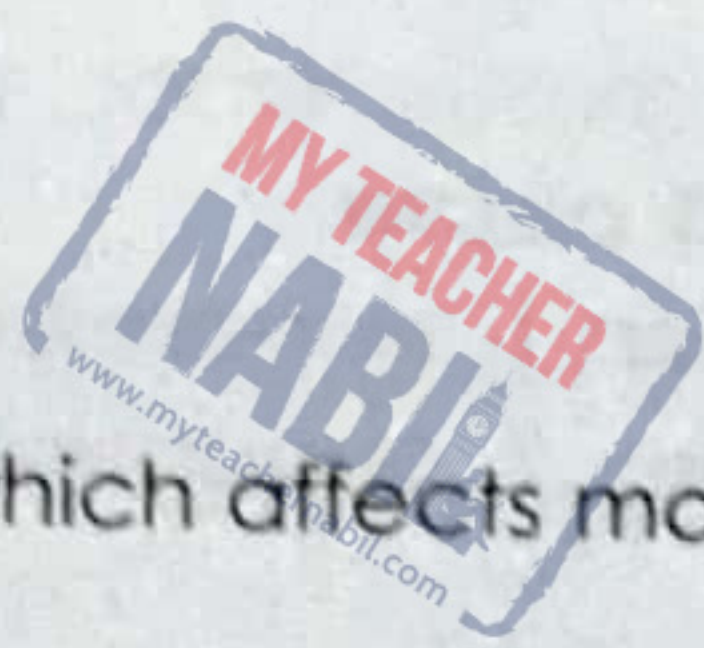
Procedure:

A. Ss read the text and complete the outline.

Key:

I. Introduction:

Thesis statement: Nowadays more and more women work outside the home, which affects many people positively or negatively.



II. Body:

a- Arguments for working women:

Argument 1. Their children often learn to be independent from an early age.

Argument 2. The man's salary alone is not enough to cover all household expenses.

Argument 3. Work gives women a sense of their own personal identity and self confidence.

b- Arguments against working women:

Argument 1. A large proportion of the money a working mother earns will be spent on child care.

Argument 2. They only see their children for a few hours in the evening.

Argument 3. They spend their spare time looking after both the children and the home.

III. Conclusion:

A balanced conclusion: Every family is different and what is good for one family may not necessarily be good for another.

Personal point of view: It should be left to the individual mother to decide whether working or not is something that she wants to do.

B. Ss read the text again, underline the linking words and copy them down in their notebooks.

Key: one point in favour of/on the other hand/to sum up/also/thus/moreover/therefore/what is more/finally/taking everything into account.

C. Ss write an article following the model they exposed to in A.

Learner Training: Listening Skills

Objective: Ss will be able to

- identify the problems of listening they have
- find solutions to these problems
- learn how to develop their listening skills

Procedure:

A. Ss read the letter Khalid has sent to the online magazine and then answer the focus questions

Key: he finds it difficult to understand native speakers because they speak very quickly.

B. Ss get into groups of four and discuss the problems they have with their listening skills.

C. Ss share their ideas with the whole class and try to find solutions to the problems.

D. Ss read the tips suggested in D. and compare them to their answers.

Project Work: Making a brochure

Objective: Ss will be able to

- to design a brochure.

Procedure:

A. Ss get into small group to choose a topic and make a brochure about it.

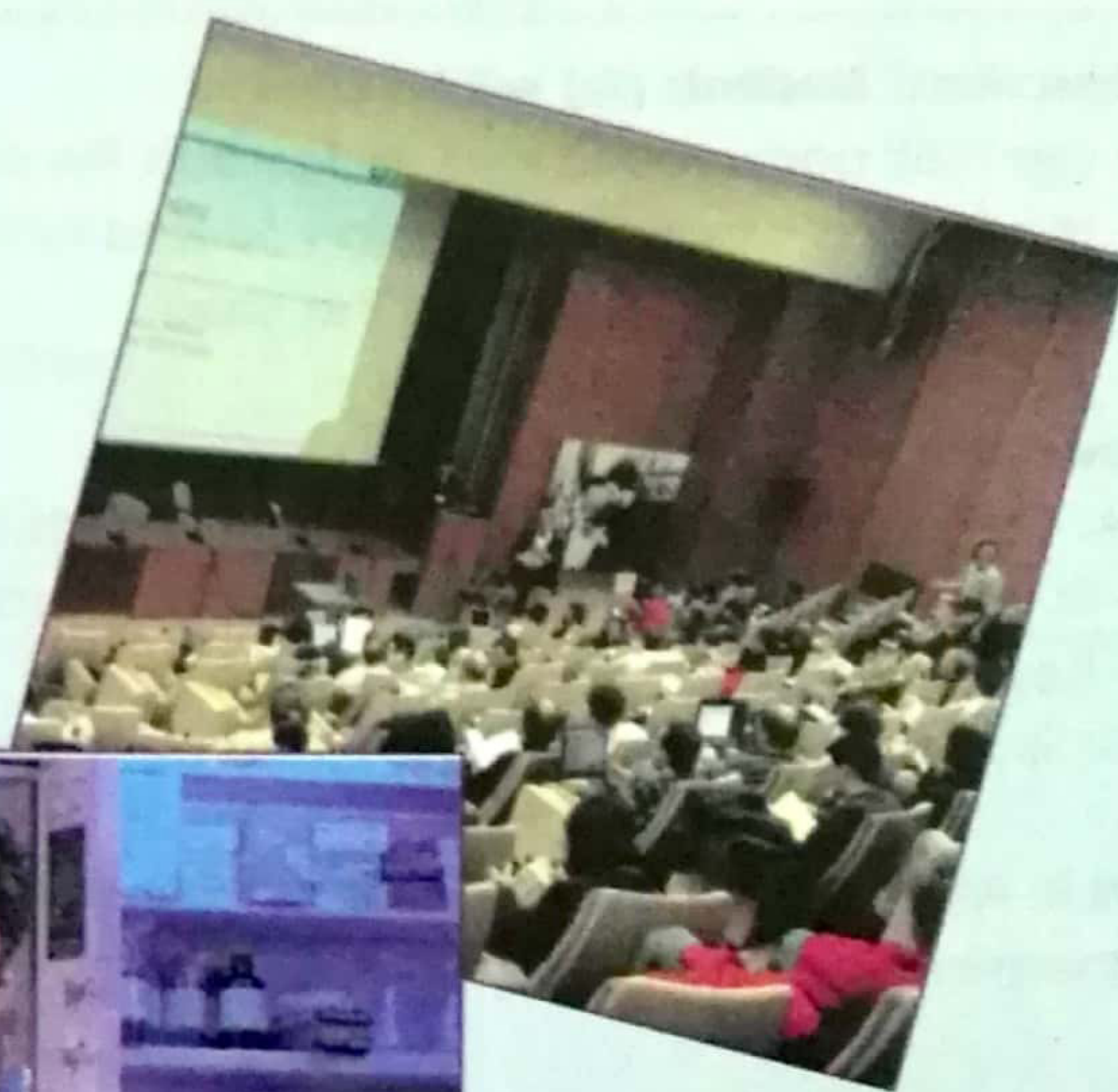
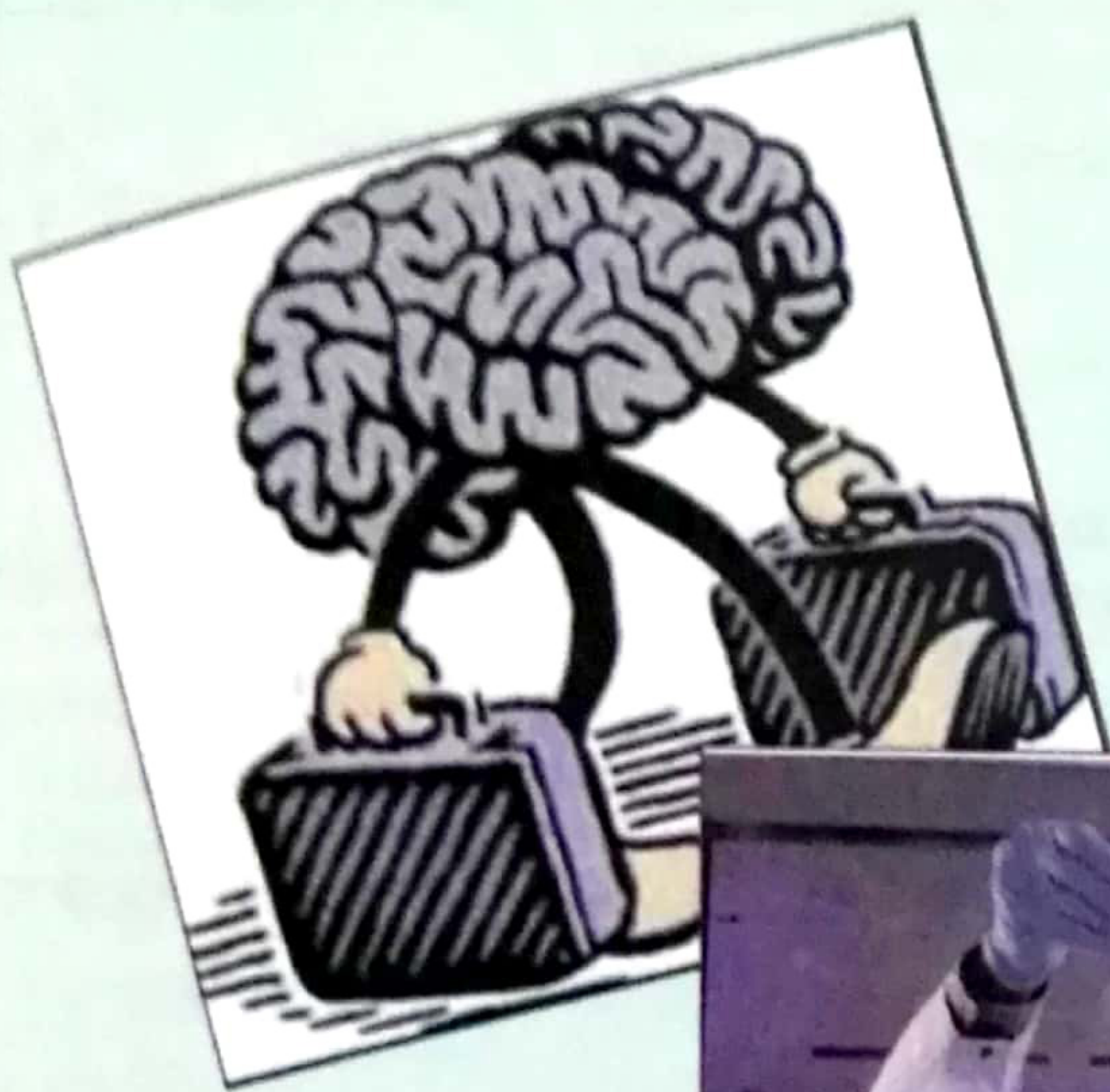
B. Ss follow the steps suggested in B.

