

Insights into English

2^{ème} Année du Cycle du Baccalauréat

Student's Book

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AL MASSAR EDITION



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A letter to the student

Dear student,

Insights into English will help you to become a better communicator ~ to be able to read, write, listen and speak to different audiences, on a variety of themes such as the gifts of youth, and for many purposes; for example, to persuade your classmates to do something. Be ready to study and use English as often you can.

Insights into English includes:

- **"Improve Your Communication Skills"** sections. You have here a variety of reading and listening texts with tasks and activities to help you further improve your reading and listening skills and strategies; Many different kinds of writing tasks which will give you the opportunity to express yourself in writing.
- **"Use English Communicatively"** sections where you will learn, practise and use language functions such as *asking for, giving and responding to advice*.
- **"Talk It Over"** sections whereby you can share ideas, opinions, conclusions or experiences with your classmates and your English teacher. These will help you and your classmates become active participants in the learning process;
- **"Strengthen Your Vocabulary"** sections which will help you to learn and use vocabulary related to the topics in this textbook.
- **"Brush Up Your Grammar"** part, where you will have to discover for yourself how grammar is used and for what purposes.
- **"Learn How To Learn"** tips. These tips will help you become a more effective learner. Apply them both inside and outside the classroom. Also, try to apply them while you are learning the other languages on your curriculum;
- **"Know Another Culture"** sections whereby you will gain a deeper understanding of other cultures.
- **"Extend Your Learning Experiences"** sections which will give the opportunity to use English outside the classroom; for example, you will be asked to conduct opinion polls and report back their results to your class.
- **"Compare It"** sections which will allow you to explore aspects of other cultures and to compare them with yours. But always keep in mind that our cultural aspects ~ including the linguistic ones, and those of other cultures are not superior. They are not inferior, either. They are just different.
- **"Make Connections"** sections which will invite you to use English as a vehicle for learning a particular content area. You will also be doing some research on particular topics.
- **"Review and Evaluation"** sections. You will use these sections to assess yourself, to revise every two units and to evaluate them in groups. We trust that you will be a good evaluator.

We wish you the very best of luck. We hope you will find using *Insights into English* an interesting and profitable experience.

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How to use the book

UNIT 4

Women and Power



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about Moroccan women's achievements;
2. ask for and give opinions;
3. express ways of giving examples, contrasting and concluding;
4. report statements, questions, commands and suggestions;
5. understand and interpret texts on feminism;
6. write and present a text about feminism;
7. demonstrate understanding about the roles of women in other cultures;
8. understand and interpret a text about a feminist from Australia;
9. compare views on feminism.

Learning to Learn

1. Gathering information/making notes
2. Inferring the meanings of words using the context
3. Writing and editing a text

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Expected learning outcomes are what you need to know and be able to do with English.

This part will help you become a better communicator in English.

Unit 3: Science in History and Technology

Improve your communication skills

Read All About It

Before you Read

1. Look at the pictures and think of a word or a sentence to describe each of them.




2. Below are the four steps that scientists normally follow in their work. Put them in the right order.



Discovering truth: the scientific way

1. Test the theory by further observations and by experiments.
2. Observe what happens.
3. Based on those observations, form a theory as to what may be true.
4. Watch to see if the predictions based on the theory come true.

3. Compare your answers with a partner.

46

Unit 3: Science in History and Technology

Know Another Culture

Complaining about faulty goods

1. Read the letter of complaint below and answer these questions.
2. Now, read the response to Sue's complaint and answer these questions.

1. What is Sue Langston complaining about?
2. In your opinion, is her complaint fair?
3. What are two things Sue should have done, according to E.J. Samson?
4. Do you think this response is fair?

Dear Sir or Madam,

I am writing to complain about the quality of the enclosed CD which I bought last week. I had read your advert saying "It meets every challenge: it translates all genres of text into English". I used it to translate a document for a big firm. Well, you know what happened, don't you? My translation of the document was rejected. I think you should do something to make up for the trouble your product has caused me.

Yours faithfully,
Sue Langston (MS)

Dear Ms. Sue Langston,

Thank you for your letter of April 3. We are very sorry we are unable to do anything about it at the moment. We have thoroughly proofread the translation of the document. Also, we did not enclose a receipt to prove where you bought the CD.

Yours sincerely,
E.J. Samson
Sales manager

Talk to Your Partner

1. Do Moroccan complain about faulty goods? If so, how?
2. Do you think that complaining varies from one culture to another?

55

You will gain a deeper understanding of other cultures.

This part will help you learn how to learn.

Unit 7: Brain Drain

Learn How To Learn

Building up your vocabulary

Often you can figure out the general meaning of unfamiliar words through the contextual clues in the sentences around it. Using this strategy may not give you the exact definition of the word but it will help you make an intelligent guess.

- There are five types of contextual clues:
 - Definition
 - Synonyms or comparison
 - Contrast
 - Examples
 - Explanation
- Now match sentences (A-F) with contextual clues (1-5):
 - The brain drain or human capital flight is due to lack of opportunity.
 - In general, I concur with your opinion about the brain drain but I disagree on one or two points.
 - The brain drain, which is an emigration of trained and talented individuals to other countries, has positive and negative effects.
 - The brain drain has positive and pernicious effects on developing countries.
 - Some professionals such as doctors, architects and engineers working abroad intend to return home.
 - The brain drain, the process by which educated and economic elites return home, is viable.

Use English Communicatively

Making and responding to requests

- Notice these ways of making requests:
 - "Word-process the article for me, will you?"
 - "Will you please word-process the article for me?"
 - "Would you please word-process the article for me?"
 - "Could you word-process the article for me, please?"
 - "Can you word-process the article for me, please?"
 - I wonder if you wouldn't mind word-processing the article for me.
- Now match requests (1-5) with degrees of formality (A-C):
 - Very polite
 - Familiar
 - Polite



Word-processing is the same as word processing. It's just a different way of saying the same thing.

You will use English to learn more about content areas.

You will use English outside the classroom, too.

Unit 8: International Organizations

Organize your notebook into common keywords such as take, get, come, make, do, etc., and add collocations as you come across them in your reading. For example, take advice/ offense/ course/ steps/ play on... cover.

Use a dictionary to improve your knowledge of collocations.

Extend Your Learning Experiences

- Read extracts (1-3) below and choose a title for each from those:
 - Acting locally, responding globally
 - Join us. The sooner the better!
 - An autonomous, independent association
 - Together we can make a difference!
 - On becoming a volunteer
 - We serve the needy

1

The Mexican Red Crescent (MRC) is a non-profit making, voluntary relief organization. It is extremely active in humanitarian and health care activities. While it has close relations with many civil and military organs, it has successfully maintained its autonomy and independence over the years. MRC has earned a world renowned reputation due to its:

- prompt disaster relief activities
- continuous assistance to the needy
- professionally-oriented services to young people

We should all celebrate and encourage MRC.



2

In a world of poverty, war, displacement and disaster, the International Federation of Red Cross and Red Crescent Societies serves those in need without regard to their religion, class or political belief. The International Federation directs and coordinates international assistance to some of the world's most vulnerable people. Together with Red Cross and Red Crescent National Societies, the Federation acts locally to respond to humanitarian challenges everywhere, everyday.



3

National Societies recruit volunteers to carry out tasks that directly or indirectly help vulnerable people. Each National Society has different volunteer programmes and requires different skills to make these programmes effective. To become a volunteer with the Red Cross/Red Crescent, you need to contact the nearest branch of the National Society in your country for details of the programmes that they run and their current needs for volunteers.



Log on to <http://www.ifrc.org/en/> if you have any enquiries about the International Federation of Red Cross and Red Crescent Societies.

- Now read extracts (1-3) and answer these questions:
 - What does MRC stand for?
 - In your opinion, how has MRC kept its autonomy and independence over the years?

Unit 8: Electricity

PHILOSOPHY EXAM

A college student in a philosophy class was taking his first examination. On the paper there was a single line which simply said: "Is this a question?" - Discuss. After a short time he wrote: "If that is a question, then this is an answer." The student received an "A" on the exam.

Make Connections

Read the text and the table (1-4).

Two measures of electricity are voltage and amperage. Voltage measures the force of an electric current, while amperage tells you how much current you need. When you multiply voltage and amperage, you get wattage (V x A = W). Wattage is the measure of the total electrical power. Unlike in Monaco where the standard voltage is 220, the United States still has two standard voltages: 110 and 120. 110 volts is the regular voltage in most homes. However, very powerful appliances such as a refrigerator might use 120 volts. In Europe, most electrical systems run on 230 volts, with heavy equipment running up 240 volts.

Mathematics activity: Teacher's answer book: *Science and Reason: Publishers: USA, 1987*

- Imagine that you are in the United States and you have a steam iron that needs 10.5 amps and a total wattage of 1,260 watts. Is the iron American or European?
- Complete the table:

Appliance	Voltage	Amperage	Wattage
Sewing machine	7.5	1.25	
Vacuum cleaner	8.0	120	
Radio	0.65	49.5	
Hair dryer	2.2	40	
Saw	1.1	240	

- If an air-conditioner in the United States uses 1,500 watts, how many amperes is it using?
- What would its total wattage be if it were European?






a steam iron a sewing machine a vacuum cleaner a hair dryer

Course Overview

Unit title	Page	Standards	Learn how to learn	Vocabulary	Grammar
1. Cultural issues/values	9	Communication: • Asking for, giving and responding to advice • Talking about cultural issues/values • Understanding and interpreting written and spoken texts about cultural issues/values • Write and present a persuasive text on the importance of good values in our life. Cultures: Traits of other cultures and our own. Connections: Connecting with other themes such as cultural anthropology/ use of proverbs related to values. Comparisons: Proverbs/gift-giving customs. Communities: Conducting a survey	Editing a persuasive text.	Vocabulary related to stereotypes, Value adjectives. Phrasal verbs with <i>through</i>. Synonymy	The Past Perfect vs.the Past Perfect continuous.
2. The gifts of youth	25	Communication: • Expressing wishes /regrets/ making hypotheses. • Talking about the gifts of youth • Understanding and interpreting written and spoken texts about the gifts of youth. • Write and present an expository text about the gifts of youth Cultures: Attitudes towards school. Connections: Philosophy. Comparisons: Proverbs about youth. Communities: opportunities given to the young.	Using a monolingual dictionary Using an online dictionary	Vocabulary related to youth Collocations	Future Perfect Simple vs. Future Perfect Continuous
Project work / Revision and evaluation					
3. Advances in science and technology	45	Communication: • Talking about science and technology. • Expressing certainty. • Complaining • Understand and interpret written and spoken texts on science and technology . Cultures: Complaining in another culture. Connections: Texts on science. Comparisons: Ways of complaining. Communities: an interview .	Steps to follow in an opinion survey.	Vocabulary related to science and technology Synonymy Collocations	Phrasal verbs Expressing purpose
4. Women and power	62	Communication: • Talking about Moroccan women's achievement. • Asking for and giving opinions • Exemplifying, contrasting and concluding. • Reporting. • Understand and interpret written and spoken texts. • Write and present a text about feminism. Cultures: Roles of women. Connections: Text about a feminist. Comparisons: Feminism. Communities: Interview.	Gathering information/making notes. Inferring the meanings of words using the context. Writing and editing a text.	Vocabulary related to women and power. Synonymy.	Reporting

5. Brain drain	78	Communication: • Talk about brain drain. • Cause and effect. • Requests. • Understand and interpret written and spoken texts. Design and present a poster Cultures: Brain drain in other cultures. Comparisons: Language about brain drain. Connections: A text about sociology Communities: Research	Taking notes. Inferring word meanings	Vocabulary related to Brain drain, brain circulation and brain gain. Definition, synonymy and comparison, contrast, examples, explanation.	Linking words and their meanings
6. Humour	88	Communication: • Talk about the theme. • Cause and effect. • Responding to good and bad news. • Understand and interpret written and spoken texts. Present a humorous story. Cultures: Appropriate /inappropriate humour Comparisons: School jokes. Connections: Mathematics. Communities: An opinion poll.	Using SQSR Recognizing logical organizations and outlining.	Humour vocabulary.	Linking words
Project work / Revision and evaluation					
7. Citizenship	101	Communication: • Talk about the theme. • Probability, ability, making deductions, obligation. • Understand and interpret written and spoken texts about citizenship • Present a text about citizenship. Cultures: Citizenship in constitutions. Comparisons: Articles in constitutions. Connections: Texts. Communities: Research.	Building your vocabulary Giving a presentation	Citizenship vocabulary.	Modals Suffixes / Prefixes
8. International organisations	114	Communication: • Talk about the theme. • Expressing agreement/disagreement. • Understand and interpret written and spoken texts. • Present a text about a Moroccan Organisation Cultures: Organisations in other cultures Comparisons: Agreement and disagreement Connections: Texts. Communities: Research.	Learning collocations.	Vocabulary related to organization Types of collocation. Abbreviations	Gerund and Infinitive
Project work / Revision and evaluation					
9. Formal, informal and non-formal education	130	Communication: • Talk about the theme. • Addition. Cultures: TV viewing in other cultures. Comparisons: Comparing TV viewing. Connections: Psychology. Communities: Research.	Applying “5W’s+1H”. Writing application letters.	Education vocabulary.	Linking words Defining and non-defining relative clauses
10. Sustainable development	142	Communication: • Talk about the theme. • Concession / contrast. • Understand and interpret written and spoken texts. • Write a letter/film review. Cultures: Theme in other cultures. Comparisons: film reviews Connections: Texts on human development. Communities: Interviews.	Exam-taking.	Vocabulary related to sustainable development.	Passive voice
Project work / Revision and evaluation					
Supplementary reading texts					
Grammar reference					

Unit 1: Cultural Issues and Values



Unit 2: The Gifts of Youth



Unit 3: Advances in Science and Technology



Unit 4: Women and Power



Unit 5: Brain Drain



Unit 6: Humour



Unit 7: Citizenship



Unit 8: International Organizations



Unit 9: Formal, Informal and Non-Formal Education



Unit 10: Sustainable Development



UNIT 1

Cultural Issues and Values



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about culture, stereotypes, national characteristics and values ;
2. give, ask for and respond to advice;
3. define terms;
4. use vocabulary related to the theme and sub- themes of this unit;
5. understand and interpret written and spoken texts about culture, stereotypes, national characteristics and values;
6. write and present a persuasive text on the importance of values using persuasive language;
7. demonstrate an understanding of cultural issues such as stereotypes, national characteristics and values in other cultures;
8. compare proverbs and gift-giving customs in other cultures with ours;
9. gain an understanding of values through proverbs;
10. conduct an opinion poll.

Learning to Learn

How to edit a text

Cultural Issues

Improve Your Communication Skills

Read All About It _____

Before you Read

1. In pairs, describe the two pictures. What do they represent?



2. Look through definitions (1-6) below and underline in pencil the expressions used to define 'culture'.

1

Culture refers to the symbolic, ideational, and intangible aspects of human societies.

2

"Culture is referred to as being the common beliefs, values, material things, and language shared by a particular group of people and transmitted from generation to generation."

3

"By culture we mean those patterns relative to behaviour and the products of human action which may be inherited; that is, passed on from generation to generation."

4

"Culture has been defined in a number of ways, but most simply, as the learned and common behaviour of a community of interacting people."

5

Culture is the way of life of a group of people. It is not static. It is interpreted differently by individuals from apparently similar backgrounds.

6

Culture is referred to as being learned behaviour over time, handed down from generation to generation.

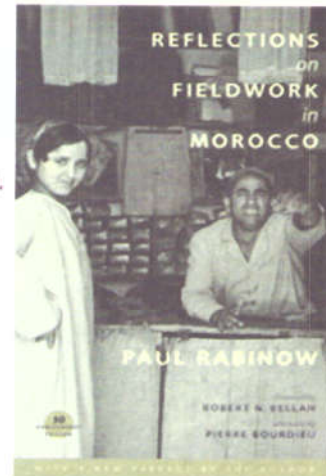
3. Look through definitions (1-6) again and circle in pencil words or phrases with similar meanings.

4. In pairs, use expressions to complete the following.

1. Cultural anthropology 1 the study of human culture.
2. An anthropologist 2 an expert in anthropology.
3. Culture 3 the way of life of a particular group of people.

5. Look at the cover of the book opposite. Answer these questions.

1. What is its title?
2. What do you think it is about?
3. Would you like to read it? if so, why?



As you Read

1. Read the article below, which is written by a cultural anthropologist, and answer these questions.

1. According to the cultural anthropologist, why do misunderstandings happen between cultures?
2. How can we clear them up?
3. What does getting to know *the other* result in?

2. Read again and answer the questions in the margins.

Cultural issues arise because of lack of understanding.

Different cultures have different patterns of behaviour and ways of living. People have patterns of behaviour that are normal and healthy in their community. Nonetheless, we may view certain aspects of their behaviour as not being within the 'norm' of our behaviour. A good example is the distance the Germans stand from each other when talking as opposed to Moroccans, which may make a Moroccan feel uncomfortable. We keep a close distance when talking to each other. Distancing is culture-specific. We have to abide by its rules.

Misunderstandings happen between cultures. In my view, cultural issues arise when groups of people believe another group behaves wrongly. They also arise when we are not conscious of what healthy behavior is for that culture. We don't know why they act the way they do.

We have to understand and respect the "glasses" that *the other* uses to see life, while honouring and sharing our own "pair of glasses." Being conscious of cross-cultural similarities and differences is the key to understanding and tolerance.

1. What does 'their' refer to?

3. What is another verb for to 'abide by'?

5. What is the opposite of 'wrongly'?

2. Who does 'we' refer to?

4. 'In my view'. Whose view is it?