C. Ss use the evaluation checklist to evaluate each other's projects.

D. Ss. present their products in another session and evaluate each other's brochures.

Crossword puzzle

Key: **Across:** 1. responsibilities; 3. contribute; 4. treated; 5. belonging; 6. voting; 7. membership; 10. cake
Down: 2. opportunities; 8. education; 9. preserve



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

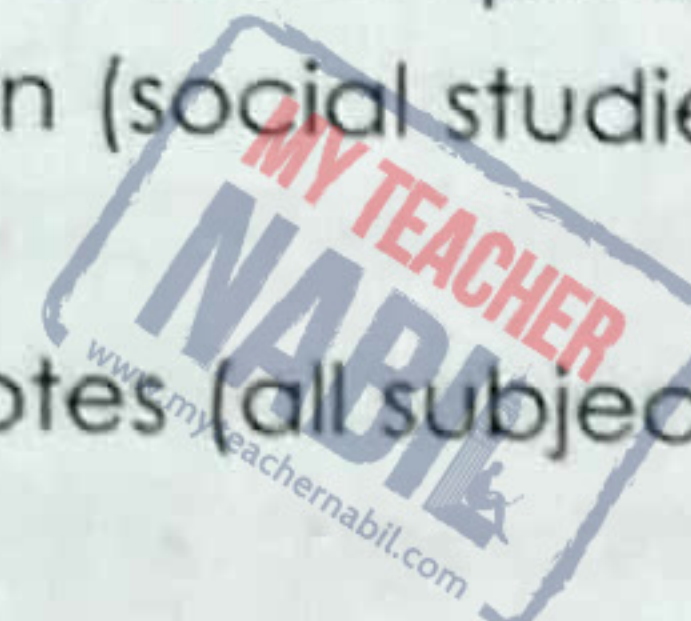
- learn how to take notes.

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

Objectives: Students (Ss) will be able to

- use their background knowledge and the pictures to talk about issues related to the topic.
- review and expand vocabulary related to the topic
- express their attitude about the topic.

Procedure

A. T sets the scene by eliciting from students the things they know about brain drain.

- Ss look at the pictures and write down words and ideas about the topic.

Key: Accept any possible answer.

B. Ss look at the pictures again and put them in their logical order.

N.B: As the students may come out with different answer, this would be a good opportunity for engaging them in a debate about which answer may be right.

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

C. Ss choose the right answer

Key: 3

D. Ss classify the causes of the brain drain into push factors and pull factors

Key: Push factors: 2, 4, 5, 6, 8, 10

Pull factors: 1, 3, 7, 9, 11, 12.

E. Ss find among the factors in D. the ones that they think are the most applicable in Morocco.

F. Ss read the statements and decide which impacts are positive and which ones are negative.

N.B: This activity will help students think more deeply about the topic and hence relate it to their own experiences and beliefs.

Vocabulary Work: Concession Links

Objectives: Ss will be able to

- use concession links.

Procedure

I.

A. Ss study the sentences in A.

B. Ss identify the rules and write them in the box.

Key:

In spite of + vb-ing; Despite + noun; Although + subject + vb.

C. Ss complete the sentences with the appropriate link.

Key: 1. Although; 2. In spite of; 3. Despite



D. Ss complete the sentences.

Possible answer: 1. In spite of taking these medicines...; 2. Despite his old age...;
3. Although Bob worked.

II.

A. Ss study the examples.

B. Ss do the exercise.

C. Ss. join the sentences using the linking words suggested. Key:

Key: 1. c; 2. a; 3. b

Listening and Speaking

Objectives: Ss will be able to

- predict the main idea of the listening text
- listen for specific information
- listen and check information
- relate the topic to their personal experience

Procedure

Pre-listening

A. Ss get into small group and answer the 2 questions in A.

- Ss share their answers with the whole class.

Possible answers:

1. Yes. To a certain extent;

2. Better opportunities abroad, tempting salaries, difficulties in getting a job here, etc.

While- listening.

B. Ss listen to the report on brain drain and choose the best answer.

C. Ss listen to the whole report and to check their answer.

Key: 4

D. Ss listen to part one the report and answer the multiple choice question.

Key: 1. c; 2. a

E. Ss listen to part 2 and do the true false exercise.

Key: 1. T; 2. F (within 48 hours); 3. T

Post-listening

F. Ss give their answer to the question and discuss it with the whole class.

N.B: The aim of this activity is to get Ss relate the ideas contained in the listening text to their real life situations and engage them in practising their speaking skills.

Script

Part I

The three million Moroccans living abroad represent around 10% of the country's resident population and their money transfers are its biggest foreign currency source after tourism. An official report early this year said Morocco must create 400,000 jobs annually over the next 10 years to prevent mass unemployment, especially among graduates. The government is turning to expatriates to help build the businesses that will create those jobs.

But many of those who fled unemployment in Morocco now have good jobs, higher living standards and foreign-educated children. Even those struggling in the European job market who feel discriminated against because of their origins say a return to Morocco holds risks and uncertain rewards. "It's already hard enough getting by in France," said Jaouad Ouargo, a 21-year-old auto engineer from Paris, as he queued in the northern port of Tangier for the ferry to Spain. "If I try something new here, it'll be harder."

Part II

The government is trying to boost slow economic growth by enacting investment-friendly reforms and making the banking sector more robust to cut lending rates. High-value industrial exports are being nurtured with free trade deals and heavy transport infrastructure investment to reduce the economy's reliance on traditional agriculture. While foreign investment in Morocco is booming, enhanced by large-scale tourism and property developments, expatriates appear reluctant to sink their money into smaller, job-creating enterprises. Some \$2.58 billion were repatriated in the first half of 2006, 24 per cent more than a year earlier, but most went to support families and build second homes.

Many Moroccans living abroad say they are discouraged to start a business by complex administrative procedures, the risk of long delays in getting the right documents, and a perception that you need powerful contacts in business and government. "This reticence is linked to a totally outdated image," said Jelloul Samsseme, head of Morocco's northern regional investment centre, saying anyone wanting to start up a business could have all the documents they need from one location within 48 hours. At annual meet-and-greet events to coincide with the summer exodus to the motherland, officials try to convince Moroccans based abroad that setting up shop at home has never been easier. Procedures are far simpler, interest rates have fallen and the state offers tax breaks and help buying land. Nezha Chekrouni, the minister for Moroccans living abroad, said: "Yes, there are still many problems but we are doing our best to solve them."

Communication: Giving and asking for advice

Objectives: Ss will be able to

- use expression of giving and asking for advice.

Procedure

A. Ss read the mini- dialogues and fill in the table.

Key: Asking for advice: What should ... do?; What's your advice what's your advice? What ought I to do? Etc.

Giving advice: Morocco should...; Kids ought to know...; If I were you, I'd start.... I advise you to...; You ought to...; etc.

B. T elicits more expressions from Ss to complete the table.

C. Ss practise the targeted expression by using the suggested situations.

Possible answers:

1. you should exercise; 2. if I were you, I'd travel by train; 3. you ought to see a doctor;
4. I advise you to listen to English channels and to practise your English whenever possible.

Reading

Objectives: Ss will be able to

- survey a text for the main idea.
- read and specify topic sentence,
- specify referents.
- make correct inferences

Procedure

- A. Ss read the pre-question, share their answers with their partners and then with the whole class.
N.B: The aim of this activity is to prepare the students for the content of the reading text.
- B. Ss read the sentences, then the text and match the sentences with their corresponding main ideas.
Key: 1. d; 2. b; 3. a; 4. e; 5. c.
- C. Ss read the text and match each paragraph with one sentence in B.
Key: 3: paragraph one; 4: paragraph two; 1: paragraph three; 5: paragraph four. 2: paragraph 5
- D. Give a suitable title to the text.
- E. Ss read the text again and answer the questions.
Key: 1. Capital flight; 2. immigration of the best college and university graduates; 3. It means creating adequate opportunities and conditions of work; 4. Expatriate knowledge networks.
- F. Ss discuss the question with their neighbours then share their ideas with the whole class.

Grammar: Relative clauses

Objectives: Students (Ss) will be able to

- use the relative clauses.

Procedure

- A. Ss read the text and answer the pre-question.
Key: because it's her origin, her root and a place where she had nice moments.
- B. Ss read the text and complete the table in B from with relative clauses from the text.
Key: 1. who become famous; 2. who started painting when she was still a young girl; 3. which depicted the Moroccan rural life; 4. who appear in her paintings; 5. who lived to be 85; 6. who painted without any formal training.
- C. Ss identify the restrictive clauses and the non-restrictive clauses
Key: Restrictive: 1, 3, 4; Non restrictive: 2, 5.
- D. Ss. refer to the grammar summary and decide which relative clauses.
Key: 3 - 4.
- E. Ss. say whether the suggested relative pronouns are subject pronouns or object pronous.
Key: SP: 2 - 3 - 5. / OP: 1 - 4 - 6.
- F. Ss. decide whether the relative pronouns in the suggested sentences can be omitted or not.
Key: omitted pronouns: 4-5-6.

Writing: Cause and effect (Formal letter)

Objectives: Ss will be able to

- use cause effect in their writing
- write a formal letter

Procedure:

A. Ss Students fill in the diagram then discuss their findings with the whole class.

B. Ss write the letter following the suggested tips.

C. Ss correct their draft using the suggested checklist.

- T monitors Ss' work.

- Ss edit their final draft.

D. Ss. check their knowledge of the formal of a letter by matching the different parts of the letter with their appropriate parts.

Key: 5, 6, 1, 2, 3, 4.

Learner Training: Note taking

Objectives: Ss will be able to

- take notes

Procedure:

- Ss read the introductory paragraph.

A. In pairs, Ss find some of the reasons why note taking is important.

B. Ss select a passage from the textbook and take notes on the main points of what they have read.

- T monitors students' work.

C. Ss read the checklist and tick the appropriate answer.

N.B: this checklist will help Ss discover their own strengths and weaknesses in note taking.

D. Ss compare their answers and then, in pairs, write down the strategies that they think they should develop.

- T guides Ss in their work.

E. Ss go back to see if they have used some of the strategies in the table in C.

F. Ss read the passage again and take notes using the strategies in table in C.

G. Ss compare their notes to those of their partners.

Review

Key to review

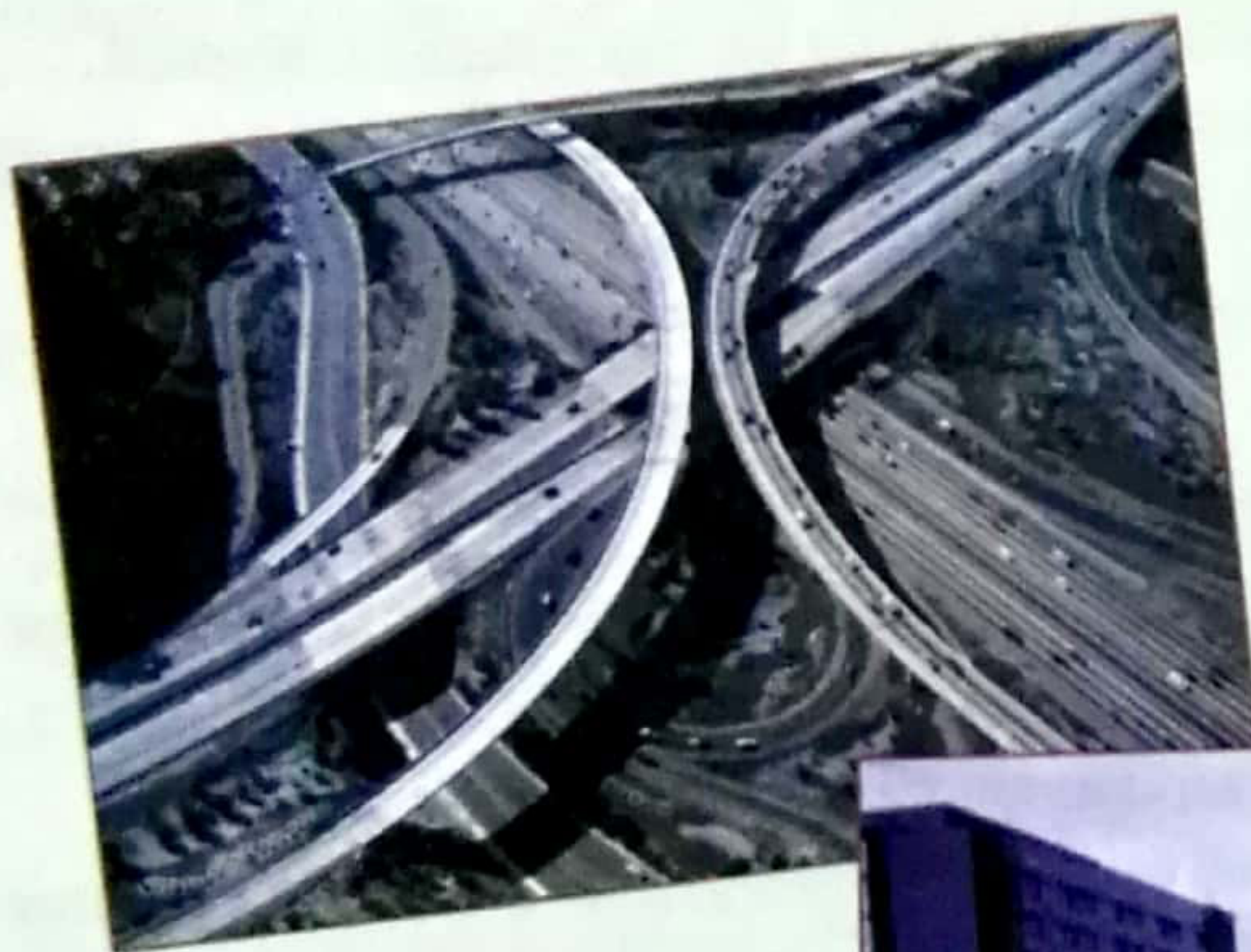
A. 1. X ; 2. who/that ; 3. which ; 4. who/that; 5. which; 6. who