6. What do we mean by 'the other'?

Strengthen Your Vocabulary

Find in the article words with the following meanings:

1. uneasy

2. natural

3. unlike

4. aware

5. to obey, to respect

6. dissimilarities

Talk It Over

1. How flexible do you think you would be in another culture?
2. What can you gain from being open to cultural aspects that, at first, seem unfamiliar to you?
3. Suppose you were studying in a foreign country, how would you adjust to its foreign culture?
4. What might happen when we make quick judgments about other people's cultural aspects?
5. Do you agree with the common English proverb about travel : "When in Rome, do as the Romans do."?
Why or why not?

Read All About It

Before you Read

1. In pairs, ask and answer these questions.
 1. Why do you think many stereotypes are false?
 2. What can you learn from other cultures?
 3. In your opinion, why do people act differently?
2. Copy this grid in your notebook.

The main points made	Examples and evidence used to support them

As you Read

1. Read the transcript of an interview with a cultural anthropologist and complete the grid.
2. Compare your answers with a partner.
3. Re-read the transcript as you listen.
 1. Highlight the stereotypes about the Brazilians and Italians.
 2. Highlight the points that surprise you the most.

Many stereotypes are inaccurate

Interviewer: Why do we use stereotypes?

Interviewee: First, let me define what a stereotype is. A stereotype is defined as being a belief about an individual or a group based on the idea that everyone in a particular group will act the same way. For instance, if you say that all British people are reserved, all Italians are handsome, all Brazilians are excellent football players, you are using a stereotype. I think we use stereotypes because we don't take the necessary time to understand the different ways people behave and why they do so. We learn early in our lives to accept stereotypes. People are stereotyped in terms of factors such as gender, race and religion.

Interviewer: How do stereotypes affect the way we think and feel?

Interviewee: Stereotypes prevent us from understanding people who are different from us. If you use stereotypes, you will not understand other social groups. Unfortunately, so many stereotypes are inaccurate. When we have problems with someone of a different group, we identify the problem as having to do with the group, rather than ourselves or the specific person. For example, if someone is nasty to you, you stereotype the whole group he belongs to as being nasty. That's wrong. So stereotypes get in the way of how we think and feel. They make us very judgmental about others and unfortunately often wrongly so.

Interviewer: Wouldn't we feel more comfortable if we were all the same?

Interviewee: I don't think so. We don't know that there has ever been a situation in which all people were the same. People are individuals and we are all unique even within our culture. It's just a fact of life that different cultures have developed. So people are different from each other. It's good to get to know people who are different from us ~ people from other cultures.

Interviewer: What can we learn from other cultures?

Interviewee: There is so much to learn from other cultures. Deeper insights into other people's customs, values and ideas minimise conflict due to ignorance and intolerance. Now more than ever before ~ and everywhere in the world ~ we need cross-cultural understanding! We should break down stereotypes.



Talk It Over

1. Which findings about stereotypes in the interview did you think were

- obvious if you think about them?
- surprising but quite interesting?
- convincing?
- unconvincing?

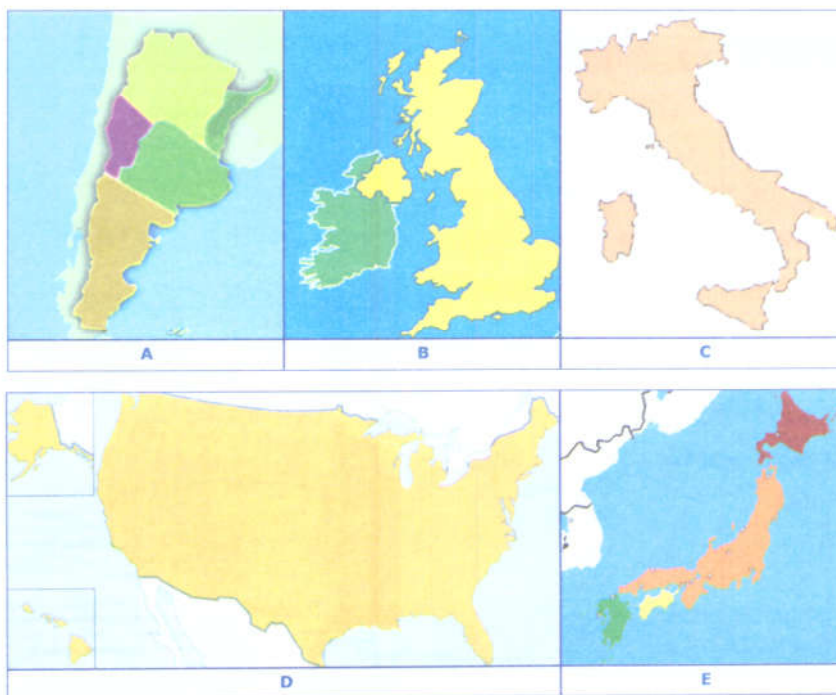
2. Has the interview made you feel that you should break down all cultural stereotypes? Why or why not?

Listen To This

Before you Listen

1. Look at these maps.

1. How many of these maps can you identify?
2. What are the national characteristics commonly associated with these countries?



2. You are going to hear a Moroccan, who lives in Argentina, talking about the national characteristics of Argentineans. Circle in pencil the issues you would expect him to talk about.

- | | |
|--------------------------|-----------------------------|
| 1. friendliness | 5. children |
| 2. attitude towards time | 6. arguments |
| 3. stereotypes | 7. the weather in Argentina |
| 4. the family | |

As you Listen

1. Now listen to the interview and check your predictions.
2. Listen to the interview again. Are these statements true or false. Tick (✓) in pencil the appropriate column

- The interviewee has been in Argentina for four and a half years.
- According to him, the first thing you notice is that the Argentineans are reserved.
- He is on good terms with his neighbours.
- Argentineans respect older people.
- He thinks that there are stereotypes to fit every nationality.
- For him, stereotypes are inaccurate.
- He blames only television for perpetuating stereotypes.

True	False

Talk It Over

First, write some brief notes about the Moroccan national character as you think foreigners see us. For example, do they see us as being hospitable? helpful? generous? Then in small groups, describe to each other this 'foreign' view of Moroccans and say whether you agree or disagree with it.

Extend Your Learning Experiences

Argentina (*The land of silver*) is the second largest country in Latin America after Brazil (Almost all the countries of Western Europe and Scandinavia could fit inside).

Find more information about Argentina at:
<http://www3.nationalgeographic.com> and share it with your classmates.



Use English Communicatively

Asking for, giving and responding to advice.

1. Notice these ways of asking for, giving and responding to advice.

1.

Asking for Advice

What do you think I should do?

What do you suggest?

What would you do if...?

2.

Giving Advice

I think you should

Maybe you should

Why don't you?

If I were you, I would

You'd better

You'd better not

3.

Responding to advice

That's a good idea.

Thanks for your advice, but I really

Sorry, I can't. I'm ing

Sounds like a good idea.

Thanks, but I've already

2. In pairs, complete the following exchanges.

1.

A: Should I take a course in cultural journalism at 'the Institut Supérieur de l'Information et de la Communication' (ISIC) in Rabat?

B: _____.

2.

A: I am thinking about quitting school to work as a journalist now. Is it a good idea?

B: _____.

3.

A: I'd like to become a journalist, but my father wants me to do medicine. What should I do?

B: _____.

3. Still in pairs, give and respond to advice in the following situations.

1. When you have to speak in public, _____.

2. When you are being interviewed for a job, _____.

3. When you sit for your driving test, _____.

4. When you go on holiday, _____.

4. In what situations do you think these pieces of advice were said? Match situations (A-D) with pieces of advice (1-9)

- A.** An hour or so before the exam.
B. One day before the exam.
C. During the exam.
D. After the exam.

1. You'd better get a good night's sleep.
2. You'd better not communicate with, or look at the paper, of any other testee.
3. You should read the instructions on the question paper carefully before you start writing.
4. You should turn off your mobile phone.
5. You should check that you have everything you need. You should make yourself a list.
6. You should have a good breakfast.
7. You should breathe deeply for a few seconds before your turn over your paper.
8. You'd better not discuss your performance or your paper with anyone.
9. You should try not to panic if you can't answer a question. You should move on to the next question and come back to the difficult one later.

5. Read the advertisement below.

It opens the doors to many careers



A degree in journalism can open the doors to many careers, such as:

Radio announcer	News writer	Editor
Reporter	Press agent	Web designer
Correspondent	Photo journalist	Sports writer

6. Work in a group of five. You all would like to have a degree in journalism. Choose careers from the list above. Take it in turns to ask for, give and respond to advice.
7. A classmate of yours is prejudiced. Write a short note giving him/her advice on how to break down national stereotypes.

Values

Values defined

Read definitions (1-3). Which words occur three times in these definitions?

1

Values are referred to as being “the things that we believe in and which we think are important”.

2

Values are those things that really matter to each of us.

3

Values are those things that you consistently try to acquire or keep.

Your school should be guided by these values.

This activity is designed to help you reach a better understanding of the most important values that should guide your school.

Step 1:

From the circle chart below, select the ten most important values that should guide your school. Feel free to add more values.

Step 2:

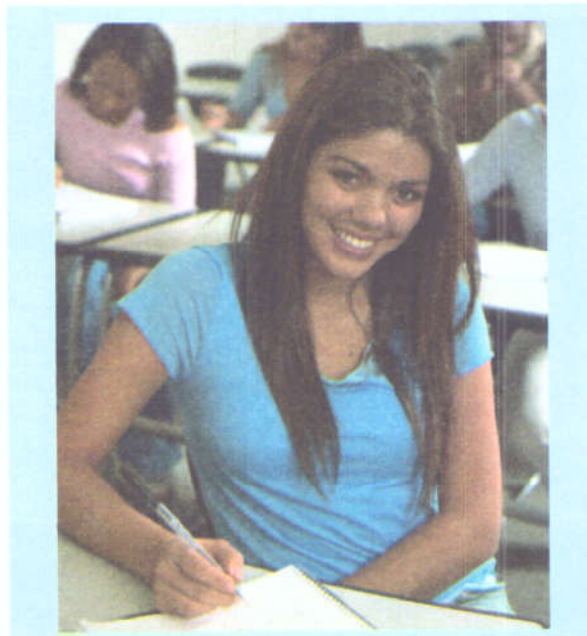
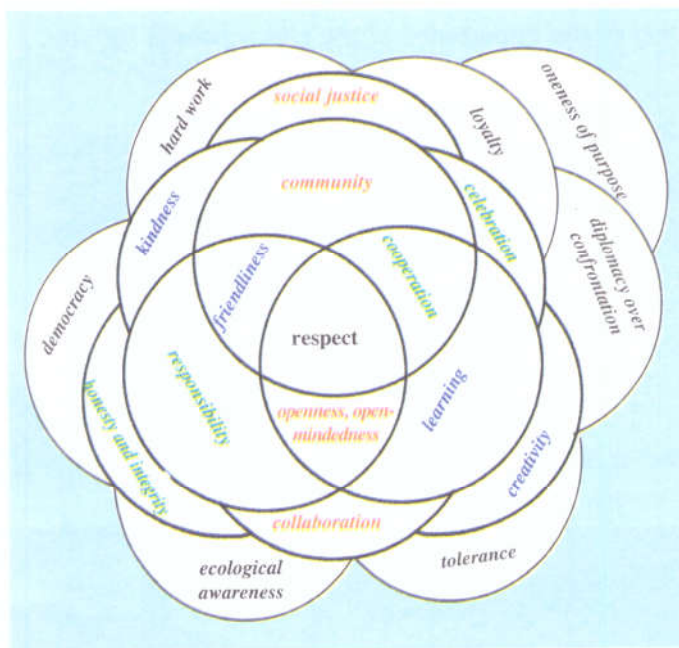
Arrange them in order of importance.

Step 3:

In groups of five, write down five sentences you would tell an English-speaking visitor to your school.

Step 4:

Present them to the rest of the class.



Values questionnaires

These questionnaires will help you reach a better understanding of your personal values.

Values questionnaire [1]

Indicate how important each value is to you.

	Very Important	Important	Neutral	Unimportant	Very Unimportant
_____ A COMFORTABLE LIFE (a prosperous life)					
_____ EQUALITY (brotherhood, equal opportunity for all)					
_____ FAMILY SECURITY (taking care of loved ones such as your mum and dad.)					
_____ FREEDOM (independence, free choice)					
_____ HAPPINESS (contentedness)					
_____ SELF-RESPECT (self-esteem)					
_____ FRIENDSHIP (trust, companionship)					
_____ LOVE (closeness, self-giving)					
_____ ACHIEVEMENT (contribution to society; that is, what you can do for it.)					
_____ BEAUTY (appreciation of nice things)					

Talk It Over

1. Of those values which you said were very important to you, which FIVE are most important? Rank them in order of importance from 1 to 5.
2. Of the values which you said were very unimportant to you, which FIVE are least unimportant to you?

Values questionnaire [2]

Below is a list of 13 values. Rank each item according to the importance of the characteristic for you.

_____	AMBITIOUS (hard-working, aspiring)
_____	BROAD-MINDED (open-minded)
_____	CAPABLE (competent, effective)
_____	CHEERFUL (light-hearted, joyful)
_____	FORGIVING (willing to forgive others)
_____	HELPFUL (working for the welfare of others)
_____	HONEST (sincere, truthful)
_____	IMAGINATIVE (daring, creative)
_____	INDEPENDENT (self-reliant)
_____	LOGICAL (consistent, rational)
_____	POLITE (courteous, well-mannered)
_____	SELF-CONTROLLED (self-disciplined)
_____	COURAGEOUS (standing up for your beliefs)

Talk It Over

1. What have you learnt about yourself?
2. What are the priorities in your value system?
3. Have you ever felt unable to stand up for your values? If so, how did you feel afterwards?
4. Some people stand up and fight for their values? How about you?
5. What are some of the values you will keep for the rest of your life?

Write It Up

Write a text to persuade your classmates that good personal values are important in our life.

Before you Write

1. Look at this outline:

Introduction: State your position.
Body: State good reasons to support your position.
Conclusion: Summarize the main points.

2. Look through the language you can use in a persuasive text. Underline in pencil the phrases you plan to use.

1. Ways of making a point

One point in favour of is that..... Another point for is that

2. Ways of expressing an opinion

In my opinion, In my view.....

3. Ways of linking arguments/ideas together

Moreover, In addition,

4. Ways of showing examples

For example, For instance,

5. Ways of summarizing

To summarize, In brief, In short,

6. Ways of showing result

Consequently, As a result, Therefore,

As you Write

Try to follow this procedure:

1. Write your first draft.
 - Introduce the topic;
 - Inform your audience of your point of view;
 - Focus on three main points.
2. Establish transition from paragraph to paragraph.

3. Edit your text.

- Check the paragraph structure of your essay. Each paragraph should contain relevant information. Delete any irrelevant sentences. Also, check your transition sentences. The conclusion of your text should be a summary of your main idea. It should also be consistent with the structure and/ or argument of your text. Take more time to polish your conclusion.
- Check for spelling, grammar, and punctuation errors. Check carefully if each sentence is meaningful (i.e., it makes sense), each sentence is grammatically correct, and all the words are correctly spelt. Once you have checked all of these things, check again.
- Time permitting, read through it one more time before handing it in to your teacher.

Compare It

Proverbs express the truth about a people's values and beliefs. Values like ambition, virtue, generosity, patience are addressed in sayings from almost every culture.

1. Read extracts (1-3) and underline the proverbs.

① Japanese proverbs often refer to morals: "An evil deed remains with the evildoer".

② Mexican proverbs reflect values of the average person and hope is a common theme: "Hope dies last of all".

③ Friendship is a common theme in some Czech proverbs: "Do not protect yourself by a fence, but rather by your friends".

2. Now, highlight the equivalent proverbs in extracts (1-3) of these Arabic proverbs?

"You can live without a brother but not without a friend".

"He who has health has hope; he who has hope has everything".

"There are men who are keys to good and locks to evil".

"Life without a friend is death without a witness".

Know Another Culture**1. Read the leaflet opposite and answer these questions.****1. Who is it addressed to?**

- A. Businesspeople
- B. Students of English
- C. Japanese students

2. What is it about?**3. What is the writer's purpose?**

Gift-giving customs vary from culture to culture. What may be considered culturally appropriate in one culture could be inappropriate in another culture. Countries view gift-giving differently. Countries fall into different categories when it comes to gift-giving.

High priority	Medium priority	Low priority
Japan	South Korea, Taiwan, China, Thailand, Malaysia, Indonesia, The Philippines, Hong Kong, and Singapore The Middle East Latin America	United States Canada Australia Europe

People give gifts for a variety of reasons...

To build and maintain personal or business relationships;
To promote business products or services;
To enhance the image and reputation of a company;
To show appreciation;
To show respect;
To express an apology;
To encourage or motivate;
To celebrate or congratulate;
To thank a host.



A British expression gives an excellent suggestion: "Do not take coals to Newcastle." People in Newcastle, a coal-mining town, would not appreciate receiving coal as a gift! In other words, do not give people something they already have. Do not give chocolates to the Swiss, or tea to the Chinese!

2. Re-read the leaflet.

1. Note down five points you have learned from this leaflet? Rank them in order of importance.
2. How important is gift-giving in Morocco?

Extend Your Learning Experiences

1. First, look through this chart of needs and resources. Which search engine do you usually use? What is special about it?

What do you need to find and what do you already know?	What is the best resource to use?
I know what I am looking for and I can describe it with some key words .	Google is always a good bet since it has the largest index.
	Yahoo Search is useful if Google doesn't do it for you.
	MSN (Live) Search is getting better and may provide results if the other two don't work.

2. Now, make a list of six values and then log on to the Internet to find three proverbs about each value. Share them with your classmates.

3. Conduct a survey poll. You might want to use your e-mail account to find the answer to this question from your friends:

"Which one of the following do you think is the most important in communicating good values such as truthfulness, honesty, respect for self and others: home, school or mass-media?"