B. 1. However; 2. despite; 3. Moreover; 4. not only; 5. Therefore

C. 1. The boss wanted to know who had travelled with Barbara to New York.

2. My friend said he had been reading an interesting novel that week.
3. Tom told us that a month before, there had been a two-day strike in the factory where he worked.
4. An official declared that if negotiations failed between demonstrators and officials, the police would resort to force.
5. Bob, my classmate, suggested starting our revision that afternoon/ suggested that we start our revision that afternoon.
6. The teacher insisted that we do our homework the following week.
7. The mother advised her son not to interrupt people because it was rude. And added that I had to wait until they finished.
8. The journalist informed us that Rabat had just held an international conference on water.
9. The government spokesman announced that the report would be broadcast on all the national channels within three days.
10. Sue told us that if we were well prepared, we wouldn't face any difficulty.

D. Accept any possible answer. 1. You ought to use economic lamps; 2. I feel disappointed to know that.



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

Objectives: Students (Ss) will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- review and acquire new vocabulary through visual clues.
- identify the requirements of sustainable development.

Procedure:

A. In pairs, Ss look at the pictures to decide which of the pictures are related to development and which are related to under-development.

Key: A. a- Development pictures: b, c, e, g, h, i.

b- Under-development pictures: a, d, f.

- Ss share their ideas with the whole class giving convincing justification.

B. In pairs, Ss discuss the questions given in B.

Key: Accept any correct possibility. 1. Good infrastructure, High percentage of literacy, strong economy;
2. Pollution, stress, changing landscape (decrease of nature and increase of buildings), etc.

- Ss share their ideas with the whole class.

C. In pairs, Ss explain what is meant by "Think globally and act locally."

Key: Accept any possible answer.

Take into consideration world experiences and international economic impact on your country because of globalisation. Act in a way that will make your country/area change and become adaptive and competitive.

- Ss share their ideas with the whole class.

Vocabulary Work: Metaphors and Similes

Objectives: Ss will be able to

- distinguish between a metaphor and a simile.

Procedure:

A. Ss read the given definitions.

B. Ss do this exercise to identify metaphors and similes.

Key: 1. Metaphor; 2. Metaphor; 3. Metaphor; 4. Metaphor; 5. Simile; 6. Simile; 7. Metaphor.

C. Individually Ss write similes.

- Accept any possible answer.

In pairs students compare their examples.

D. Ss choose a noun and think of another thing to compare it with, then write a metaphor.

- Accept any possible answer.

- Ss share their examples with the whole class.

Listening and Speaking

Objectives: Ss will be able to

- interpret title
- check information



- listen for specific information
- identify development banks
- use mind-maps

Procedure:

A. Ss complete the given word web with related words and ideas.

Key: Accept any correct possibility. 1. Funding projects; 2. Money; 3. Giving loans or credits; 4. Helping investors; 5. Supervising projects; 6. High interests; 7. Enabling people to buy what they need; 8. World trade.

- Ss share their answers with the whole class.

B. In pairs Ss answer the given questions using ideas from the word-web.

Key: 1. developing economy/funding projects; 2. Businessmen; 3. To get loans or credit, or to draw money.

- Ss share their answers with the whole class.

C. Ss choose the best statement that best interprets the title.

Key: C. 2

Part One

A. Ss listen to Part One and check their answers for title interpretation.

B. Students read the given statements then listen to Part One to decide whether they are true or false.

Key: 1. F; 2. T; 3. T

C. Ss listen again to check their answers and to correct the false statements.

Part Two

A. Ss listen to complete the given table with appropriate information.

Key : 1. 47 countries ; 2. 1963 ; 3. Manila, Phillipines; 4. London.

B. Ss listen again to check their answers.

C. Ss answer the given questions.

Key: 1. European Bank; 2. Asian Development Bank; 3. Inter-American Development Bank;

4. Inter-American Development Bank.

- Ss share their answers with the whole class.

Post-listening

A. Ss use the information they got from the previous activities to write a short paragraph about ONE of the four development banks.

B. Ss complete the two paragraphs with appropriate vocabulary.

Key: 1. lending; 2. developing; 3. progress; 4. part of; 5. loans; 6. assistance.

- Ss share their answers with the whole class. It is advisable to copy the best paragraph on the board.

Script

Taken from Voice of America

Part I

I'm Bob Doughty with the VOA Special English Economics Report.

Development banks are international lending groups. They lend money to developing countries to help fuel economic growth and social progress. They are not part of 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 loans at market rates. They provide even longer-term loans at below market interest rates. These banks also provide technical assistance and advice.

Part I

There are four main ones. The oldest is the Inter-American Development Bank in Washington, D.C. It began in 1959. President Juscelino Kubitschek of Brazil had proposed a bank to aid economic growth in the Americas. The Organization of American States agreed.

Today the bank is worth over one hundred thousand million dollars. It holds only four percent of that. The other money is guaranteed by its members.

Forty-seven countries around the world own the bank. The United States owns thirty percent as the largest shareholder. Twenty-six countries in Latin America and the Caribbean borrow from the bank.

The African Development Bank has its roots in an agreement signed in Sudan in 1963. It is based in Abidjan, Ivory Coast.

There are twenty-four members in the Americas, Europe and Asia in addition to the fifty-three in Africa. The country with the most votes in the bank is Nigeria, followed as of July by the United States, Japan and Egypt.

The Asian Development Bank started in 1966. It is based in Manila, in the Philippines. There are sixty-three members, mostly in Asia. Like all development banks, it is supervised by a Board of Governors.

Traditionally the bank president is Japanese. Japan and the United States were equally the top shareholders at the end of last year, followed by China, India and Australia. The bank says Indonesia has borrowed the most, but China, Pakistan and India have also been major borrowers in recent years.

The newest of the four main development banks is the European Bank for Reconstruction and Development. It opened in 1991 as the Soviet Union broke apart. The main office is in London. The United States is the largest shareholder. The bank was formed to support economic growth and democracy in Central Europe.

This VOA Special English Economics Report was written by Mario Ritter. I'm Bob Doughty.

Communication: Expressing Certainty and Uncertainty

Objective: Ss will be able to

- express certainty and uncertainty

Procedure:

A. In pairs, Ss read and listen to the dialogue between two African citizens and identify expressions of certainty and those of uncertainty.

Key: Expressions of certainty: Certainly, believe, (+ sure, of course, strongly believe, it must be, etc.);

Expressions of uncertainty: doubtful, it's possible, I'm not sure, (+ uncertain, it might be, etc.)

B. In pairs Ss add more suitable expressions to the table.

- Ss share their answers with the whole class.

C. Ss find out what the speakers express.

Key: 1. Uncertainty; 2. Uncertainty; 3. Certainty.

D. Ss express the appropriate function for the given situations.

Key: 1 I don't believe this problem will be solved in a few months; 2. I do believe that joint efforts lead to development; 3. I doubt it.

Reading

Objectives: Ss will be able to

- survey the text for specific information
- match paragraph with main ideas
- show understanding of content
- relate text to personal experience.

Procedure:

A. Ss look at the title of the text and write an answer.

- Accept any possible answer.
- Ss share their answers with the whole class.

B. Ss go over the text quickly to find out a definition to "Sustainable development", then compare it to their answer in "A".

Key: "Sustainable development is to meet the needs of the present without compromising the ability of future generations to meet their needs."

C. Ss read the text again and match each of the given statements, with the corresponding paragraph.

Key: a- parag.4; b- parag2; c- parag3; d- parag5; e- parag1.

D. Ss answer the questions from the text.

Key: D. 1. A warning call. (We inherited a lot of natural resources but we have exhausted most of them. We don't think of the coming generations.)

2. Communities are facing various problems related to economy, society and environment.

3. Progress and improvement of quality of life without harming the environment.

4. Human capital is a key factor in this challenge. Without human empowerment no development can't occur.

5. Existence of many obstacles in different fields which require integrated actions in three key areas: Economic growth and equity, conserving natural resources and the environment and social development.

- Ss share their answers with the whole class.

E. Ss provide the appropriate form of each word according to the table.

Key:

Verb	Adjective	Noun
1. develop	developed/developing	development
2. sustain	sustainable	sustainability
3. populate	populated	population
4. pollute	polluted	pollution
5. prosper	prosperous	prosperity
6. interdepend	interdependent	interdependence
7. determine	determined	determination
8. impoverish	impoverished	impoverishment
9. destroy	destroyed	destruction
10. interconnect	interconnected	interconnection

Grammar: Modals

Objectives: Students (Ss) will be able to

- practise the use of modals (present, past and passive)

Procedure:

I. Modals: Past and Present

A. Ss read the sentences given to find out what the speakers express.

Key: 1. b; 2. c; 3. a

B. Ss read the other sentences to find out what the speakers express.

Key: 1.c; 2.b; 3. a

- Ss share their answers with the whole class.

C. Ss match the speakers with the statements in the given situations.

Key: 1. c, d; 2. a, f; 3. b, e.

- Ss share their answers with the whole class.

D. Ss look at the grammar summary, then fill in each blank with the right modal.

Key: 1. must respect; 2. must ensure; 3. should have started; 4. must have; 5. can have met; 6. can't have approved; 7. must be.

II. Modals in the passive voice

A. Ss study the examples given then rewrite the sentences beginning as suggested.

Key: 1. must be taken; 2. ought to be made clear; 3. can be found.

B. Ss put the sentences in the passive using the modal and the verb in brackets.

Key: 1. She must have been hit by a car; 2. The house could have been built 200 years ago; 3. Jay can't have been invited to the party; 4. ought to have sent.

Writing: Film review writing

Objectives: Ss will be able to

- write a film review



Procedure:

A. Ss read the title of the given filmreview to choose the right answer.

Key: A. 5

B. Ss look at the poster and guess what the film might be about

Key: any possible answer can be accepted.

C. Ss read the review to check their answers.

D. Ss read the review again and match each paragraph with its corresponding subheading in the list.

Key: 1. paragraph two; 2. paragraph one; 3. paragraph four; 4. paragraph three.

E. Ss share their answers with the whole class.

F. Ss write a review of a film they have just seen following the given model and using the expressions suggested.

- Ss share their reviews with the whole class.

Project Work: Report on an action plan of a project**Objectives: Ss will be able to**

- write a report of an action plan
- identify needed measures for sustainable development
- collect data from various sources.

Procedure:

A. In small groups, Ss are required to make a detailed report on a current problem situation in their neighbourhood and what is needed to achieve sustainable development.

B. Ss should include, in their reports, data taken from findings (interviews, pictures, statistics, video, etc.).

C. Ss write their reports then present them in class.

Learner Training: Giving presentations**Objectives: Ss will be able to**

- give presentations

Procedure:

A. Ss read the information in the chart to be aware of elements that should be taken into consideration while preparing a presentation.

- Ss discuss the importance of the elements given with the whole class.

B. Ss read evaluation checklist to get aware of the evaluation criteria.

- Ss discuss the evaluation checklist with the whole class.

C. Ss should also get feedback from their peers to improve their presentation skills in the future.

- Ss make their presentations.

Crossword puzzle

Across: 3. back - 4. after - 6. off - 7. find - 8. over - 11. put - 12. into - 15. away

Down: 2. hand - 3. broke - 5. give - 8. out - 9. run - 10. up - 13. try - 14. calm



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

Objectives: Students (Ss) will be able to

- use their background knowledge and the pictures to talk about the main theme of the unit.
- identify some international organisations by their emblem.
- understand the main role of some international organisations.

Procedure:

A. In pairs, Ss write the names of international organisations under the corresponding emblem.

Key: a. UN = United Nations; b. WTO = World Trade Organisation; c. FAO = Food and Agriculture Organisation; d. Red Cross & Red Crescent; e. UNICEF = United Nations International Children's Emergency Fund; f. ISESCO = Islamic Educational, Scientific and Cultural Organization; g. WHO = World Health Organisation.

B. In pairs Ss match each emblem with the corresponding information. Key: a. 6; b. 3; c. 5; d. 6; e. 4; f. 1; g. 2

C. In pairs Ss write what the given acronyms stand for.

(see the acronyms in A.) UNESCO = United Nations Educational, Scientific and cultural Organisation.

D. In pairs Ss write about the organisation that has the most important intervention in the world events.

- Ss share their ideas with the whole class.

Vocabulary Work: Prefixes and suffixes

Objectives: Ss will be able to

- use adjectives in the appropriate order.

Procedure:

A. Ss write short sentences describing their dream car.

B. Ss combine the short sentences in one sentence following the suggested order of the adjectives.

Key: 1. l; 2. e; 3. i; 4. j; 5. h; 6. k; 7. m; 8. d; 9. n; 10. c; 11. f; 12. b; 13. g; 14. a

In pair Ss compare their answers.

B. Ss choose the prefix they think is correct and write the word in the space provided.

Key: Illegal; review; impatient; misbehave; polygamy; undone; irresponsible; misinterpret; unaware; post-independence; anti-missile.

Ss. put the adjectives in their appropriate place in the table. Key:

Opinion	Describing Adjectives				Classifying adjectives
	Size	Age	Shape	Colour	Origin / Material / purpose
efficient	enormous	new	oval	yellow	Wooden/ silken/ leather
crucial	small	ancient	square	white	human
amazing	huge	modern	round		developing
futile					business
					Moroccan

D. Ss. place the adjectives in the correct order.

Key: 1: interesting small Spanish 2: An ugly old rectangular plastic 3. large black woollen 4. beautiful small modern 5. strange thin German 6: funny green cotton

Listening and Speaking

Objectives: Ss will be able to

- guess the topic
- listen for specific information
- listen for main idea
- answer comprehension questions
- infer word meaning from context
- relate topic to personal experience

Procedure:

A. Ss guess what "Light in the darkness" is about,

Key: help in a difficult situation (there are various possible answers)

B. Ss listen to check their answers.

- Ss listen again and tick the appropriate answer.