4. Report the results to the whole class.

Know Another Culture

Many cultures have adopted aspects of other cultures; many have imposed their own customs on others as well. In today's global world, customs and other aspects of culture are exchanged faster than ever before through trade, travel and the mass-media.

1. Give examples of:
 - a. Moroccan customs that came from other cultures;
 - b. Typical Moroccan customs that have been adopted by other cultures.
2. Under what conditions do cultures make contact?
3. Why do you think intolerance prevents people from learning from other cultures?

Make Connections

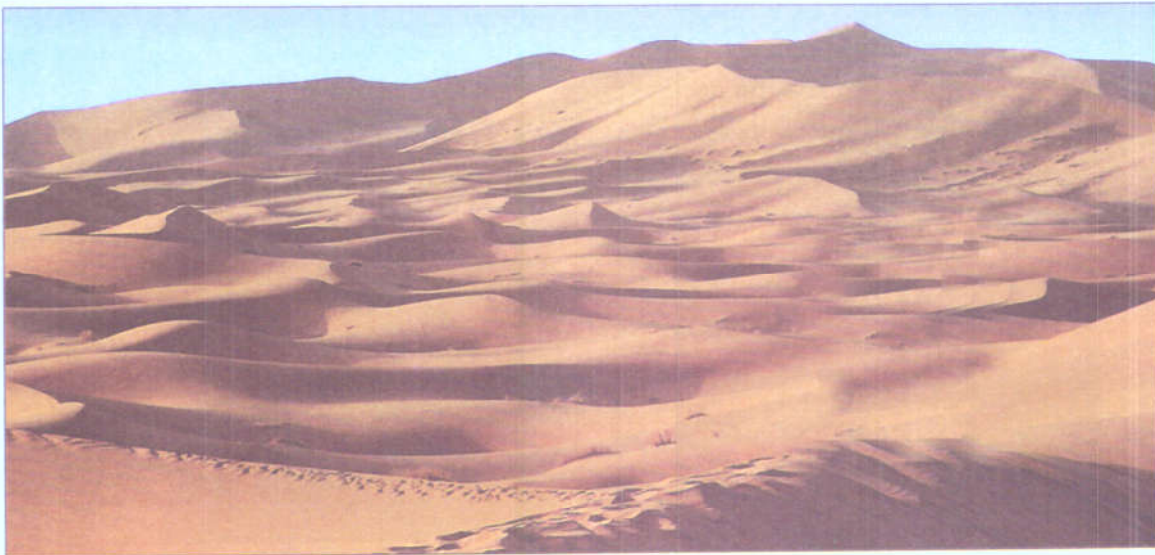
Read the extracts (1-2) opposite. As you do so, answer these questions.

1. What is the writer's intent in each extract?
2. What would you do if you were a cultural anthropologist?
3. What are some Moroccan material and non-material aspects of culture?

Cultural Anthropology



- 1 Cultural anthropology is the study of human society and culture; it describes, analyzes, interprets, and explains social and cultural similarities and differences.



- 2 For cultural anthropologists, there are two types of culture. Material culture and non-material culture. Material culture is what you can touch and see such as tools, buildings, clothes, foods and designs. Non-material culture, on the other hand, is made up of things you cannot see or touch such as language, music, stories, science, customs, and religious beliefs. Each of these things, like a language or a certain tool, is part of the culture of a particular group. Every cultural group wherever it happens to be has its own material culture and non-material culture. Let's take British culture, for example. A Rolls Royce car or fish and chips would be part of British material culture. Rock and Roll music and the English language would be part of British non-material culture.

(Adapted from an article on continuing.ku.edu/)

Brush Up Your Grammar

The Past Perfect vs. The Past Perfect Continuous.

1. Notice the Past Perfect and the reference points in these sentences. Look at the example.

1. Coady had studied cultural anthropology before he moved to Morocco.
2. By 1995, he had graduated from university.
3. He had been studying cultural anthropology for four years before he graduated.
4. As soon as he had graduated from university, he went on a tour of the world.
5. He knew Morocco so well because he had visited it several times before.
6. He was able to get a teaching post because he had submitted an impressive CV.
7. He had planned to re-visit Morocco before, but he didn't have the time.
8. Coady and I had been e-mailing each other for a year before we met.

2. Now, notice the use of the Past Perfect in these exchanges.

1. A: Had you ever visited Argentina before your trip in 2005?
B: Yes. I had been to Argentina twice before.
2. A: Had you previously studied Moroccan Arabic or Amazigh before you moved to Morocco?
B: Yes, I had done Moroccan Arabic and Amazigh for a year before I moved to Morocco.

3. Now in pairs, answer these questions:

1. How are the two tenses formed?
2. When do we use each of them?

4. Complete these sentences.

1. After the cultural anthropologist 1 the lecture, he immediately 2 to Tangiers.
2. By the time I 3 to see the doctor I 4 ill for at least two weeks.
3. Adib 4 a brand new car before he 5 his driving licence.
4. Once Ilham 6 the advert about Your University (YU) she 7 the Office of Admission.

5. In pairs, look at the following pictures and discuss what had happened before they were taken.



Phrasal verbs with *through*

Choose the correct meaning from the box below of the *through* verbs in these sentences.

pass	communicate with	read carefully	repeat	recover/survive
------	------------------	----------------	--------	-----------------

1. I've tried explaining how it works, but I just can't get *through* to him.
2. I'm taking the Baccalaureate this year. I will certainly get *through*. I've been working hard.
3. I still don't understand how to use Excel. Could you possibly go *through* the instructions again?
4. One of my classmates has been very ill, but her doctor says she will pull *through*.
5. I've looked *through* the editorial twice and can't see the issue the editorialist is arguing for.

UNIT 2

The Gifts of Youth



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about the gifts of youth;
2. express wishes and regrets;
3. use vocabulary related to youth;
4. exchange information about the strengths of youth;
5. ask and talk about future events;
6. understand and interpret written and spoken texts about youth;
7. write an advertisement on how we can further develop young people's assets;
8. demonstrate an understanding about parents' attitude towards their children's schools in other cultures with ours;
9. compare proverbs and films about the assets of youth in other cultures with ours;
10. gain more understanding about philosophy;
11. gain more understanding about the opportunities given to Moroccan young people to get ahead in life.

Learning to Learn

1. How to use a monolingual dictionary
2. How to use an online dictionary

Improve Your Communication Skills

Read All About It

Before you Read



1. Look through this list of the strengths of youth.

1. Energy _ Young people have a vital and energetic role to play in society
2. Perseverance _ They keep on despite difficulty; they don't give up.
3. Enthusiasm _ They are enthusiastic about education.
4. Patience _ They show patience in resolving problems.
5. Flexibility _ They can adapt to change.
6. Sociability _ They are sociable, friendly and nice.
7. Optimism _ They look forward to a brighter future.

2. Add more strengths of youth to the list. Share them with a partner.

3. In pairs, briefly answer these questions.

1. Who makes up about 18% of the world population?
2. Why is youth a very important force?
3. How can youth prove their competence?
4. In your opinion, which issues should we consult youth about?

As you Read

1. Still in pairs, read the article below to check your answers.

They are not only the future, they are also the present

According to the United Nations criterion, youth constitutes people between the ages of fifteen and twenty-four. This makes up approximately 18% of the world population. We should therefore be concerned about youth issues.

Youth is a heterogeneous group. Socio-economic, cultural, gender and age differences determine in which way young people can be vulnerable. However, these differences also indicate that there are many ways in which young people can participate in society.

Young people are the lifeblood of a country. They represent the most active and vital force in its development. They have higher aspirations for themselves. We must make life easier for them. We must also empower them to become responsible, resourceful citizens.

Now more than ever before - and everywhere in the world - the involvement of young people is today necessary for making this world a better place to live in. We should allow them to voice their opinions. We should acknowledge their valuable contribution to society, too. Young people can be constructively critical about all aspects of life. Therefore, we should consult them on issues about youth.

Young people are the present; their involvement is necessary for human development and sustainability. They themselves are willing to participate in this as full and equal citizens. Young people can play responsible, determining roles in society. They need only to be given the opportunity and guidance to prove their ability. They want to be serious and reliable partners in the conception, planning and implementation of policies and programmes in their communities and societies. Young people have as much to say about societal problems and potential solutions as others do. Their suggestions will certainly be beneficial to all of us.

Young people can become more active and effective members of society if they are properly valued. The gifts of youth shouldn't go by unnoticed, should they?

(Adapted from an article on: portal.unesco.org/en/ev/.)

2. In your opinion, what can adults learn from young people in Morocco?

Strengthen Your Vocabulary

One way of strengthening your vocabulary is learning words that go together.

1. Re-read the article and find the words that go with the following:

- | | |
|--------------|----------------|
| 1. problems | 4. critical |
| 2. solutions | 5. role(s) |
| 3. citizens | 6. aspirations |

Another way of strengthening your vocabulary is learning words with the same meanings.

2. Find words in the article with the following meanings.

- | | | |
|----------------|--------------|---------------------------|
| 1. ignored | 3. recognize | 5. necessary for |
| 2. trustworthy | 4. ambitions | 6. not of the same nature |

3. Now, use the words in the article to complete these sentences.

- Our English class is not _____ (1). We all have the same goals and the same level of English, I think.
- Some people think that money is _____ (2) for happiness.
- As young people, we should clearly define our _____ (3).
- The sources of a newspaper should be _____ (4).
- _____ (5) errors slow your computer down.
- I _____ (6) that hard work pays off.

Talk It Over

1. Which youth issues should we be all concerned about?
2. What are two or three ways in which young people can participate in society?
3. How must we empower young people to become resourceful citizens?
4. Where can we allow young people to voice their opinions?
5. Why is young people's involvement in human development necessary?
6. How should young people be properly valued?

Listen To This

Before you Listen

1. Below is a list of some personal and social assets that facilitate positive youth development. Underline in pencil words with the following meanings:

1. self - respect, pride
in oneself

2. determination
3. confidence

4. detailed, thorough
5. abilities, what you can do

2. Match the assets (A-D) and the examples (1-11)

A. Physical development

B. Intellectual development

C. Psychological and emotional
development

D. Social development

1. In-depth knowledge of more than one culture.
2. Critical thinking and reasoning skills.
3. Good decision-making skills.
4. Good health habits.
5. Realistic optimism.
6. Strong moral character.
7. Good conflict resolution skills.
8. Positive self-esteem.
9. Good relationships and trust with parents,
peers and teachers.
10. Sense of personal autonomy/responsibility for self.
11. Good life skills.

3. You are going to hear an interview with an English teacher about the strengths of young people. In pairs, circle words and phrases you expect to hear during the interview.

competence
to resolve conflict
violence
character
deeper insights into other
cultures

physical strength
connection
act on their convictions
generation gap
optimistic about their future
unemployment



As you Listen

1. Now listen to the interview.
2. Did you hear the words and phrases you expected while you were listening to the interview?
3. Work in pairs.

Student A

Listen for specific information and find out:

1. How many examples does the interviewee give about competence?
2. What does the interviewee mean by 'character'?
3. Which example does the interviewee give to illustrate 'equality and social justice'?
4. According to the interviewee, what should be done to help young people further develop their assets?

Student B

Listen for specific information and find out:

1. What does the 4 C's stand for?
2. What does the interviewee mean by 'connection'?
3. Which example does the interviewee give to illustrate 'integrity'?
4. According to the interviewee, what is young people's attitude towards the future?

Use English Communicatively**Expressing wishes and regrets**

1. Notice how wishes are expressed.

Wishes about the present

1. I wish } you were here sharing this lovely holiday with me.
If only }
2. I wish we saw each other more often.
3. I wish I could speak Japanese.

Wishes about the future

1. I wish } all nations would live in peace.
If only } could
2. I wish the situation were going to change.
3. I wish I would (could) go on a long holiday next summer.

Wishes about the past

1. I wish } my classmates had won the environment competition.
If only }
2. I wish they had worked harder on the project.
3. I wish I could have participated in the project.
4. I wished I had been there.

2. Underline in pencil the verb forms that follow **wish** and **If only**.

3. Complete the following rules.

1.

To express wishes for unlikely or impossible situations and to express regrets, we use wish + ____ 1 ____.

2.

To talk about wishes and regrets about past situations, we use wish + ____ 2 ____.

3.

We use wish + ____ 3 ____ when we are talking about people's ability to do things and wish + ____ when we are talking about things that we would like people to do or not to do.

4. Complete sentences (1-4) with these verbs.

stop

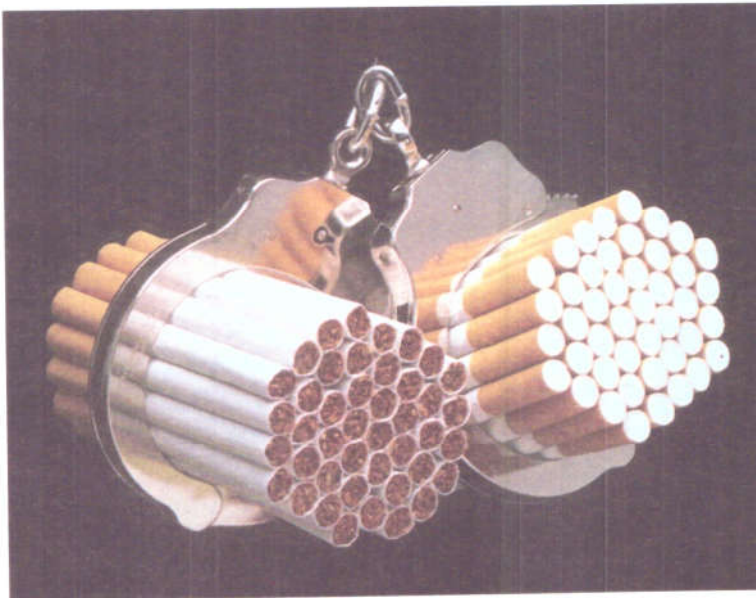
begin

work

be

1. I wish all countries¹..... long ago to work on the problems of the world.
2. I wish people everywhere²..... more concerned with the world around them.
3. I wish the major powers of the world³..... together instead of against each other.
4. I wish all countries⁴..... producing nuclear arms.

5. In pairs, read these facts about smoking. What do you think about them? Share your opinions with the rest of your class.



**Smoking
Damages nearly
Every Organ
in the Human Body**



1. Smoking is bad for your health.
2. Smoking is also bad for other people ~ they breathe in your smoke.
3. Smoking is an avoidable cause of death in many countries, including Morocco.
4. Smokers are more likely than non-smokers to suffer from lung cancer.
5. Permantly quitting smoking has immediate benefits for you and your loved ones.

6. Re-read the facts above and complete sentences (1-3).

1. I wish smokers ____ (know) more about the dangers of smoking.
2. I wish all parents ____ (talk) more about the dangers of smoking to their children.
3. I wish each and everyone of us ____ (be) aware of the dangers of smoking.

7. Write your first five wishes about the present, the future and the past.**8. In pairs, ask and answer questions about your wishes.****Hypothesizing****1. Notice the underlined tenses in the following sentences and answer the questions that follow.**

1. If Jack had worked harder, he would have got promotion.

- a. Did Jack work harder?
- b. Did he get promotion?

2. Discover the role: How do you form Conditional Type Three?

3. If we had had a very good goal-keeper, we wouldn't have lost the game.

- a. Why didn't you win the game?
- b. What would have happened with a very good goal-keeper on the team?

4. I received an excellent training for this job. If I had not had an excellent training, I wouldn't have survived the job for very long.

- a. What was your training for the job like?
- b. Under what circumstances would you have left the job?

**2. Notice the tenses in *italics* in sentences (1-2) and Match them with their functions (A-B).**

1. If I *had gone* to Japan, I *could have learnt* Japanese.
2. If I *had known* there was an online Japanese course, I *might have tried* it.

- A. Possibility
- B. Ability

3. Complete the text below with the appropriate conditional form, using the verbs in parentheses.



'It has become an integral part of libraries'



'Desktop publishing is a lot of fun'

After I had graduated from ISIC, I applied for a job with a prestigious national newspaper. I didn't get the job because they wanted someone who had excellent desktop publishing skills. I ___ 1 ___ (could, take) a course in desktop publishing, but I didn't. If I ___ 2 ___ (take) that course, I ___ 3 ___ (get) the job. Just imagine for a moment what my life ___ 4 ___ (might, be) then if I ___ 5 ___ (take) that job. Some time later, I took a course in desktop publishing. I am a highly- paid journalist now. I've had "no regrets" at all so far.

4. In pairs, ask and answer these questions.

1. What would you have done if you had gone on holiday last summer?
2. If you had had a choice, which language would you have taken up when you were in lower secondary school?
3. Do you think Morocco would have won the 2002 World Cup if it had qualified?

Compare It

1. Read the description of Indian youth below and underline in pencil the gifts of youth that Moroccan and Indian young people have in common.
2. Compare your underlined sentences with a partner.



The youth of India is a vital and energetic human resource. They have a right and an obligation to participate actively in the development of India and in shaping the destiny of the nation which is, in point of fact, their own destiny. Their expectations are naturally high, in a country with a great past and greater promise for the future. The need, therefore, is to create increasing opportunities for them to develop their personality and competence and thus make them economically productive and socially useful.

Moroccan films vs. Mexican films.

Some Mexican films such as "Pan's Labyrinth," are about the strengths of youth. It's really worth seeing. Are there any Moroccan films about the gifts of Moroccan youth? If so, tell your partner about them.



A scene in "Pan's Labyrinth"

Learn How To Learn

Learn how to use a monolingual dictionary.

You can use a monolingual dictionary to edit what you write. You can use it to find the spelling of words. You can use it also to find the meaning of words you don't know.