Key: 3. The Red Cross

B. Ss listen again and answer the questions in 'C'.

Key: 1. Geneva; 2. By allowing Red Cross representatives to look everywhere in the prison, not just where the prison authorities want them to look ; 3. twice a week, sometimes more ; 4. the fact of giving his name to the Red Cross representative ; 5. full of suffering.

D. Ss fill in each blank with the appropriate word.

Key: a. let down; b. in touch; c. relatives; d. informed; e. oppressed

E. Ss relate the topic to their own experience. They have to think of similar situation they have heard about or even experienced. Then share them with the whole class.

Script

Mr B. Snow is a journalist. He is interviewing Mr Altman, a former political prisoner who is now a president of an association which works for the improvement of life in prisons.

Journalist: Good morning Mr Altman. You spent some time in prison and we know that it wasn't a pleasant experience. Would you please tell us if you used to receive visits in the prison you were in?

Mr Altman: Well, never before the Red Cross representatives came to our prison. That was the first time people came from the outside to visit us. I vaguely knew that there was some sort of organisation, called the Red Cross, in Geneva that helped poor, oppressed people but that's all. I didn't know that they would be able to get into our prison.

Journalist: What did they do during that visit?

Mr Altman: Err ... they looked everywhere, not just where the prison authorities wanted them to look. They obviously wanted the whole picture, and that won our confidence.

Journalist: What were the Red Cross representatives like, Mr Altman?

Mr Altman: Well, they were effective and secret. They had the trust of both sides –the authorities gave them access to places where others never went, and the prisoners saw them as a ..., as the saying goes,... as a 'light in the darkness'.

Journalist: And how often did they visit you?

Mr Altman: Well, during the entire six months we were in prison we had Red Cross visits. They never let us down. They came twice a week, sometimes more. They took down our names and made lists. There were always new arrivals in the prison, and we always did what we could to have their names entered onto the list as soon as possible, because that list was what protected us.

Journalist: How important is it for a prisoner to have his or her name entered onto the Red Cross lists?

Mr Altman: Let me tell you something! If I'm alive today, it's only because I was able to give my name to the Red Cross representative. I'll never forget that moment. That delegate inspired confidence and made me feel free to speak. He asked me a lot of questions about myself, about my situation, about my family. He didn't take a position one way or another; he just listened.

Journalist: Was there anything you would have liked the Red Cross to do for prisoners while you were in prison?

Mr Altman: Oh yes! We were in prison and we were suffering. We would have liked the Red Cross to tell the international press about it. We would really have appreciated that. But when you think about it, doing that -revealing all that they have seen - might have provoked the authorities into banning them from the prisons. If that happened, we would have been the losers.

Journalist: Thank you very much Mr Altman for the good job you have been doing since you gained freedom. Good luck to you and to your association.

Communication: Responding to good and bad news

Objective: Ss will be able to

- respond to good and bad news

Procedure:

A. Ss read the dialogues and fill in the chart.

Key: expressing good news: I've won first prize in the writing contest.

Responding to good news: Wow! That sounds exciting. Congratulations.

Expressing bad news: I don't know how to say it, but I feel I ought to/ I'm really sorry to say that...

Responding to bad news: Just go ahead. What is it/ oh dear!

B. Ss add more expressions.

- Ss share their answers with the whole class.

C. Ss read the given messages to identify those sent to Paul from messages sent to Cathy.

Key: Paul: 2, 3, 6, 7, 10. / Cathy: 1, 4, 5, 8, 9.

- Ss share their answers with the whole class.

D. Ss rewrite the expressions used to respond to good news and those used for bad news in the chart.

Key: Expressions used to respond to good news: Great news, congratulations, Happy to hear, Fantastic, Nice to hear...

Expressions used to respond to bad news: accept our deepest sympathy, with heartfelt sympathy and understanding thoughts in this time of sadness, my heart is saddened, you'll be in my thoughts and prayers.

E. Ss add at least one expression for each of the two situations. Accept any possible answer.

F. Students respond to the given situations.

Key: 1. Accept any answer that expresses a response to good news, e.g., Fantastic; 2. Accept any answer that expresses a response to bad news, e.g., You're in my thoughts. I wish you quick recovery.

G. Ss share their answers with the whole class.

Reading

Objectives: Ss will be able to

- predict and survey content
- read for specific information
- recall and review content
- infer word meaning from context
- discuss ideas in the text.

Procedure:

- A. Ss read the first sentence of the first and last paragraphs and guess what the text is about.
Key: An international organisation of labour
- B. In pairs, Ss give some of the reasons why this international organisation was founded.
Key: Accept any possible answer. Example: 1. to protect employees; 2. to solve problems between employers and employees; 3. to guarantee the respect of international law related to employment.
- C. Ss read the text and check their guesses.
- D. Ss read the text again and say whether the given statements are true or false.
Key: 1. F; 2. F; 3. T.
- E. Ss find synonyms in the text:
Key: 1. end = demise; 2. to make official = to ratify; 3. very large = overwhelming
- Ss compare their answers to those of their partners.
- F. Without looking at the text write a list of the main goals of the International Labour Organisation.
Key: 1. Standards and fundamental principles and rights at work; 2. Employment; 3. Social protection; 4. Social dialogue.
- G. Ss compare their answers to those of their partners then they go back to the text if needed.
- H. In pairs, Ss discuss the important role of this organisation concerning the protection of the rights of the labour force.
- Ss share their ideas with the whole class.

Grammar: Phrasal verbs II

Objective: Students (Ss) will be able to

- use phrasal verbs with up and down

Procedure:

- A. Ss read the introductory explanation of phrasal verbs.
- Ss read the diagrams and fill in the blank with either UP or DOWN.
Key: 1. down; 2. up; 3. down; 4. up; 5. up; 6. up
- B. Ss match the phrasal verbs in the sentences with their corresponding meaning in the diagrams.
Key: 1. destroy; 2. establish; 3. decrease; 4. increase; 5. increase; 6. complete
- Ss compare their answers to those of their partners.
- C. Ss read the sentences in 'C' and match the phrasal verbs they contain with their corresponding definitions. Key: 1. c; 2. d; 3. g; 4. f; 5. h; 6. b; 7. a; 8. e
- D. Ss read the grammar summary and decide whether the phrasal verbs in the sentences in the table are separable or inseparable. Write (S) for separable and (I) for inseparable
Key: 1 s; 2 i; 3 s; 4 i; 5 i; 6 s; 7 s; 8 i
- E. Ss choose a base verb and a particle from the table in 'C' to replace the verbs or phrases in bold letters in the sentences. Key: 1. was brought up; 2. to cheer him up; 3. Calm down; 4. to give up; 5. have gone up; 6. to build his body up.

Writing: Comparison and contrast

Objective: Ss will be able to

- make and write about similarities and differences

Procedure:

A. Ss read the text about the two international organisations: the World Bank and the International Monetary Fund, and decide what field of interest the two organisations are involved in. Key : A 3

B. Ss read the text again and identify similarities and differences between the two institutions.
Key: Similarities: both established at a conference of world leaders/ both directed by the governments of their member nations/ both have common concern with economic issues/ both concentrate their efforts on broadening and strengthening the economies of their member countries.

Differences: The WB : a vital source of financial and technical assistance to developing countries around the world/ on middle income and creditworthy poor countries / focuses on the poorest countries in the world/ provides low-interest loans, interest-free credits and grants to developing countries .

IMF: It conducts an annual checkups of the economy of almost all members of the IMF members/ its reputation and success depends on sharing information international trade and monetary exchange.

- Ss share and compare their answers.

C: Ss underline the linking words and expressions used in the text to make similarities and differences.

Key: both; similarly; unlike...

D. Ss write an e-mail telling their foreign friends about some similarities and differences between Marrakech and Agadir.

Learner Training: Going to university

Objective: Ss will be able to

- prepare themselves for university studies.

Procedure:

A. Ss read the characteristics of successful university students.

B. Ss read the statements in the chart to identify the characteristics needed to develop.

Key: 1. Openness to working with others; 2. Time management; 3. Self-reliance/independence; 4. Openness to working with others; 5. setting goals; 6. Self-motivation; 7. Learning management.

- Ss share their answers with the whole class.

C. Ss copy the characteristics they have and the characteristics they don't have in their appropriate place.

D. In pairs, Ss discuss the things they must do to develop the needed characteristics.

- Ss share their ideas with the whole class.

Review

Key to review

A. 1. ought to have seen; 2. must have got; 3. must have walked; 4. can have been stopped; 5. should have participated.

B. 1. speed up; 2. cheers up; 3. broke down; 4. have gone down; 5. building up.

C. 1. Certainty; 2. Advice; 3. Responding to bad news; 4. Responding to good news; 5. possibility; 6. obligation.

D. Accept any correct answer. 1. Certainly/ of course; 2. My deepest sympathy is with them; 3. Sarah can't have stolen your novel; 4. Congratulations; 5. She can have enjoyed her stay.

Crossword puzzle

Across: 3. discrimination - 6. monetary - 7. green - 8. conflict - 9. crazy

Down: 1. founded - 2. poverty - 4. community - 5. hunger - 8. currency

Key to extensive reading section

1. Cultural issues and values

- A. Students guess what the text might be about.
- B. Students compare their answers.
- C. Students ask questions.
- D. Students read and check if their questions have been answered.
- E. 1. To be accepted by a new society, an outsider must learn and assimilate the major features of the worldview, that is to take on the identity of the insider; 2. The language provides a vehicle for the worldview. Thanks to language social culture is learned through the experience of social interaction.
- F. There are some societies which do not tolerate variation in rural beliefs, lifestyle, and affiliations.
- G. b
- H. Accept any possible answer.

2. Gifts of youth

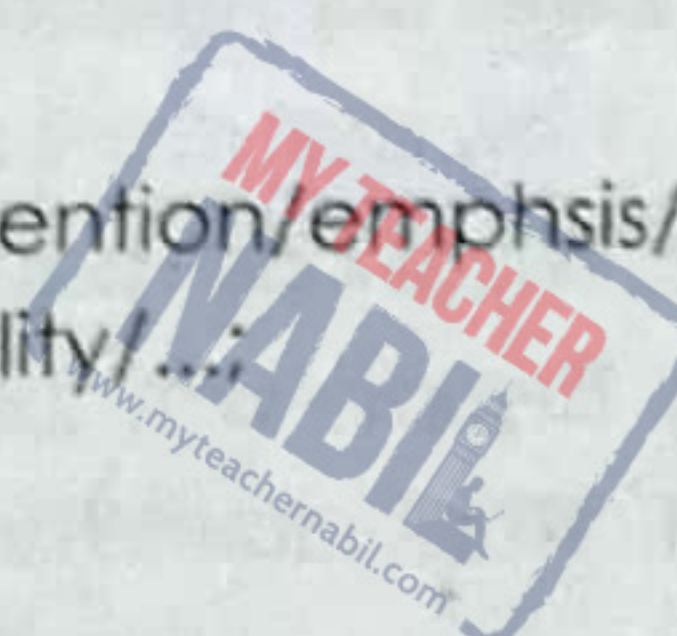
- A. Students guess what the text might be about.
- B. Students compare their guesses.
- C. 3. Why a national policy?
- D. 1. striking; 2. precarious; 3. manifold; 4. volatile
- E. - Extreme disparities in terms of economic, technological and social resources
 - Illiteracy
 - Unemployment/ increasing insecurity in the labour market.
 - Uncertainties and risks encountered by the process economic and cultural globalisation
 - Health problems
 - Precarious future.
- F. Students compare their answers and check with the text.
- G. Accept any possible answer.
- H. Accept any possible answer.

3. Women and Power

- A. Students read the first and last paragraphs and guess what the text might be about.
- B. Students ask questions they think the text might answer.
- C. 1. T; 2. F; 3. F
- D. 1. a; 2. c; 3. b
- E. Accept any possible answer.

4. Sustainable development

- A. Students guess what the text might be about.
- B. Students read the text and check their guesses.
- C. section 1 : Environmental dimension
section 2: Economic dimension
section 3: Social dimension
- D. 1. no 2. no 3. yes 4. yes
- E. Accept any possible answers. Examples of possible answers: 1. importance/attention/emphasis/...;
2. programmes/goals/policies/...; 3. sustainable/durable/...; 4. equity/sustainability/...;
5. vital/crucial/necessary/...



Global test sample 1 (After unit 5): 40 points

I. Reading Comprehension: 15 points

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education". Despite notable efforts by countries around the globe to ensure the right to education for all, there are still millions of children who have no access to school, millions of men and women who can neither read nor write and million children and adults that fail to complete basic education programmes.

At the same time, the world faces daunting problems covering all aspects of human life, be they social, political, economical problems or environment. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose.

These problems have led to major setbacks in basic education in the past in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschooled or illiterate. In certain industrialized countries too, cutbacks in government expenditure have led to the deterioration of education.

However, we have recently entered a new century full of promises and possibilities since the essential rights and capacities of women are more or less being achieved. The quantity of information available in the world is greater than it was only a few years ago, and includes information about obtaining more life-enhancing knowledge or learning how to learn.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of basic education for all – for the first time in history – an attainable goal.

Bearing in mind that education is a fundamental right for all people, women and men, of all ages, throughout our world, governments need to profit from the world present positive conditions and try to invest more in education. They must provide schools for their children, eradicate illiteracy and provide women more opportunities to achieve development.

A. Give a suitable title to the text. (2 points)

B. Say whether the following statements are true (T) or false (F). Correct the false ones. (4 points; 1 point each)

1. Most countries have managed to ensure the right to education to their populations.
2. Education has deteriorated only in the least developed countries.
3. Today, world conditions are good enough to solve problems of education.
4. Development can be achieved without women's contribution.

C. Answer the following questions from the text. (6 points)

1. How can rapid population growth prevent a country from giving its population a good education? (2 point)
2. What has made education deteriorate in certain industrialised countries? (1 point)
3. Explain why conditions today are encouraging to give people good education. (2 point)
4. What does They in paragraph 6 refer to? (1 point)

D. Find in the text words that mean almost the same as: (3 points; 1 point each)

1. remarkable (paragraph 1)
2. limit (paragraph 2)
3. indispensable (paragraph 4)

II. Language : (15 marks)

A. Fill in the blanks with the appropriate words from the list below: (3 points; 0.5 each)

- (focus/ available/ prerequisite/ challenges/ decade/ pioneer/ bias-free/ indifference)
1. Assistance is for free to all women entrepreneurs who are interested in investing in our area.
 2. Women's involvement is a condition for development.
 3. are huge but we are determined to overcome them.
 4. During the next, Chinese companies will increase their activities in this area.
 5. is a negative attitude that we should get rid of.
 6. Associations that play an important social role should on the improvement of the situation of women.

B. Put the words in brackets in the correct form: (3 points; 1. each)

1. Women's (empower) is necessary for development.
2. Our small primary school is (situation) on the top of a mountain.
3. Non-formal education is a second chance for teenagers' (reintegrate) in the job market.