The words in a dictionary are arranged in order from A to Z. To find a word, you don't have to turn each page. Here are some hints to help you:

1. Think of a monolingual dictionary as having three parts.
 - The first part has words which start with A-E.
 - The middle part has words that start with F-P.
 - The last part has words that start with Q-Z.
2. When you find the part you want, use the guide words at the top page. They tell you the first and last words that are printed on each page.

1. In what part of the dictionary would you look up these words?

education	literate	guarantee	comfortable	heal	X-ray
science	basket	onion	yoke	jersey	warm

2. Here are the tops of some pages from the first part of a monolingual dictionary. They show *the guide words*. The first word tells the first word that is printed on the page. The second word tells the last word. Read the guide words, then answer the questions below.

avail	80	avoid	avoidable	81	away
-------	----	-------	-----------	----	------

1. What is the first word you will find on page 81?
 2. What is the last word you will find on page 80?
 3. Would you find *available* and *avoid* on the same page?
 4. Would you find *awake* and *aware* on the same page?
 5. On what page would you find *average*?
 6. Would you find *aviator* on any of these pages?
 7. Would you find *avocado* on these pages?
3. Divide the dictionary into three parts. Find the guide words. Try to find these words without turning every page.

First part	Middle part	Last part
expectation	fray	zenith
clever	hedonism	watchful
anvil	origin	rubbishy
dance	transient	yawn

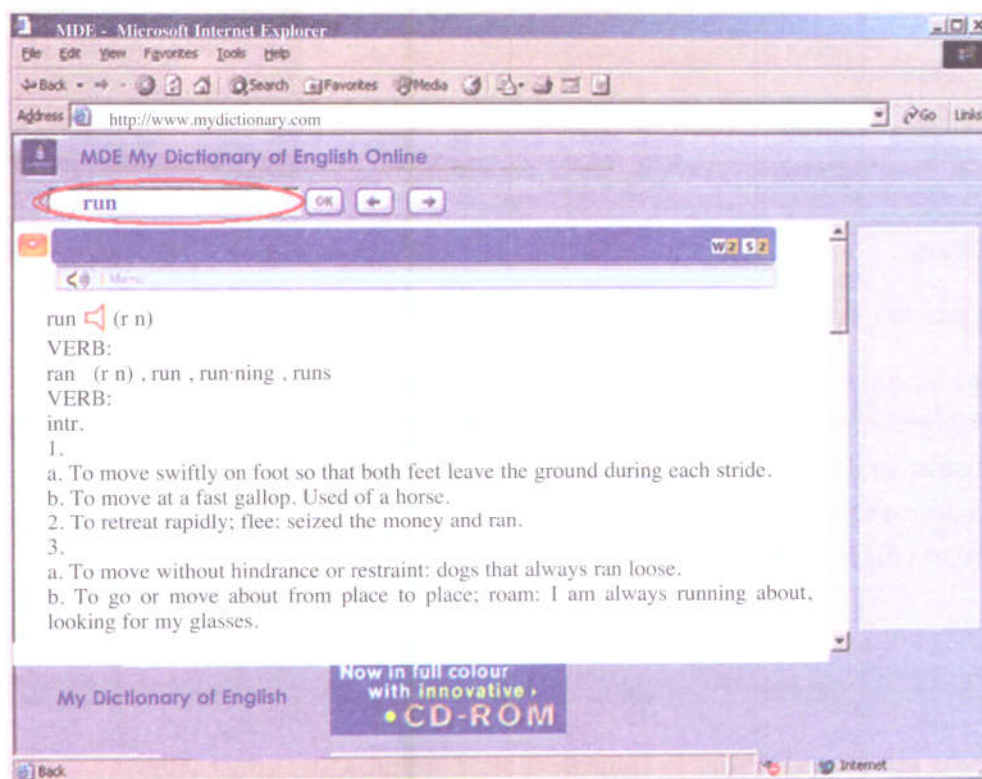
4. Many words have more than one meaning. The dictionary gives the different meanings of the words. Look at the dictionary entry for the verb 'run' opposite and answer these questions.

1. How many meanings does the word 'run' have in this entry?
2. Which meaning of 'run' is an action?

3. Why do you think there are sentences next to the meanings?

run (run) 1 go by moving the legs quickly; go faster than walking: *A horse can run faster than a person.* 2 go in a hurry; hasten: *Run for help.* 3 make a quick trip: *Let's run over to the lake for the weekend.* 4 escape; flee: *Run for your life.* 5 cause to run; cause to move; *run a horse up and down the track.* 6 do by running: *run errands.* 7 go; move; keep going: *This train runs from London to Liverpool. Does your watch run well?* 8 go on: *Prices of hats run as high as 100 pounds.*

Learn how to use an online dictionary.



It is so easy to look up words in an online dictionary like this one.

Step One: Just type the word into the search box (circled in red).

Step Two: That's wonderful! The meanings of the word you're looking up will appear in the window.

Step Three: If you want to go to the next or previous alphabetical entry in the dictionary, use the arrow keys  .

Give yourself some practice in using dictionaries.

Select an article written in English about youth in a magazine or a newspaper and read it. As you do so, underline ten words in pencil. Look them up first in a paperback dictionary and then in an online dictionary.

Write It Up

Write an advertisement on how we can further develop young people's assets.

Before you Write

1. Look at these slogans. What do they persuade us to do?

1. Investing in youth is investing in Morocco's future.
2. Investing in youth is investing in our future.

2. Follow these steps:

- | | |
|-----------------|-----------------------|
| 1. Find sources | 3. Arrange your notes |
| 2. Take notes | 4. Write an outline |



As you Write

Keep these tips in mind as your write.

1. Remind yourself of your objective which is to persuade.
2. Your advertisement should catch the readers' attention. (A good slogan or headline is essential; an illustration can make a good impression on the reader).
3. Your advertisement should have the right message.
4. Proofread your advertisement.

Compare It

Often proverbs are almost similar in cultures. Below are proverbs about youth.

1. *Knowledge in youth is wisdom in age.*
2. *Youth development will be brought about by youth* [A Swahili proverb].
3. *Ujana ni moshi* [A Swahili proverb]. Translation: *Adolescence is smoke. Literal Meaning: Youth is transient, disappearing like smoke. Once dissipated it can never be brought back.*
4. *What is learned in youth is carved in stone* [A Moroccan proverb].

How does the Moroccan proverb compare with the other proverbs?

Know Another Culture

1.

According to a survey, British parents are more satisfied with the choice of schools available to them than their counterparts in either Germany or Spain.

Find out what some Moroccan parents think of the schools their children go to. Report your findings in English to the rest of your class.



2.

In the United States, most people would tell you that the purpose of education is to give you the opportunity to choose a career that you like and that will allow you to support yourself and your family. It's the idea of the "American dream" that, through education, we give everyone the opportunity to get ahead in life.



Interview some of your teachers about the educational opportunities that are given to Moroccan young people to get ahead in life.

Make Connections

1. Read the article below and underline in pencil the sentences that answer these questions.

1. What is philosophy?
2. What types of questions do philosophers ask?
3. According to the writer, why are young people more interested in philosophy?
4. Which area of philosophy looks at values?

What is philosophy all about?

Philosophy is essentially inquiry. Everybody wonders about something, and philosophy is questioning and seeking answers. There are at least two kinds of “why” questions that we ask:

- Logical, or argumentative, why (Why do we have to be in good health? Why is being unpunctual wrong?)
- Causal why (Why are young people ambitious?)

Philosophers have organized this kind of questioning into several areas.

Knowledge. How do we become certain we are correct? How do we identify facts from opinions? Do we need to justify our conclusions and make arguments to have knowledge? What counts as a good reason for an argument? When should we accept common knowledge as correct, and when should we question it?

Ethics. How do we know what is right and wrong? Are some things not always wrong, such as little white lies? Is right and wrong based on rules? Which values are ethical?

Aesthetics/Beauty. Why do we think some things are beautiful and others not so beautiful? Do standards of beauty change? Why do people disagree on whether some music or art is beautiful?

Language. How do we learn to talk? Would I make up a language all by myself if I had no one to talk to? How do words get their meanings? Does written language change the way spoken language works because words that sound the same can be spelled differently and have different meanings?

Politics and Society. What does it mean to have a just society, or be fair? What do we owe to people in power? Are we ever justified in fighting, or making war? What can we tax people for – education, defence, job training, or healthcare – and why? In our communities, outside of government, what do we owe each other? Why do we admire people for certain things? Should we admire these characteristics? Are there some people we should admire, but do not, and why? What makes democracy work?

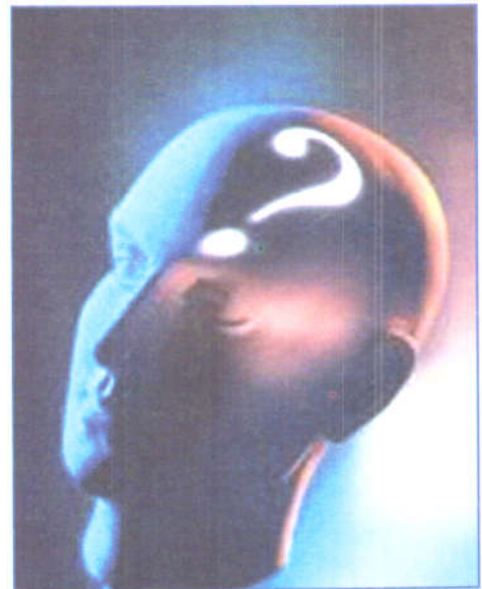
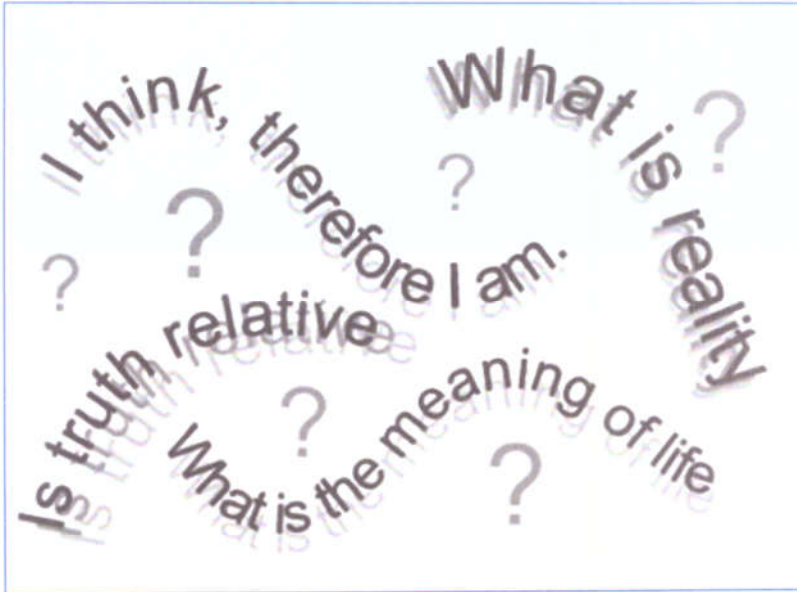
Many of these questions are deeply interesting to people of all ages. Young people are sometimes more interested in these issues than many adults. Why? Because adults have so many practical issues to worry about that they have less time than young people to devote to philosophizing about such issues, but we are all capable of thinking about these questions when we're not busy with telephone, water and electricity bills and... having gas bottles refilled at the shop across the road !!!

(Adapted from an article on: www.msu.edu/~reiheld/Tips_P4K.)

2. Take notes of the most important points you have learned from this article.

Talk It Over

1. Look at the diagram below. Which issues do you study in your class of philosophy?
2. In your opinion, why should philosophy be an integral part of every curriculum?



3. What does the picture opposite reflect?
4. Who said: "**I think, therefore I am.**", Laroui, Descartes or Russell?



"Abdallah Laroui is a Moroccan philosopher and historian."



"Edward Said's journeys among culture, politics and philosophy knew no disciplinary borders"



"René Descartes was a highly influential philosopher."



"Bertrand Arthur Russell was a British philosopher, logician and advocate for social reform"

Brush Up Your Grammar

Future perfect simple vs. Future perfect continuous

1. First, notice how the future perfect is formed and then underline the reference points in these sentences. Look at the example.

1. I will have further improved my English by the time I finish this course.
2. By next October, I will have registered for university.
3. I will have learnt enough Spanish to communicate before I go to university in Seville.
4. By the time I graduate from university, I will have had my medical practicum in a public hospital in Morocco.
5. In seven years' time, I will have qualified as a doctor.
6. I will have filled in all applications before the deadline.
7. I will have been in Seville for six years by the time I return home.
8. By the end of next year, I will have been studying Spanish for five years.



2. In pairs, match sentences (1-8) with these uses of the future perfect.

Use 1

The future perfect expresses the idea that something will occur before another action in the future. It can also show that something will happen before a specific time in the future.

Use 2

We use the future perfect to show that something will continue up until another action in the future.

Use 3

We use the future perfect continuous to describe a future, on-going action that will occur before some specified future time.

3. Fill the gaps in these sentences, using the verbs below. All the sentences refer to future events.

volunteer	take	drive	finish	conduct	carry out.
-----------	------	-------	--------	---------	------------

1. In six months' time, we 1 our Baccalaureate.
2. When we reach Agadir, we 2 for five hours.
3. We 3 in the Environment Club for a year next month.
4. We 4 this project work by dinner time.
5. By the end of this school year, we 5 more than four opinion polls.
6. We 6 some research on the gifts of youth for a week next Tuesday.

4. In pairs, ask and answer the questions.

1.

A: What will you have done by next Monday?

B: (Answer)

2.

A: (Ask a question)

B: I will have been learning English for four years by the end of this school year.

PROJECT WORK (1)

In a group of four, carry out a project on one of the following topics.

1. Stereotypes about a particular country.
2. Customs that came from other cultures; for example, eating at fast-food restaurants.
3. Young people and politics.
4. Your school values.

1. Here are some tips to help you with this project work:

1. Plan the project.

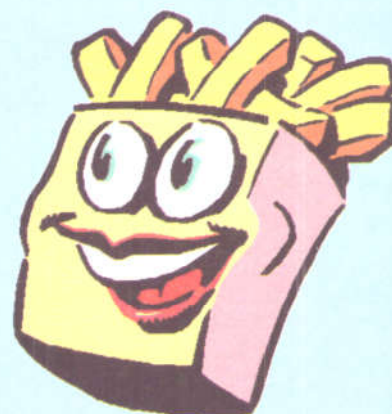
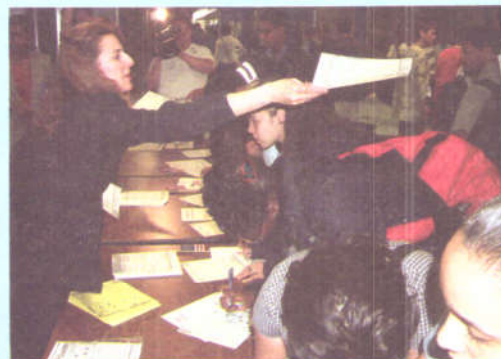
- ⇒ What is the aim of the project?
- ⇒ What information do you want to include in the project?
- ⇒ Where and how will you find it?
- ⇒ What form will the project take? (a booklet, a wall display, etc.).
- ⇒ Who among the group will be responsible for what?
- ⇒ How long will it take to produce each part?
- ⇒ What material or resources might you need?

2. Gather information

3. Work on the project

4. Present the project

5. Evaluate the project



2. Begin early. If you start working early on the project, you will have more time to finish it. You will give yourselves enough time to do a good job. Keep a time log like this one:

Date	Tasks/Activities	Comments	Start	Finish	Number of hours

Review and evaluation

Assess yourself

How well do you know the English you learnt in Units One and Two? Put a tick (✓) in the right column.

	I can do this very well.	I can do this reasonably well.	I can do this, but poorly.
Asking for, giving and responding to advice.			
Expressing wishes/ regrets/ hypothesizing.			
Using the Past Perfect.			
Using words related to the themes in these units.			
Defining.			
Reacting to ideas in a text.			

Now, choose some parts to revise and practise.

Communicative Functions

Rim and Ilias are university students of English. Complete their exchanges.

1.

A: I'm planning to apply for a job now. I can't wait until I graduate.

B: (Give advice)

A: (Respond to advice)

2.

A: Will you go on this tour of the south this spring holiday.

B: No, I really can't. (Express a wish).

3.

A: The Classical concert last night was wonderful. Did you go?

B: No, I didn't. (Express a wish)

Vocabulary

A. Use some of these words to complete the following exchanges:

misunderstandings, differently, pass on, distancing, conscious, unaware, stereotypes

1.

A: How can we end 1 between cultures?

B: By being 2 of cross-cultural similarities and differences.

2.

A: What is another way of saying ... 3 ...?

B: To hand down to. Right?

A: That's good.

3.

A: varies from one culture to another, doesn't it?

B: It does indeed.

4.

A: Do you think all are inaccurate?

B: I think so.

B. List five value adjectives. Underline the one that is most important to you. What does it mean?

C. List five strengths of youth.

Grammar

1. Complete these exchanges.

1.

A: You ____ 1 ____ any English at all before you went to the lower secondary school?

B: No. Why?

A: I thought you ____ 2 ____

2.

A: Did Abdellatif, our good friend, get the job with the bank?

B: Yes, he did.

A: Why?

B: Because he ____ 3 ____ an impressive CV.

3.

A: What would have happened if I had applied for the same post?

B: You ____ 4 ____.

4.

A: I ____ enough Italian to be able to communicate with the Italians by the end of this year.

B: Good for you.

2. Rewrite these sentences as suggested.

1. The athlete did not train regularly. He did not win the race.

If

2. I have to go to the dentist this afternoon.

I wish

3. We have missed the beginning of the sitcom.

If only

4. The weather is not going to change, according to the weather forecast.

I wish

3. Complete these sentences with words below. Use one of them twice: down, up, along, on, across

1. This car eats _____ a lot of petrol. Get yourself a car more economical in fuel.

2. My classmates and I really get _____ with each other.

3. When you are giving a talk, try to get all your points _____.

4. Just keep _____. You will make it.

5. Enrollment at this school is going _____. We will add more classes.

Reading

Below is a short article by a Japanese teacher of mathematics. As you read it, answer these questions.

1. Has this article made you feel that you can be excellent at math? If so, give evidence from the text.
2. Which values are implied in this text?

How to become good at mathematics

By Watanabi

It is easy to tell why some students do poorly while others do well in math in my class. In most Japanese classrooms, exam questions are taken right out of the textbook I cover extensively. In my class, about 90 percent of exam questions are the same as those in the textbook. I rank the questions in order of increasing difficulty so that my class as a whole can score at least an average of about 55 points. A student is 'bad at math' if he or she can sort out only 20 or 30 percent of the problems. To have such a score when about 90 percent of my problems are taken right out from the textbook can only indicate lack of perseverance on the students' part. All my colleagues are of the same opinion. Then, what does one have to do to master such technical skills to get high exam scores? Two things: first, paying a great deal of attention in class, and second, preparing for and reviewing materials covered in class daily either at home, or at *juku* ~ a private class, or preferably at both. Mathematics is accessible to all those who work hard. Mathematics shouldn't scare students off !



(Adapted from an article on: www.ed.gov/pubs/JapanCaseStudy/chapter3a)

Evaluate Units One and Two.

Group discussion.

Get into groups of three or four. Decide which group will look at Unit One or Unit Two.

In your group, decide who will report to the whole class.

Look through the Unit you chose and discuss these questions:

Unit One

Were the topics interesting?

What did you learn about cultural issues/values?

Were the 'Learn How To Learn' tips useful to you?

Unit Two

What did you learn about the gifts of youth?

Was the writing task interesting?

Do you need to practise any language elements once more?

Your own ideas.

Do you have any suggestions for future use? If so, write them down and submit them to your teacher.

UNIT 3

Advances in Science and Technology



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about advances in science and technology;
2. ask for and give information about advances in science and technology;
3. express degrees of certainty;
4. express purpose;
5. express complaints;
6. understand and interpret written texts such as articles and questionnaires;
7. understand and interpret spoken text ~ an opinion poll about science at school;
8. design, write and present an opinion poll about science and technology.

Learning to Learn

Steps to follow in an opinion poll

Improve Your Communication Skills

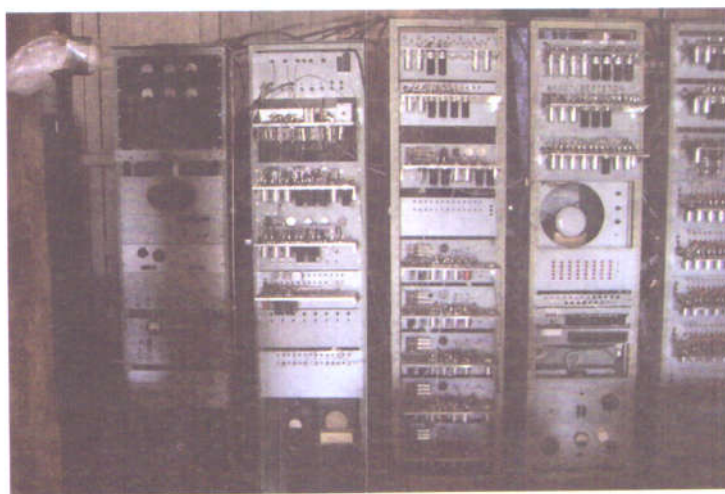
Read All About It

Before you Read

- Look at the pictures and think of a word or a sentence to describe each of them.



- Below are the four steps that scientists normally follow in their work. Put them in the right order.



Discovering truth the scientific way

- Test the theory by further observations and by experiments.
- Observe what happens.
- Based on those observations, form a theory as to what may be true.
- Watch to see if the predictions based on the theory come true.

Order

1	
2	
3	
4	

- Compare your answers with a partner.

4. Do you think you can use the same four steps in learning **language functions**, **grammar** and **vocabulary**. If so, how?
5. Look at the picture. What does OFWT stand for? Refer to the scientific method opposite.



6. Match (1-4) with (A-D).

Column A

1. Science is guided by
2. It has to be explanatory by
3. It is testable
4. Its conclusions are tentative;

Column B

- A. reference to natural law.
- B. against the empirical world.
- C. that is, they are not necessarily the final word.
- D. natural law.

7. Below are six views about science literacy. Write six words you would expect to find in these views.

As you Read

1. Read the views and check your predictions. How many words did you get right?

1. "We all live in a culture that is shaped by science and technology. Therefore, education should prepare us to understand how the world works and to think critically and independently."

2. "We should all be scientifically literate. Scientifically literate students can understand the science stories they read about in the news and can have well-reasoned views on the basic issues in science that affect their lives. They can have enough scientific knowledge to identify pseudo-scientific claims, too. In my view, education should be science- oriented."

3. "Humanities and arts students should be scientifically literate, too. Morocco needs scientifically literate citizens. I don't mean they should be scientists. Some basic science knowledge is beneficial in our world, though. Even in our language classes we should think critically about what we do."

4. "One of the benefits of being scientifically literate is that you can ask and find answers to questions derived from curiosity about everyday happenings. Scientifically literate students are positively curious."

5. "Common sense tells us that we all must be scientifically literate. Scientific literacy allows us, together, to create a better world for all of us."

6. "If you are scientifically illiterate, you will believe anything. Scientifically literate students can make informed decisions about what they believe."

2. Re-read the views and underline in pencil words with the following meanings:

1. advantages
2. events
3. on your own

4. false
5. logical

6. based on reliable information
7. well-informed

Talk It Over

1. Which of the views (1-6) do you most agree with? Why or why not?
2. What are the advantages of being scientifically literate?
3. What are some of the pseudo-scientific claims?
4. Why do you think we should be able to recognize a pseudo-scientific belief?

Read All About It

Before you Read

1. The questionnaire below will help you find out how much you agree with statements about science and technology. Fill it out in pencil. When you have finished, compare it with a partner.

QUESTIONNAIRE

	<i>Strongly agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly disagree</i>
1. Because of science and technology, there will be more opportunities for the next generation.				
2. Technology creates an artificial way of living.				
3. Scientists should be allowed to do all sorts of research.				
4. People would be much happier without so much technology.				
5. Technology has made our lives easier but it hasn't made us any happier.				
6. Technology has made education easier.				
7. We should give higher priority to scientific and technological education in Morocco.				

2. Answer these questions.**1.** In your opinion, which is the most significant breakthrough in technology?

- a.** the telephone. **c.** the Internet. **e.** Satellite channels.
b. the computer. **d.** Biometric ID cards.

2. Which one couldn't you do without? Justify your decision.**3.** Share your views with a partner.**3. Notice the sentences below and underline the phrases used for expressing purpose.**

- 1.** The journalist decided to take a desktop publishing course to get a higher-paying post.
- 2.** In order to be on time for the interview with Meryem Chadid, he left home early.
- 3.** He always prepares himself an hour or so before an interview so as not to be late.
- 4.** Journalists should be tactful so as not to offend readers.
- 5.** We should all be scientifically literate so as to identify pseudo-scientific claims.
- 6.** We are learning English with a view to gaining deeper insights into other cultures.

As you Read

- 1.** Now, look at the first sentences of Parts A and B of the article on the next page. What is the writer's purpose in writing this article?
- 2.** Work in pairs.

Student A

Read Part A and underline in pencil the writer's views on the telephone, text messaging, and the www.

Student B

Read Part B and underline in pencil the writer's views on the fluorescent light bulb, new technology industries and hybrid cars.

- 3.** Still in pairs, compare the writer's views.
- 4.** Individually, re-read your part and answer the questions under each part. Compare your answers.

Part A.

- Advances in technology have changed the way we live and communicate, but no breakthrough has revolutionized life as much as the advent of the "wireless world". In the 1980s, telephones were stuck to walls, facts were found in books and people had to browse shelves in a record store if they wanted to buy the latest music. Now, access to all of that and more is found by just reaching into our pockets. With new mobile technology and wireless technologies, information has become easily accessible. In the Information Age, having immediate access to data is fundamental to progress. In some cases the advances are serving to overhaul industries at a very fast pace. The Internet has allowed music lovers to change the way music industry does business. Text messaging over cell phones has made written communication more immediate. How many text messages have you sent you today? Having a computer in almost every home was instrumental to this massive technology change. Now, having computer access is available everywhere ~ well, almost everywhere. And just as computer use worldwide is exploding, the brains behind them ~ the processors ~ are getting smaller. Today, a tiny computer chip can hold huge amounts of data. We can now store tons of information in a cell phone or a digital camera and have them at our disposal everywhere. When the Internet age dawned, the World Wide Web looked entirely unproblematic. Today, however, we face online scams and viruses.
- Scripting your entertainment experience**
- Technological advances have also transformed the entertainment industry. Satellite television and radio give us more choices. The development of the remote control allows us to access our preferred channels. Video game technology has made great strides, too.

(Adapted from an article on: www.cnn.com)

1. Which 'breakthrough' is the writer talking about? (line 1)
2. What is another adjective for 'fundamental'? (line 6)
3. Who does 'you' refer to? (line 9)
4. 'brains'. What are they? (line 11)
5. What is an 'online scam'? (line 14)
6. What is another phrase for 'to make strides' (line 18)



Part B.

Looking into the future

- Many life-changing innovations have been made in scientific laboratories. Researchers have decoded the genetic makeup of many organisms, which led to advances in biotechnology, the science of manipulating an organism's genetic material. DNA testing and forensic science have made it extremely possible to reunite an unidentified baby with his parents after a natural disaster, for example. Amazing new technologies are changing the way crimes are investigated and solved. Scientists are making headways in biometrics, which is the science of digitizing information such as fingerprints or facial features for accurate identification.

Making advances

- Hybrid vehicles ~ those vehicles that use at least two power sources, typically gasoline and electricity will soon be on the market everywhere. The compact fluorescent light bulb is low-tech. Yet, it has revolutionized the quality of life. It is one of the most successful energy ~ saving devices developed to date. There are advances in everything. From banking to shopping to investing, technology and the Internet are transforming the way we conduct our global banking and financing. Bank customers can see everything from their checking account and savings account to home mortgages and credit cards. Now they can do all of that 24 hours a day, seven days a week from their own homes. Breakthroughs in defense technology changed the face of warfare. Smart bombs are guided to their targets by satellites. Robots are used to disarm bombs. Laser technology is applied in medicine and CD and DVD recording and playback. In space exploration, unmanned spacecraft have landed on Mars. The sky's the limit for new technology industries!!

(Adapted from an article on: www.cnn.com)

1. What is another phrase for 'for example'? (line 5)
2. What is another phrase for 'to make headways'? (line 6)
3. What is 'biometrics'? (line 6)
4. What is a 'hybrid vehicle'? (line 9)
5. What does 'it' refer to? (line 10)
6. What is 'a home mortgage'? (line 14)



Strengthen Your Vocabulary

Student A

1. Notice the following phrases:
 1. easily accessible
 2. make great strides
 3. online scam
 4. technological advances
2. Now match phrases (1-4) with types of collocation (A-D).
 - A. Verb + adjective + noun
 - B. Adjective + noun
 - C. Noun + noun
 - D. Adverb + adjective
3. Re-read Part A and identify these types of collocation.

Student B

1. Notice the following phrases:
 1. accurate identification
 2. make great headways
 3. savings account
 4. extremely possible
2. Now match phrases (1-4) with types of collocation (A-D).
 - A. Verb + adjective + noun
 - B. Adjective + noun
 - C. Noun + noun
 - D. Adverb + adjective
3. Re-read Part B and identify these types of collocation.

Still in pairs, compare your findings.

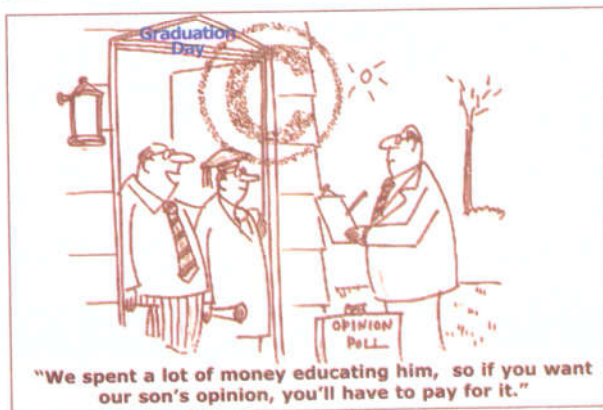
Listen To This

Before you Listen

1. Read this definition.

An opinion poll is a survey of opinion. It is usually designed to find out what people think about an issue ; for example, voting.

2. Look at this cartoon, read the caption and answer questions (1-3) on the next page.



1. What is the purpose of this opinion poll?
 2. Do you think the father in this cartoon is right to ask for money in exchange for his 'son's opinion'?
 3. What is funny about this cartoon?
3. Look through this incomplete questionnaire. Copy it in your notebook.

Science at school

Who was interviewed? **Second Year students**. Number of students interviewed? **10**

1	Yes	☐
	No	☐
2	Yes	☐
	No	☐
3	Yes	☐
	No	☐
4	Yes	☐
	No	☐
5	Yes	☐
	No	☐

4. You are going to hear two students talking about an opinion poll. Below are the questions they are going to include in the questionnaire. They are in the wrong order.
1. Is science useful to you now?
 2. Is school science fun?
 3. Does science help you understand the world around you?
 4. Will science help you get a job?
 5. Do you think science will change the world in the near future?

As you Listen

1. Listen to the conversation about the survey. As you do so, re-arrange questions (1-5) in the right order.
2. In pairs, listen to the second part. As you listen, tally and report the results of the survey.



"Opinion polls are a direct source of information everywhere"

3. Underline the phrases you will hear in the talk.

A.

The	opinion poll	asked students indicates shows that reveals provides information about uses makes use of
-----	--------------	--

B.

to	conduct take administer answer	an a	opinion	poll
----	---	---------	---------	------

C.

The results of	the	opinion	poll	indicate show reveal confirm	that.....
According to	the	opinion	poll,		
It is clear from the results of	the	opinion	poll	that.....	

Write It Up

In pairs, design a survey to find out what teachers of English in your school or English-speaking members in your community think about one of the topics (1-4) below.

1. Science literacy.
2. Technological innovations.
3. Society and technology.
4. The Internet.

Before you Write

1. Study this survey questionnaire.

English at school

Who was asked? *First year students*

Number of students asked? *10*

Questions:

Question	Yes	No	Total
1. Is learning English fun?	9	1	
2. Is English useful for you now?	8	2	
3. Will English help you understand other cultures better?	10	0	

Decide who to ask and how many.

Keep a note of answers. Find the totals.

Ask questions that can be answered by Yes or No.

Ask questions that will give interesting information.

2. Below are steps to follow in your opinion poll. Re-arrange them in the right order.

- A. Write down what you think about the results of the survey.
- B. Report the results of your survey to the class.
- C. Analyse the data collected.
- D. Conduct the poll ~ Ask the questions.
- E. Pre-test the questionnaire, to find out if it is practical. Test the questions.
- F. Design your questionnaire ~ What will you ask?
- G. Determine your sample ~ Who will you interview? Choose an appropriate interviewing strategy ~ How will you ask?
- H. Establish the purpose of the opinion poll ~ What do you want to learn?

1	
2	
3	
4	
5	
6	
7	
8	

As you write

As you write, try to follow the suggested procedure.

Use English Communicatively

Making and responding to complaints about behaviour

1. Notice these ways of making and responding to complaints. Underline in pencil expressions used to complain and circle those used to respond to complaints.

1.

A: I wish you wouldn't talk when we are listening to the interview.

B: I'm very sorry.

2.

A: I'm sorry to say this, but you're late.

B: I'm terribly sorry.

3.

A: I hate to mention this but your wedding party kept us awake last night.

B: Did it? I'm awfully sorry. I didn't realize it was noisy.

4.

A: Would you please stop singing?

B: I see no reason why I should.

2. Re-read the exchanges. Which response is defiant? Which ones are polite?

3. What would you say in these situations?

- 1. You lent a DVD film to your classmate, but s/he has not returned it yet.
- 2. Your friend does not reply promptly to your e-mails.
- 3. Your friend has not selected you on the school basketball team.
- 4. One of your classmates does not get on well with your group while you are working on a project.

4. Work in pairs. You have been conducting a project work.

- Complain to your partner about his/her :
 - late arrivals
 - using languages other than English
 - keeping notes in his/her home
- Respond to your partner's complaints.

Know Another Culture**Complaining about faulty goods.****1. Read the letter of complaint below and answer these questions.**

1. What is Sue Longuist complaining about?
2. In your opinion, is her complaint fair?

Dear Sir or Madam,

I am writing to complain about the quality of the enclosed CD which I bought last week. I had read your advert saying: "It meets every challenge. It translates all genres of texts into English". I used it to translate a document for a big firm. Well, you know what happened, don't you? My translation of the document was rejected. I think you should do something to make up for the trouble your product has caused me.

*Yours faithfully,
Sue Longuist (Ms)*

2. Now, read the response to Sue's complaint and answer these questions.

1. What are two things Sue should have done, according to E.J Santran?
2. Do you think this response is fair?

Dear Ms. Sue Longuist,

Thank you for your letter of April 1. We are very sorry we are unable to do anything about it all. You should have thoroughly proofread the translation of the document. Also, you did not enclose a receipt to prove where you bought the CD.

*Yours sincerely,
E.J Santran
Sales manager*

Talk It Over

1. Do Moroccans complain about faulty goods? If so, how?
2. Do you think that complaining varies from one culture to another?