C. Put the verbs between brackets in the correct form. (4 points; 1 each)

1. Women don't like (be) treated as second class citizens.
2. By the end of the next month, I (learn) the list of irregular verbs.
3. Our teacher (already/started) the lesson when the late students arrived.
4. My watch (steal) while I was in that crowded market.

D. Fill in the blank with the appropriate particle (in or out) to complete the following phrasal verbs: (2 points 0.5 each)

1. Look! A car is coming.
2. Before starting to give the lecture, Dr. Wilson handed some documents.
3. The teacher refused to let the late comers
4. You have got to fill this form if you are interested in taking part in this contest.

E. Rewrite these sentences as indicated. (3 points; 1.5 each)

1. Sue: "Woman's illiteracy is the source of many social problems".
You: (express your opinion)
2. You are in England for a summer course. Ask Tom to go to explain to you an assignment you didn't understand.
You: (make a request)

III. Writing: (10 points)

Write an e-mail to your American e-pal telling her/him about the reasons that make youth more interested in mobile phones and the consequences of such tendency.

I. Reading Comprehension: 15 points

Preparation for citizenship has traditionally been carried out through formal educational programmes in schools and almost always through the social subjects area of the curriculum. Citizenship education has typically been embedded in courses of study in history and civics in most nations and has for the most part focused upon developing a knowledge base about how government and other institutions in any given state work, and the rights and duties of citizens with respect to the state. It has been oriented largely toward the development of a national identity.

At one point, when the world was a simpler place, this conceptualisation of citizenship may have served us well; but this is no longer the case. The complexity and interconnectedness of the challenges and issues facing us in the twenty first century simply cannot be met through conventional means. What we need is a new vision of citizenship education, one in which both the school and the communities it serves are equal partners in the education of each new generation of citizens. It calls for a citizen education which embraces many interconnected dimensions; personal, social and global.

Modern political systems depend for their successful functioning upon a conception of citizenship. It can be explicitly spelled out in a constitution, a bill of rights or some similar document, or it can be left implicit within national traditions and institutions. Usually it is a combination of both explicit prescription and implicit practice. But whichever is the case, any conception of citizenship contains a conception of the knowledge, skills, values and dispositions that, ideally, citizens should possess.

These attributes of citizenship will vary according to the nature of the political system of which they are a part, but in general terms they can be classified into five categories: (1) a sense of identity, (2) the enjoyment of certain rights, (3) the fulfilment of corresponding obligations, (4) a degree of interest and involvement in public affairs, and (5) an acceptance of basic societal values. All five are conveyed through a wide variety of institutions, both governmental and non-governmental, including the media and especially the system of schooling. Citizenship education then, in the broadest sense, is an important task in all contemporary societies.

A. Say whether the following statements are TRUE or FALSE. Justify your answer. (3 points; 1 each)

1. The writer thinks that the way citizenship has been taught is not suitable at present.
2. Schools and communities are not of the same importance in serving citizens.
3. The attributes of citizenship are the same for all the political systems.

B. Find words in the text that have the same meaning as the following (3 points; 1 each)

1. Conservative (paragraph 2)
2. At the same time (paragraph 2)
3. Notion (paragraph 3)

C. Complete the following sentences according to the ideas contained in the text. (4.5 marks; 1.5 each)

1. In the past citizenship used tosome school subjects.
2. Because the world is a no simpler place,
3. Citizenship must be accounted for by.....

D. Answer the following question using your own words. (4.5 marks; 1.5 each)

1. What school subject has citizenship been embedded in?
2. What new vision of citizenship the writer thinks is needed in our contemporary world?
3. Why do you think citizenship education is very important?

II. Language (15 marks)

A. Choose the correct answer from the list given: (2 mark. 1 each)

1. My brother's attempts to get the French visa were (turned down/ brought up/ broke down).....
2. Many Italian tourists visit our village, most of (that/which/whom) have been to Morocco for the first time.

B. Supply the correct form of the verbs between brackets: (4 marks. 1 each)

1. Investors must (encourage) by the easiness of procedures to invest in our area.
2. I bought a second hand iPod, but when I took it home it didn't work. I wish I (not buy) it.
3. By the time Issam is 23, he (graduate) from university.
4. If I had known you would come, I (go)..... to the airport to meet you.

C. Fill in the blanks with the appropriate words from the list below. (3 marks: 0.5 each)

(hacking/ destruction/ vital/ exclusion/ participatory/boost)

1. due to race or origin is prohibited in our country.
2. Our environment is in a state of complete We have to reverse the situation if we are to guarantee our survival.
3. We should adopt a approach that includes rural people in the implementation of development projects.
4. The increasing interest of investors in our country will certainly our economy.
5. has become a widespread crime in our societies.
6. Good governance, transparent communication and the involvement of the population are for our development.

D. Put the words in brackets in the correct form. (3 marks. 1 each)

1. Once in Morocco, tourists enjoy the (diverse) of its cultural heritage.
2. No progress will occur if developing countries do not (sustainable) their joint efforts in all fields.
3. (Prevent) is better than cure.

E. Rewrite these sentences as indicated. (3 marks. 1.5 each)

1. Bob: "I've heard that in a few years we will no longer use cash. What do you think?
You: (express uncertainty).....
2. Bob: I enjoy my stay here. I really want to invest my money in this city, but I don't know what kind of projects to do. What do you advise me to do?
You:

III. Writing (10 marks)

Write a letter to your English friend telling her/him why it's becoming important to control brain drain.



SAMPLE TESTS KEY

Sample test 1 key

Reading comprehension

- A. Education for All. (accept any possible answer)
- B. 1. F. Despite notable efforts, there are still millions of children who have no access to school.
2. F. Even in certain industrialised countries. 3. T.
4. F. We have entered a new century full of promises and possibilities because the essential rights and capacities of women are more or less being achieved.
- C. 1. Rapid population growth constrains efforts to meet basic learning needs.
Once quantity is high, quality is lost. (accept any possible answer).
2. Cutbacks in government expenditure.
3. Essential rights and capacities of women are more or less being achieved. 4. Governments
- D. 1. out ; 2. in; 3. in; 4. in
- E. 1. notable; 2. constrain; 3. essential.

Language:

- A. 1. available; 2. prerequisite; 3. challenges; 4. decade; 5. Indifference; 6. focus.
- B. 1. empowerment; 2. situated; 3. reintegration
- C. 1. being; 2. will have learned; 3. had already started; was stolen.
- D. 1. I think/ in my opinion/etc. accept any possible answer. (I strongly believe that women's illiteracy is the source of many social problems.)
2. Accept any possible answer. (Would you mind going to a café to help me understand this assignment?)

Sample test 2 key

Reading comprehension

- A. 1. T (the complexity and interconnectedness of challenges and issues facing us require new way of citizenship education.)
2. F. Both the school and the communities are equal partners.
3. F. Attributes of citizenship will vary according to the nature of the political system.
- B. 1. Conventional; 2. At one point; 3. Conception.
- C. 1. be carried out through; 2. conventional means are no longer efficient (accept any possible answer); 3. its role for the success of modern political systems. (accept any possible answer.)
- D. 1. History and civics.
2. One in which both the school and communities are equal partners in the education of each new generation of citizens.
3. For the following reasons: sense of identity; enjoyment of certain rights; the fulfilment of corresponding obligations; a degree of interest and involvement in public affairs; acceptance of basic societal values.

Language:

- A. 1. turned down; 2. most of whom.
- B. 1. be encouraged; 2. hadn't bought; 3. will have graduated; 4. would have gone.
- C. 1. Exclusion; 2. destruction; 3. participatory; 4. boost; 5. Hacking; 6. vital.
- D. 1. diversity; 2. sustain; 3. Prevention.
- E. 1. It might happen, but it needs a long time. (Accept any possible answer.)
2. If I were you, I would invest in ... (Accept any possible answer.)

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