Use English Communicatively

- Notice these sentences. Underline the words or phrases used in expressing degrees of certainty.
 - DVD companies will sue DVD pirates.
 - Sharing DVDs over the Internet could/ may/ might extend to books; thereby, reducing artists' royalties.
 - It is unlikely that DVD companies will end DVD piracy.
 - DVD piracies could have reduced DVD sales.
 - DVD industry may negotiate a licensing deal with customers.
 - File-sharing piracy will never die.
 - File-sharing networks are likely to decrease DVD sales.
 - There is evidence that the number of people downloading music will continue to grow.
- Now match sentences (1-8) with their function (A-F)
 - Very certain
 - Somewhat certain (possibility - future)
 - Somewhat certain (possibility - past)
 - Uncertain
 - Uncertain (possibility - past)
 - Impersonal (i.e. no commitment)
- You have written an e-mail and a letter to your English-speaking friend. What would you say if:
 - you were absolutely certain he had not received them,
 - you were certain he had received them,
 - you thought it was possible something had happened to him/her?

Brush Up Your Grammar

Phrasal verbs (1)

- Notice the meanings of the italicized particles below.
 - Up* for increasing
 - Down* for decreasing
 - Down* and *up* for excitement, interest, and happiness
 - Up* for completeness
 - Away, down, off, out* for gradual ending
 - Ahead, back, behind, forward* for time
- Now, complete these exchanges using the verbs below. One of these verbs can be used three times.

COME	GO	TURN	BUMP	LOOK	CHEER	LIVEN
CALM	GET	FINISH	TONE	PUT	EASE	FADE
LOOK	DATE	DIE	LEAVE			

1

A: Anything to complain about today?

B: The bus fares have 1 up again!A: That's good. The bus employers will 2 up my base salary.Don't be sad. 3 up!

2

A: What's up?

B: A lot of shops are having sales, and prices are 4 down

A: You've been window-shopping again!



3

A: 5 down the music, will you? Be kind to your ears.

B: I will.

4

A: The auditorium is dull.

B: It is indeed. It needs 6 up.

5

A: This endless hot weather is 7 me down.B: 8 down. Why don't you get yourself an air-conditioner?A: We need to 9 down our scepticism. Things are 10 up.

B: very much so.

A: 11 up your sandwich. The film starts in five minutes' time.

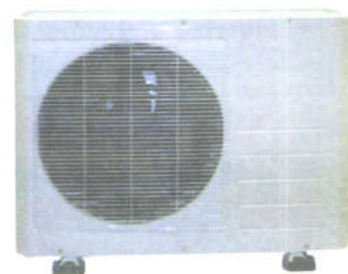
B: Ok.

A: The music has 12 away, hasn't it?B: The batteries have 13 out.A: The rain has 14 off now. Let's go for a walk, shall we?

B: A wonderful idea!

A: Let's 15 ahead to the next four or five years.

B: Let's not. Leave the future!!



A: The young can 16 forward to a whole new generation.

B: Good for us, isn't it?

A: This song by Mohamed Fouitah 17 to the early 1950s.

B: One of the best oldies, as we say.

A: Very much so. He 18 some beautiful songs behind.

A: Listen to this: Regrets, I've had a few. But then again, too few to mention.

B: A beautiful song! We should never 19 back, never have regrets.

Phrasal verbs (2)

In the following sets of sentences with phrasal verbs (1-5), which particles are for...

- A. progress?
- B. communication?
- C. relationships ?
- D. getting involved in an activity?
- E. ignoring problems?

1.

- a. My project work is coming **along** nicely.
- b. I've fallen **behind** with my work.
- c. We sailed **through** our exams. We learnt a lot before the exams.
- d. Just keep **on**. You have been doing a good job.

2.

- a. Let's all join **in** when I sing the Moroccan National Anthem.
- b. When I can get **into** my work, I really enjoy it.

3.

- a. I can't work **around** this problem.
- b. We need to put **aside** our differences.
- c. I laughed **off** his criticisms.

4.

- a. We got **together** in our first year at this school.
- b. The whole group rallied **together** to protest against child labour.
- c. Two students from each class pair **up** to produce a short play.

5.

- a. I don't know how to put it **across**.
- b. I don't seem to be able to get **through** to them.
- c. The message came **over** clearly.
- d. Something interesting passed **between** them.

Make Connections

1. Read the article below and put the following pictures in the order in which the writer talks about them.



When life was simpler and progress just a word

Once there was a milk carton, and it had a lid. For years this milk carton was the only one available and people were happy. Then someone extremely clever invented a carton that has no lid. The opening and the container are one. That carton is a breakthrough even though you cannot open it, and if you do, the milk dribbles out in ways you cannot predict. **This is called progress.** Once there was something called the telephone company. This phone company basically offered just one model telephone, usually black but if your phone broke, a man came to your house and fixed it. Then someone invented a better phone company. It offered many kinds of phones and services, most of them you don't need. No one comes to your home to fix your phone. **This is called progress.**

Once there was something called a bank teller. The trouble was that the teller only worked from 9 to 3, so long lines formed. Then someone invented the automatic teller machine and so now, instead of waiting in line inside the bank, you wait outside the bank—and often get charged to make a transaction. **This is called progress.**

Once there was something called a paper bag. Groceries were put in it and, when emptied at home, it could be used to start fires in the fireplaces or as a garbage bag. Then someone invented the plastic bag. It cannot be burned. It will stay intact for thousands of years. It's too small to be used as a garbage bag and, full of groceries, it topples over in the truck of a car. **This is called progress.**

Once there was something called a watch. It had a minute hand and an hour hand, and one was longer than the other. Most people thought it worked just fine, and maybe the best thing about it was that if your watch isn't working, you could glance at someone else's watch. Then someone invented the digital watch. This meant that you could not read someone else's watch. It also meant that when daylight-saving time came or went you had to devote many hours to resettling the thing. **This too, is called progress.**

Once there was a rule. It was "If it ain't broke, don't fix it." Then, someone decided that the rule was silly, and so all sorts of things that worked perfectly well were fixed so that they don't work well anymore. **This is now called progress.** It used to be called **stupidity.**

(International Herald Tribune, November 1, 1989)

2. Re-read the article and underline in pencil three arguments you agree with.
3. Compare your underlined arguments with a partner.

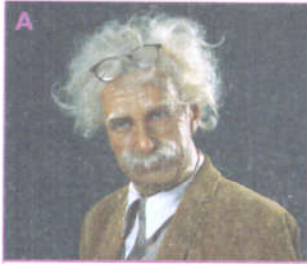
Talk It Over

Why do you think some people are highly critical of the advances in science and technology?

Make Connections

Before you Read

How many of these scientists can you identify?



"He received the 1921 Nobel Prize in physics."



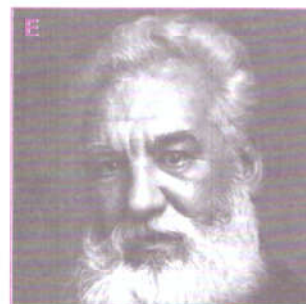
"He is best known for remarkable breakthroughs in microbiology"



"He was a brilliant and prolific scientist."



"One of the most prolific inventors in history."



"In 1876, at the age of 29, he invented the telephone."



"He gets about 100 e-mails a day."

As you Read

1. Re-read the two extracts on the opposite page and find the question each one of them answers.
2. Re-read extract A and complete these sentences in your notebook.
 1. The conclusion I can draw from extract A is that _____.
 2. What makes scientists different from us is that _____.
3. Read extract B and answer the following questions.
 1. If you were a student scientist, how long would you study for a doctorate?
 2. What must a new scientist do when he or she completes training?

Extract A:

Not all scientists were great students in high school. This is particularly true for people who really hadn't figured out what they were interested in yet. But most of them found an appealing area in college and worked hard to succeed in it. Of course, given the number of scientists, there is no way that everyone of them could have been the smartest student in their high school or college, or even in the top 10% of their class. More important than sheer intelligence is hard work, determination, and persistence. Didn't Thomas Edison (who always did poorly in school) say that invention is 10% inspiration and 90% perspiration?

Understandably enough, scientists are just like everyone else. Nothing differentiates them from the rest of us. They go on holiday, and spend weekends having fun. And they like all different sorts of music. I think a certain mystique has grown up around scientists that makes them seem somehow dissimilar from the rest of us. But believe me, they're not. A competent car mechanic knows a lot about all different kinds of engines. It was no easier for him (or her) to learn all of that information than it is for a scientist to learn new scientific techniques. Lawyers have mastered thousands of details about the legal system. To do any job perfectly well requires hard work, perseverance and the ability to focus on your aims without being distracted. I am sure that if you think about it for a while, you'll see that this is true. And I hope that you then conclude that you, too, can be a scientist if that is what you want to do. There is nothing that can stop you. How long does it take to become a scientist? It takes a scientist at least 8 years to graduate from university.

(Adapted from a series of answers on: www.madsci.org/posts/archives/may96/829706501)

Extract B:

Student scientists go to a graduate school, where they spend anywhere from four to nine years working on their Ph.D. The average time is different for different fields; a physics Ph.D normally take six years, while a psychology one might take four or five. Some people with Master's degrees, i.e. doctors, are also primarily scientists doing research on biomedical topics. Medical school takes four years. There are even some people who are daring enough to get both an MD and a Ph.D. This takes at least seven years after college. And, of course, when a new scientist completes their training, they still must go through several more years of working with and learning from older, more experienced scientists. This is called a postdoctoral fellowship, or postdoc. In some fields a scientist might do two or three postdocs (each lasting one or two years) before they have enough experience to become a laboratorian.

(Adapted from a series of answers on: www.madsci.org/posts/archives/may96/829706501)

UNIT 4

Women and Power



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about Moroccan women's achievements;
2. ask for and give opinions;
3. express ways of giving examples, contrasting and concluding;
4. report statements, questions, commands and suggestions;
5. understand and interpret texts on feminism;
6. write and present a text about feminism;
7. demonstrate understanding about the roles of women in other cultures;
8. understand and interpret a text about a feminist from Australia;
9. compare views on feminism.

Learning to Learn

1. Gathering information/making notes
2. Inferring the meanings of words using the context
3. Writing and editing a text

Improve Your Communication Skills

Read All About It

As you Read

1. Below is a selection of six Moroccan women who have made an outstanding contribution to Moroccan society. Match pictures (A-E) with profiles (1-5).



A



B



C



D



E

- 1 She's a UNICEF goodwill ambassador.

In 1984, she became the first Moroccan, Arab and African woman to win a gold medal at the Olympics. "As a way to show my gratitude for what my country has done for me, I am actively involved in many Moroccan non-governmental organisations", she said in an interview in 2006.

- 2 She's a sociologist.

Her first book, *The Veil and the Male Elite: A Feminist Interpretation of Women's Rights in Islam*, was published in 1987. For *Doing Daily Battle: Interviews with Moroccan Women* (1991), she interviewed peasant women, women labourers and maidservants. In 1995, She published an autobiography, *Dreams of Trespass: Tales of a Harem Girlhood*. She won the Prince of Asturias Award for Letters in 2003.

- 3 She's a filmmaker

She earned her degree in film and literature from the University of Paris in 1974. Since then, she has worked as a screenwriter and as a director. She is one of the very few Moroccan women directors. In 2000, she directed *Lost Horizon*, which won awards at several international film festivals.

- 4 She was a nationalist

She struggled, along with other Moroccan women, for the independence of Morocco. She was the only woman to have signed *the Independence Manifesto*. The date was the 11th of January 1944. She was then seventeen years old. She died on May 12th, 2007.

- 5 She is an astronomer

She is the first Moroccan woman to set foot on Antarctica, where she patriotically and proudly raised Morocco's flag.

2. Now, re-read the profiles. As you read them, answer these questions:

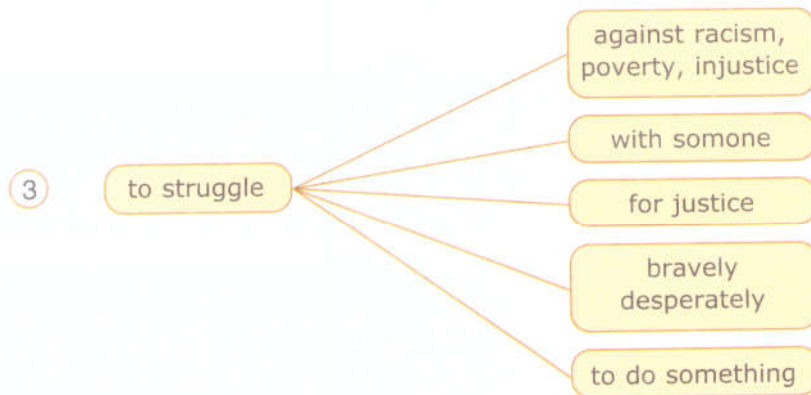
1. When was *Doing Daily Battle: Interviews with Moroccan Women* published?
2. Which film won awards?
3. How long is it since *the Independence Manifesto* was signed?

Strengthen Your Vocabulary

1. Notice the verbs that go with an **award** and a **degree**.

① - to grant - to present - to receive - to earn - to get - to refuse	}	an award		② - to award - to receive - to take - to study for - to gain - to hold	}	a degree
---	---	----------	--	--	---	----------

2. Now notice the expressions that go with **struggle**.



3. Scan profiles (1-5) and add more words to lists (1-3).

4. Below are seven statements made by Moroccan women. Read them and find words with the following meanings:

1. assets
2. to attain
3. unbelievably

4. not anymore
5. important enough to be in news reports

6. straightforward, frank
7. excellent

1. Most women in this country get where they are by working incredibly hard and by being outstanding performers at their jobs. I run a company full of men. For me, to enjoy 'power' is to enjoy control ~ particularly over other people. This concept of 'power' is not part of my personal repertoire. I am for power-sharing in my company. Power-sharing is a key to success, I think.

2. Women, much more naturally than men, enjoy collaborating. Such collaboration has persuaded big banks, such as the one where I am an executive, to open their doors to women. Competence and collaboration are our assets. We rely upon these strengths to achieve power.

3.

As editor-in-chief of two magazines, I view real power as being something that comes from within, not from your official position. The power to contribute; that is, to make a difference in this ever-changing society, should never be confused with power over the others.

4.

Now more than ever before, women and men are working together, exchanging ideas and sharing power. It is no longer newsworthy when a Moroccan woman does a man's job. Until very recently a Moroccan woman becoming an airline pilot hit the headlines of all newspapers.

5.

My early experiences as a headmistress taught me a highly important lesson: Women who want to have 'power' have to be up-front and honest about it ~ not only with themselves but also with the men they work with and the men they share their lives with.

6.

What we need in Morocco is more women with high-ranking jobs helping other women along.

7.

The only way to be powerfully successful whether you are a man or a woman is to be a good citizen.

5. Re-read the statements and make notes in your notebook.

A. Women's strengths

1. _____
2. _____
3. _____
4. _____

B. How they can become more powerful.

1. _____
2. _____
3. _____

Talk It Over

1. In your opinion, does women's status determine whether or not a country is developed?
2. Why do you think that a country where there is a gender gap will remain underdeveloped?
3. How can we make Moroccan women's economic role more productive?

Read All About It

Before you Read

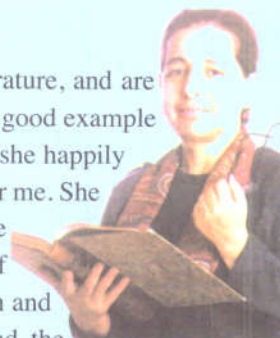
1. Conduct a class survey. Find out how many students:

1. Read novels by Moroccan women writers.
 - a. frequently
 - b. seldom
 - c. never
2. Read women's magazines published in Morocco.
 - a. frequently
 - b. seldom
 - c. never
3. Read Moroccan feminist poetry.
 - a. frequently
 - b. seldom
 - c. never

1. Write down five questions the article might answer.
2. Read the article again and answer the questions.

Remarkable Leila Abouzeid

- Some Moroccan women excel in a variety of domains ~ including literature, and are celebrated not only in Morocco but elsewhere, too. Leila Abouzeid is a good example of these women. I recently met her in Rabat. We took some photos and she happily autographed the novels I have reviewed for literary magazines as a gift for me. She
- 5 is seen as a pioneer among her Moroccan contemporaries in that she writes in Arabic rather than in French. She is the first Moroccan writer of literature to be translated into English, too. After she had studied English and English literature at the Faculty of Arts and Humanities of Rabat and the University of Texas, Austin, she began her career as a radio and TV journalist. She left the press
- 10 in 1992 to completely dedicate herself to writing fiction. Moroccan writers often use the character of a storyteller to relate events of their stories. She does, too. In her first novel, *Year of the Elephant*, she talks about divorce, the struggle against poverty and conflicts within families. True, these themes are common in contemporary Moroccan literature. Yet, they are presented here in a new perspective- that of a woman. In *Return To Childhood*, she charts her deeply personal
- 15 journey through family conflicts during Morocco's struggle for independence from the French. Her latest book, *The Last Chapter* is an excellent semi-autobiographical story about a young Moroccan and her struggle to find an identity. Abouzeid's novels are worth reading as are those of the other Moroccan women writers.



1. Who do 'these women' refer to? (line 3)
2. What are two of her achievements?
3. How long is it since she left journalism?
4. What is her first novel about?
5. 'These themes'. Which themes? (line 13)
6. What does 'does' replace? (line 11)
7. What does 'those' refer to? (line 17)

Talk It Over

1. What is the purpose of this article?
2. Which one of the three novels would you like to read? Why?

Learn How To Learn

Gathering information and taking notes

Taking notes helps you remember what you have read. To take notes, remember to:

1. write the topic at the top of a set of notes.
2. write only the main ideas and important details. (Look for facts that answer = Who? What? When? Where? Why? How?)
3. write key words and phrases.

Listen To This

Before you Listen

1. Match words (1-6) with their meanings (A-F).

1. vocal
2. feminism
3. faith
4. to make a difference
5. arena
6. equal opportunity

- A. scene
- B. belief
- C. outspoken
- D. women and men should have the same rights
- E. absence of any discrimination
- F. be important, to matter

2. You are going to hear an interview with a feminist. In pairs, write down five questions you would expect her to answer.

As you Listen

1. Check your predictions. How many predictions did you get right?
2. Are these statements True or False. Tick (✓) in pencil the appropriate column.

1. She does not want the public to call her a feminist.
2. She has been defending women's rights since she was 16.
3. She wants young women to do voluntary work.
4. In her opinion, politics shouldn't frighten young women.
5. She is somewhat certain a Moroccan woman will become a prime minister in the future.

True	False

Talk It Over

Why do you think that all people deserve equal opportunity, rights and respect?

Write It Up

Before you Write

1. Read these 'Learn How To Learn' tips.

A writing task succeeds

- by addressing a defined audience.
- with content organized into an effective and convincing presentation.

A writing task can be divided into four stages:

1. **Preparation:** define/brainstorm the topic, prepare how to address your audience, and gather information.
2. **Drafting/writing:** develop content, and message.
3. **Revising:** check for the message (i.e. all sentences should be meaningful).
4. **Proofreading:** focus on writing mechanics (spelling, grammar, punctuation, capitalisation).

Tips for revising

- ❑ Read aloud to yourself as if you were communicating with another person. You will be surprised at what you will find to change!
- ❑ Have your partner read your essay to check if you have achieved your purpose.
- ❑ Edit, correct, and re-write when necessary.

2. Notice these ways of expressing communicative functions (1-3) below. Underline the phrases you will use in your writing task.

① Giving examples

For example, For instance,	...
-------------------------------	-----

This ...	is	shown exemplified illustrated	by	...
-------------	----	-------------------------------------	----	-----

② Expressing contrast

X differs from Y X is unlike Y X and Y differ X is different from X and Y are dissimilar	with respect to..... as regards as far as ... concerned.
--	--

③ Concluding

To sum up, To conclude, To summarize, In conclusion,	...	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Therefore, Thus,</td> <td style="width: 10%; text-align: center; padding: 5px;">it</td> <td style="width: 10%; text-align: center; padding: 5px;">can may</td> <td style="width: 10%; text-align: center; padding: 5px;">be</td> <td style="width: 20%; padding: 5px;">concluded deduced inferred</td> <td style="width: 25%; text-align: center; padding: 5px;">that ...</td> </tr> </table>	Therefore, Thus,	it	can may	be	concluded deduced inferred	that ...
Therefore, Thus,	it	can may	be	concluded deduced inferred	that ...			

3. Choose either A or B or C and write an essay.

- A.** What are the goals of feminism in Morocco?
- B.** How are feminist activists viewed in Morocco?
- C.** How do the aims of feminists and pro-feminists differ?

As you Write

1. Apply the tips above.
2. Structure your essay as follows:

Introduction

State explicitly your answer and the organisation of the essay.

Body

Include supporting and appropriate details for your answer. Make sure you structure the body of your essay as you indicated in your introduction. Use transitions to hang your ideas together. (e.g. However, Nonetheless).

Conclusion

Re-answer the question and refer briefly to the main points in the body.

Learn How To Learn

Inferring the meanings of words

Use the following steps to infer the meaning of a word.

How to infer word meaning

- Identify the kind of word.
- Look for any context clues.
- Use your knowledge of word parts.
- Look for punctuation clues.

Infer

- Check your inference in the dictionary.

1. Identify the word: Is it a noun or an adjective or a verb?
2. Use the context (the context refers to the sentence, paragraph and the wider passage in which the word occurs. In deciding the meaning of a word you look for clues, before and after the sentence in which it is used, to give you an idea of the possible meaning.)

For example, you may not know the meaning of boost in this sentence, but the context can give you an idea of the possible meaning of to boost

A sense of humour boosts positive emotions.

3. Compare the sound of the word to words you know. If you see a word like "knowledgeable", saying it out loud may help you link it to the word "know". Using this, together with any useful context clues, you might infer what it means.

I think he is knowledgeable about psychology. What does knowledgeable mean?

4. Use your knowledge of how words are formed in English.

Illegal = Il + legal not legal

5. Look at the punctuation (it can indicate that a word is explained within the sentence itself.)

For example, some companies are *downsizing* ~ or reducing the number of employees ~ order to say money and increase the amount of profit that the companies can make.

The words following the dashes explain the meaning of to downsize. What does this verb mean?

Talk It Over

1. What is feminism all about in Morocco?
2. Are there any feminist groups in Morocco? If so, what are their goals?
3. Are you pro-feminist yourself?

Use English Communicatively

Asking for and giving opinions

1. Notice these ways of asking for and giving opinions.

Asking for opinions.

Strongly



Neutrally



Tactfully

Do you really think that?
Do you really believe that?
Are you absolutely sure that?
Don't you think that?

Do you think?
Do you believe that?

Am I right in thinking that?
Would I be right in thinking that....?



"I strongly believe that hard work pays off."

Giving opinions.

Strongly



Neutrally



Tactfully

I'm sure that....
I strongly believe that....
I definitely think that....
I really feel that....
In my view....

I think that....
As I see it,
From my point of view,

I tend to think that....



"I strongly believe that hard work pays off, too."

2. Work in groups of three. Take it in turns to ask for and give opinions about the issues below. Express some opinions strongly, others neutrally or tactfully.

1. Feminism.
2. Moroccan women writers.
3. International Women's Day.
4. The Moroccan Family Code.



"We all have common dreams."

Brush Up Your Grammar

Reporting statements

1. Notice how this statement is reported.



He	says thinks believes feels	that	it's nice to have faithful friends.
According to him, In his view,			

2. In pairs, ask for and give opinions about the topics below. Then, when you have done this, find another pair and report to them what you have found out.

1. Discrimination on the basis of gender
2. Tolerance
3. Working hard
4. Volunteering
5. Journalism as a career
6. Learning foreign languages



4. Study the following list of reporting verbs. What have you noticed?

verb + object + infinitive	verb + infinitive	Verb+ (that)	Verb + gerund	verb + object + preposition + gerund	Verb + preposition + gerund
advise	agree	admit	deny		
encourage	decide	agree	recommend	accuse	apologize
invite	offer	decide	suggest	blame	insist
remind	promise	deny		congratulate	
warn	refuse	explain			
	threaten	insist			
		promise			
		recommend			
		suggest			

5. Now suggest a reporting verb from the list above to complete each of the following sentences.

- "I am awfully sorry I am late,". He 1
- "Congratulations on having successfully passed this exam,". My English teacher..... 2.....
- "You'd better take up computer science next year,". My classmate..... 3
- "I will help you with your computer science,". I am a computer literate,". My classmate also....4...
- "You really must work harder to pass the mathematics test,". My teacher of math..... 5
- "Anouar should go to university,". The English teacher..... 6
- "Why don't we go to the library? ". My friend..... 7
- "It's freezing cold today,". My mum..... 8
- "Go on! You'll never have another chance to visit Spain,". The travel agent..... 9
- "Hurry up!". The headmaster..... 10

6. Study these indirect speech sentences. What are the questions?

- The Japanese tourist asked me where the Hassan Tower is.
- I asked him if he knew of a charter company that runs cheap flights to Japan.
- I asked him why he had bought a Moroccan Arabic phrasebook.
- I asked him how long he was going to stay in Morocco.
- I asked him if he thinks Japanese is easy to learn.

7. In pairs, take it in turns to ask each other the following questions and add some of your own. Then, report briefly to the class the information your partner gave you.

1. Have you ever done some voluntary work?
2. If so, what kind of voluntary work was it? What were your tasks, working hours?
3. How did you like it?
4. If you haven't done any voluntary work yet, would you like to do some?

Extend Your Learning Experiences

1. Interview a member of a women's NGO. Ask her:
 1. how long she has been a volunteer;
 2. what her job in the NGO is like;
 3. what she likes about it.
2. report the findings in English to the rest of your class.

Compare It

Before you Read

Look at the title of the article and the pictures on the next page. What would you expect Vera Deacon to talk about?

As you Read

1. Check your predictions.
2. Re-read and answer these questions.
 1. What is the theme of the article?
 2. What issues are addressed?
 3. What conclusion does the author reach about the issue(s)?
 4. Has the author used neutral or emotional words?
3. Below are events in Vera Deacon's life. Underline them in pencil in the article.
 1. Arrest and imprisonment.
 2. Her mother's stories.
 3. Her unfulfilled dreams.
4. Answer these questions.
 1. What is your reaction to these events?
 2. Which event do you find most moving? Talk to your partner about it.

A long struggle for equality and freedom

On March 8, women across the world celebrate International Women's Day through a variety of celebratory festivals, peaceful ceremonies, and political rallies to honor the long struggle for equality and freedom. It is the universal day that connects all women and inspires them to do their best. Women have nice stories to tell about International Women's Day. Vera Deacon, an Australian, who as early as the 1940's fought for women's rights has this story to tell:



"I became aware in the mid - forties of the history of International Women's Day, of its connections with the struggles of the garment workers and to me it was quite an inspirational thing. I saw it as an educational aid to make women aware of their power and also to carry on a proud tradition where women had stood up for themselves. My mother had been a shirt maker in a factory and she filled me with stories of how they were exploited. During the war everyone wanted peace and were concerned about what would happen after the



war, but that's when all the marvelous, idealistic dreams we had seemed to fall by the wayside because the cold war broke out almost immediately. With the dropping of the atom bomb, we also knew that somehow the world had changed irrevocably and peace was a central issue for all politically conscious women. I don't remember how I became the joint secretary for IWD, perhaps it was because I was young and energetic. We did all the usual things. We lived life at such a tremendous pace each day that it's hard to remember. We worked very hard to get a broad contact with women in communities and women's organizations and there were enthusiastic meetings. Their main emphasis was peace, living standards and democratic liberties. Democratic rights and civil liberties were very hot issues in these years. The miners' leaders

had been jailed and many others, including myself, were arrested for distributing leaflets or holding meetings.

The 1950 IWD stands out in my memory and the other outstanding one was in 1975 when we went to the Sydney Town Hall. I met a lot of old friends there and I thought that was marvelous. It seemed that IWD had reached a zenith after all those years."

(Adapted from an article on: www.unm.edu/~women)

1. Underline these words in the article :

inspirational - irrevocably - idealistic - to fall by the wayside

2. Now, guess the meaning of these words/phrases using strategies on page 69.

PROJECT WORK (2)

1. Read this part of an advertisement addressed to students in the United States.

How to get into a Medical School

Typically there are many more applicants than available places to medical schools, so **competition is tough**. Because of this oversupply of eager students, medical schools can pick and choose who they want to train. Because a medical school involves a lot of science reading, the strongest determining factor of whether you will be accepted is your **grade performance** at college in a **science background** - most often biology, chemistry and physics or mathematics. This means that **working hard** early at college and toward a science major increases your chances of becoming a student in a medical school.

www.doctorsecrets.com/secrets-in-medicine/become-a-doctor

2. In a group of four, conduct a project. Choose either A or B or C or D.

- A. How to get into a medical school in Morocco.
- B. How to get into an arts and humanities university in Morocco.
- C. How to become a teacher of English.
- D. How to become an architect.



3. If you are planning to interview someone, try to follow these interview techniques:

- 1. Communicate openly and effectively with the interviewee.
- 2. Have a paper and pencil/ pen ready for taking notes.
- 3. Be courteous.
- 4. Ask prepared questions.
- 5. Ask any needed questions for clarification.
- 6. Listen and observe attentively.
- 7. Be highly appreciative (Thank the interviewee).

Review and Evaluation

Assess yourself

How well do you know the English you learnt in Units Three and Four? Put a tick (✓) in the right column.

	I can do this very well.	I can do this reasonably well.	I can do this, but poorly.
Complaining appropriately.			
Expressing certainty.			
Recognizing the meaning of particles and using them.			
Identifying categories of word-combinations and using them.			
Reporting.			
Inferring the meanings of words using the context.			

Now, choose some parts to revise and practise.

Language functions

What would you say to your English-speaking friend in these situations?

1. Your friend does not reply promptly to your text messages.
2. He does not take part in classroom group-work.

A scenario

Your friend has applied for a scholarship. What would you say if

1. you were absolutely certain he had not received it yet.
2. you were certain he had received it.
3. you thought it was possible his scholarship application was turned down.

Grammar

What is the meaning of each italicized particle in the following sentences.

1. Prices of personal computers are coming **down** all the time, which is good for us.
2. Just keep **on**. You have been doing an excellent job indeed.
3. This song dates **back** to the late 1990s. I like it very much.
4. Some traditions are fading **away**, which is such a pity.

Suggest a reporting verb to complete each the following sentences.

1. "You'd better work harder; otherwise, you will fail". My friend
2. "I'm awfully sorry for being late". I for being late to my English teacher.
3. "Mathematics is very, very hard". My classmate

Vocabulary

A. The words below are associated with science and technology. Make six sentences using them.

advances, breakthroughs, literacy, illiteracy, education, discoveries.

B. Which verbs go with these words?

1. 1 , 2 an award
2. 3 , 4 an autobiography
3. , a theme.

Reading

Underline these words in the article :

1. non-committal. 2. strides. 3. thoughtful 4. outdated 5. harbour

Use strategies to infer the meanings of words (1-5).

The word 'feminism' is well - defined in our society. It means being committed to securing rights and opportunities for women equal to those of men. Yet, I believe it's time for a newer definition of the word, because there is so much more to do. Women must help each other achieve equality and justice in society. For me, feminism today means women working together, being who they want to be and doing what they want to do self-assuredly and passionately. We owe the great strides women have made in society to pioneering women - and thoughtful men - who have paved the way for us. Because of them, there is nothing incorrect with feminism today. Yet, we know 'feminism' is a historical and emotional word. We know, too, that it is an outdated concept-- a concept of the past, for some. Too many people hear the word 'feminism' and believe it still represents women who harbour resentment against men. Others have a non-committal attitude towards feminism. Some women of younger generations have no recollection of feminism. They do not identify with it at all, accordingly. I have been inspired by women around the world whom I have met and talked with. They live their lives with self-assurance and passion. To all of us, feminism is not something that returns every March 8. Feminism today is about creating a network of women helping each other to be whoever and whatever they want to be. The power of women increases when we work closely. Women all over world, unite!

(Adapted from an article on: www.beingjane.com/feminism.php)

Evaluate Units Three and Four

Group discussion.

Get into groups of three or four students. Decide which group will look at Unit Three or Unit Four. In your group, decide who will report to the class.

Look through the unit you chose and talk about these questions:

Unit Three

- Were the topics interesting?
- What did you learn about advances in science and technology?
- Were the vocabulary strategies and tasks beneficial to you?

Unit Four

- What did you learn about powerful women?
- Were the writing tasks interesting?
- Do you need to practise any language elements once more?

Your own ideas.

Do you have any suggestions for future use? If so, write them down and submit them to your teacher.

UNIT 5

Brain Drain



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about brain drain, brain circulation and brain gain;
2. express cause and effect;
3. make and respond to requests;
4. understand and interpret written and spoken texts about brain drain;
5. design, write and present a poster outlining the pros and cons of the brain drain;
6. use English to learn more about sociology.

Learning to Learn

Taking notes

Improve Your Communication Skills

Read All About It

Before you Read

1. Look at definitions of brain drain (1-5). Notice the words that are used to define brain drain. Underline in pencil the reasons behind it.

1 Brain drain is the departure of highly skilled people to more favorable geographic, economic, or professional environments.

2 Brain drain is the departure of educated or talented people for better- paying jobs elsewhere. The term originated in the early 1950's, when many British scientists and intellectuals emigrated to the United States for a better working environment.

3 brain drain noun [singular] *informal* a situation in which a country's most intelligent people, especially scientists, go to another country in order to make more money or to improve their living or working conditions.

MACMILLAN English Dictionary

4 'brain drain (n *usu sing*) (*infml*) the loss to a country when skilled and clever people leave it to go and live and work in other countries.

Oxford Advanced Learner's Dictionary

5 A brain drain is the loss of many highly skilled and educated people from one country to another, usually because the pay and living conditions are better.

Cambridge Dictionary of American English

2. Read the meaning of the English proverb:

"The grass is always greener on the other side of the fence".

Meaning: The things other people have or their social situations always look better than our own.

3. Now look at this cartoon. What does the caption mean? Tell your partner what it implies.



4. Copy this grid in your notebook and fill in the first two columns?

What do you know about the brain drain?	What would you like to learn about the brain drain?	What have you learned from the entry?

As you Read

1. Read the entry below and fill in the third column. Compare what you have learned with a partner.

Brain drain or human capital flight is an emigration of trained and talented people (“human capital”) to other countries due to conflicts and lack of opportunities in their own home countries. Brain drain parallels ‘capital flight’, which specifically refers to the movement of money from investments in one country to another in order to avoid high inflation or political turmoil. It is also synonymous with human capital migration. The term “brain drain” was coined by the British to describe the overflow of scientists to North America in the early 1950s. Brain drain occurs when graduates do not return to their home countries or when professionals such as doctors and teachers emigrate for better-paying jobs or better opportunities. The second type of the brain drain has arguably more side-effects because it empties countries of their human resources; hence the term “brain drain”. This phenomenon is perhaps more harmful to developing countries, where it is commoner than elsewhere.



en.wikipedia.org/wiki/Brain_drain

2. Answer these questions as you re-read the encyclopedia entry.

1. What is ‘capital money’?
2. What is human capital migration?
3. What is another word for ‘occurs’?
4. What is ‘brain drain’, according to the encyclopedia entry?
5. What is another word for ‘harmful’?

Before you Read

1. Conduct a class survey. Find out how many students:

1. are for brain drain.
2. against brain drain.
3. would return home after studying abroad.
4. wouldn’t return home after studying abroad.

2. Copy the grid into your notebook.

Possible solutions:	Consequences: What will happen if I adopt this solution?	Arguments for/ Arguments against	Value: How important is the consequence? Why?

What is the best solution?

As you Read

Read extracts (1-5) and complete the grid.

1. "The mobility of highly skilled manpower should be seen as a normal process that should not be stopped and that the real challenge is therefore to manage it as well as possible. We'd better say 'brain circulation' ~ not brain drain. The world has become a 'global village'. Highly skilled people such as engineers and doctors should be allowed to move within this 'global village' freely.

2. "The emigration of skilled workers may bring positive effects to their homeland."

3. Bright students from developing countries, drawn to the top universities in Europe and America, tend to stay and work in host countries after they have completed their studies. That is a great loss to their homeland.

4. Brain drain is not one-way. Some countries with fast-growing economies are beginning to see the return of highly skilled migrants who have succeeded abroad.

5. Brain drain is costly to all of us. We should reverse the trend so as to produce a brain gain with all professionals in the Moroccan communities abroad returning home.

Read All About It

Before you Read

Answer the questions.

1. Which country is south of Canada?
2. When you hear the word 'Canada', what immediately comes to your mind?
3. Why does a country like Canada face brain drain, too?

As you Read

1. Read the transcript of an interview with a Canadian sociologist and underline in pencil:

1. the view he doesn't agree with.
2. the reasons behind some Canadians being brain drainers.
3. the most effective solution to the brain drain in his view.



2. Re-read the transcript as you listen and underline opinions that surprise you the most.

- Interviewer:** One of the topics that has received a lot of debate recently is that of the brain drain. How would you define it?
- Interviewee:** Brain drain refers to the growing number of highly skilled, highly competent Canadians emigrating to the United States of America. Surprisingly enough, we, Canadians, face brain drain, too. Some of our best university graduates are leaving Canada to take jobs south of the border.
- Interviewer:** Some people say that Canada actually imports more educated people than it exports. Is this true?
- Interviewee:** They are wrong. More and more Canadians are becoming brain drainers.
- Interviewer:** Why should we worry about brain drain?
- Interviewee:** The brain drain is very bad Canadian economy and competitiveness in the world market. Everybody should also be concerned about the brain drain problem. We subsidize graduates' education. We pay for their education. What happens? They leave upon graduation for a more attractive opportunity elsewhere. Canadian taxpayers are the losers, too.
- Interviewer:** What are the reasons behind the brain drain?
- Interviewee:** Those skilled Canadians who have left the country say they pay lower taxes, earn a higher pay and have more opportunities. These are the reasons for their departure.
- Interviewer:** And the possible solutions to the brain drain problem?
- Interviewee:** We should change our tax system. We should have a lower tax system than that in our neighboring country. The private sector should be more generous with people doing worthwhile jobs. I am arguing that both the government and the private sector should work together. They should invest money in research and development. They should create a good working environment for our graduates and researchers. Personally, I believe the solutions to the brain drain problem would reduce the flow of highly skilled, highly competent Canadians out of this country.
- Interviewer:** You don't have a phobia about the brain drain, do you?
- Interviewee:** No, I don't. Why?
- Interviewer:** Well.... Thank you ever so much for sharing your thoughts with us this morning.

Talk It Over

In groups of four, discuss the problems caused by the brain drain and recommend ways of dealing with these problems.

Task One: identify the problems. Write a list in order of importance.

Task two: Discuss what could be done to solve the problems you have identified. Write a list of possible answers.

Task Three : Discuss each solution in turn. Points to talk about:

- A.** Is this a practical idea?
- B.** Do you think most people would agree with the idea?
- C.** How would you publicize your ideas?

Learn How To Learn

Building up your vocabulary

Often you can figure out the *general meaning* of unfamiliar words through the contextual clues in the sentences around it. Using this strategy may not give you the exact definition of the word but it will help you make an *intelligent guess*.

1. There are five types of contextual clues:

1. Definition
2. Synonyms or comparison
3. Contrast
4. Examples
5. Explanation

2. Now match sentences (A-F) with contextual clues (1-5)

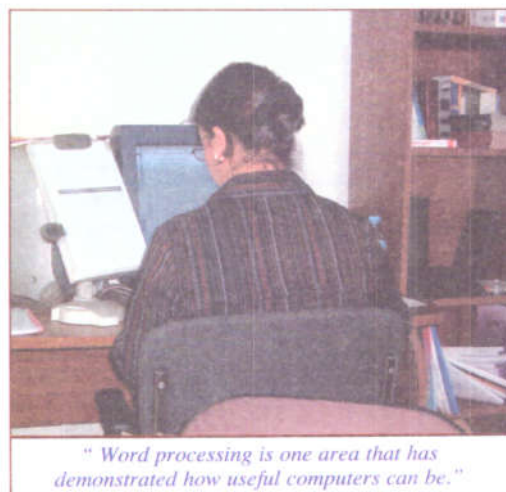
- A. The brain drain or human capital flight is due to lack of opportunity.
- B. In general, I concur with your opinion about the brain drain but I disagree on one or two points.
- C. The brain drain, which is an emigration of trained and talented individuals to other countries, has positive and negative effects.
- D. The brain drain has positive and pernicious effects on developing countries.
- E. Some professionals such as doctors, architects and engineers working abroad intend to return home.
- F. The brain drain, the process by which educated and economic elites return home, is viable.

Use English Communicatively

Making and responding to requests

1. Notice these ways of making requests.

1. "Word-process the article for me, will you?"
2. Will you please word-process the article for me?
3. Would you please word-process the article for me?
4. "Could you word-process the article for me, please?"
5. "Can you word-process the article for me, please?"
6. I wonder if you wouldn't mind word-processing the article for me.



" Word processing is one area that has demonstrated how useful computers can be."

2. Now match requests (1-6) with degrees of formality (A-C).

- A. Very polite
- B. Familiar
- C. Polite

3. Notice the responses in these exchanges.

1. A: Could you change this \$ 100 note for me, please?

B: Yes, I think so.

A: Thank you very much, indeed.

2. A: Could I borrow the newspaper for a while?

B: I'm sorry. I'm afraid not.

A: Oh, I see. Well, thank you, anyway.

3. A: Sir, would you mind my opening the window?

B: Not at all.

4. What do you say when you ask ...

1. your English teacher to repeat a question?

2. a good friend ~ one of your classmates ~ to lend you a novel?

3. a very good friend ~ one of your classmates ~ to get you a list of website addresses?

4. an English-speaking person whom you don't know to open the window on the train compartment?

5. Now in pairs, role-play the four scenarios making and responding to the requests.**Brush Up Your Grammar****Linking words****1. Match linking words (1-8) with their meanings (A-H).**

1. Understandably
2. By contrast
3. Personally
4. Therefore
5. Nonetheless
6. Consequently
7. Undoubtedly
8. Apparently

- A. Despite this, _____.
- B. In comparison to this, _____.
- C. As I see it, _____.
- D. It seems _____.
- E. As a result of this, _____.
- F. For this reason, _____.
- G. It is easy to appreciate/grasp/see that _____.
- H. It is certain that _____.

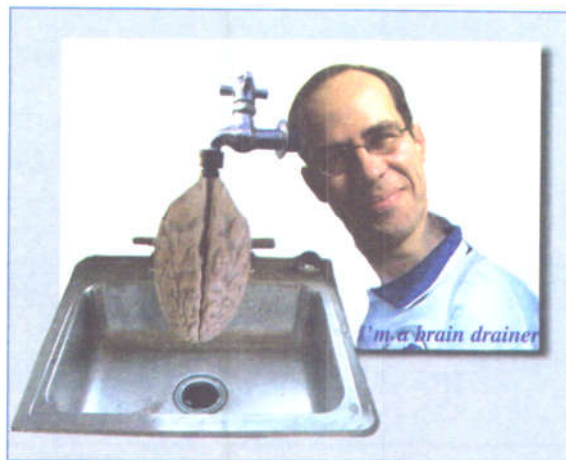
2. Complete sentences (1-8) with the linking words.

1. Anouar is back home. He lived abroad for many years. 1, he is now happier and much more in love with Morocco.
2. His father has set up a business for him. 2, it will be successful.
3. He is very good at marketing. He will apply his marketing skills. 3, if he applies his marketing skills, he will do an excellent job.
4. He was a bit shy as a boy 4, he has become one of the most self-assertive persons I have ever known.
5. Anouar's business philosophy emphasizes power-sharing as well as working in a team. 5, he will be on good terms with all employees.
6. Most people insist that being nice with employees is a bad thing. 6, I don't agree with that!
7. Some experts say that we should be hard on employees. 7; there are others who say we shouldn't.
8. 8, businesspeople are worried about how their business will go.

Write It Up

Before you Write

1. What does this cartoon imply? What is its message?



2. In pairs, read these facts about brain drain.

- According to the International Organization for Migration (IOM), Africa has already lost one third of its human capital and is continuing to lose its skilled personnel at an increasing rate, with an estimated 20,000 doctors, university lecturers, engineers and other professionals leaving the continent annually since 1990.
- There are currently over 300,000 highly qualified Africans in the Diaspora, 30,000 of which have PhDs.
- Africa spends US\$4 billion per year (representing 35% of total official development aid to the continent) to employ some 100,000 Western experts performing functions generically described as technical assistance.

home-affairs.pwv.gov.za/speeches.as

3. Still in pairs, answer these questions.

1. What is your reaction to these facts?
2. What conclusions can you draw from these facts about brain drain?

4. Notice how *cause* and *effect* is expressed. Underline the phrases you will use when designing the poster.

1.

Cause → Effect
 X { causes
 results in
 leads to } Y

2.

Effect ← Cause
 Y { is caused by
 is due to
 is the result of
 results from } X

As you Write

1. Follow this procedure:

- Write down everything you would like to have on your poster, keeping in mind who your audience is.
- Draw your poster on a piece of paper, adding all the different sections and headings you would like to cover in your poster as well as the text.
- Proofread for grammatical and spelling mistakes.
- Include in your poster:
 1. a slogan, pictures, an emblem
 2. the positive and negative effects of the brain drain
 3. recommendations

2. Present your poster to your class.

Talk It Over

1. What does this cartoon show?
2. In your opinion, what does it imply?
3. Do you think of cartoons as art?
4. Why do you think that cartoons should inform viewers about current issues?



Compare It

Very often the language used in describing the brain drain is emotional. Try to find a newspaper or magazine article in your mother tongue about the brain drain. What is the language used like?
Is it ...

- A. emotional?
- B. neutral?
- C. insulting to the brain drainers?
- D. persuasive?

Report your findings to the rest of your class.

Make Connections

Read the article below and complete these sentences.

1. Sociology is the science _____.
2. It is viewed as _____.
3. It goes _____.
4. Ibn khaldun, who _____, _____.
5. He was _____ old when he died.
6. Moroccan sociologists are famous _____.

Sociology, as its name implies, studies society including its economic, political and cultural systems.

Social analysis is not something new. It dates back as early as the time of scholars and philosophers such as Plato. Ibn Khaldoun, a 14th-century historian, in his *Muqaddimah*, the introduction to a seven-volume analysis of universal history, arguably advanced social philosophy in formulating theories of "social cohesion" and "social conflict."

Sociology emerged as a scientific discipline in the early 19th century. It was an academic response to the challenges of modernity and modernization, such as industrialization and urbanization. Sociologists hoped not only to understand what held social groups together, but also to develop responses to social disintegration and exploitation.

Sociology is considered to be the 'queen of positive sciences.' Moroccan sociologists are known to be some of the most entreprising ones in the world.



Ibn Khaldoun (1332-1406)

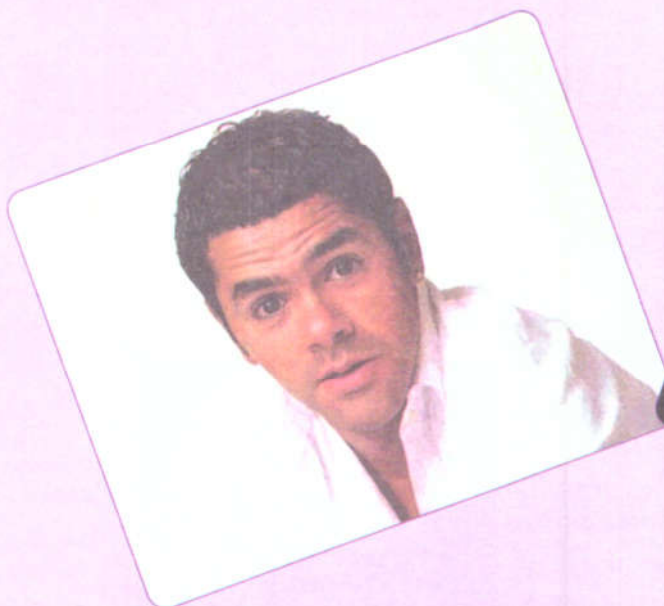
(Adapted from an article at: www.sociologyaustralia.com/sociology)

Extend Your Learning Experiences

Try to find information in English about some Moroccan sociologists using a source of your own choice.

UNIT 6

Humour



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about humour, laughter and jokes;
2. express cause and effect;
3. respond to good and bad news.
4. understand and interpret texts about humour and laughter;
5. write a humorous story;
6. demonstrate understanding about appropriate and inappropriate humour;
7. demonstrate the ability to compare English school jokes with ours.

Learning to Learn

1. Using **SQ5R**
2. Recognizing logical organization and outlining

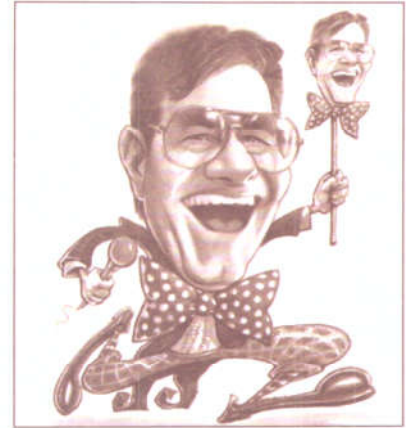
Improve Your Communication Skills

Read All About It

Before you Read

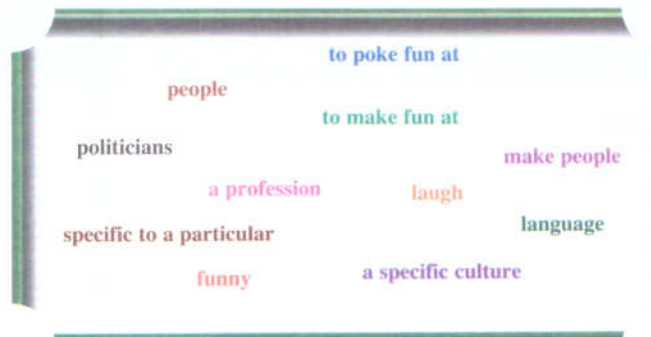
1. In pairs, answer these questions.

- What does the saying 'Laugh and the world laughs with you; weep and you weep alone' mean?
 - We prefer cheerfulness in others.
 - We should be cheerful all the time.
 - We should show the world cheerfulness.
- In your opinion, why is humour widely used in advertising?
- Why do you think humour should be used in teaching?
- What is meant by 'humour is culture-specific', in your opinion?
- What does 'sitcom' stand for? Where and when did it originate?
- Why do you think that some jokes are untranslatable?



2. Below are four types of humour. In pairs, describe them using these phrases.

- Linguistic humour
- Cultural humour
- Political humour
- Professional humour



Talk It Over

- Which Moroccan sitcom makes you laugh out loud? Who is it produced by? Who is in it?
- Why are Moroccan sitcoms aired at a particular time?
- Are sitcoms creative enough to make you laugh the entire show?



3. Look through the 'Learning How to Learn' tips below. Underline the tips you want to remember and use while reading in English and content areas such as history and philosophy.

You can enhance reading comprehension by using SQ5R

S →	Survey	- Briefly look over the text. - Look at the title. What do you know about this topic and what would you like to know? - Look at the headings and the first sentences of paragraphs. - Look at diagrams, illustrations and pictures, if there are any. - Read the first paragraph.
Q →	Question	- Set a purpose for your reading by making a question from the title. - Turn headings or first sentences of paragraphs into questions. - Add any additional questions which occur to you. - Add questions based on pictures and diagrams, if any. - Write down these questions, leaving a space below them for the answers. - Write down any unfamiliar words.
R₁ →	Read	Read through the text and look for (the) answers to these questions. If there is any new information or if anything is confusing, generate some additional questions and read through again to answer them.
R₂ →	Respond	After you have finished reading, say the answers to your questions. Check yourself as you are reading.
R₃ →	Record	Write down in your own words the answers to your questions in the spaces you have left. Check yourself against the text.
R₄ →	Recite	Look away from the text and try to recite the key information and ideas.
R₅ →	Reflect	Reflect on what you have learned from the text. Think critically about the issues raised, the points presented, and the conclusions drawn. Take time to organize the information. Link new facts, terms and concepts with information you already know.

As you Read

Use SQ5R while reading the article below. Select the steps which best suit your immediate reading purpose.

LAUGH A LITTLE TO HELP RELIEVE STRESS

When did you last have a good laugh? The relief from stress that comes from laughter is thought by many doctors to be both emotional and physical. Some mental-health experts have noted the correlation between optimism in an individual and having a good sense of humour. Dr. William Fry, a psychiatrist and researcher in the area of humour and psychotherapy, notes that laughter may benefit a person's heart and muscles and lungs because it increases circulation and exercises the heart. If you would like to cultivate the art of laughter, humour and optimism but don't want to change your pattern of behaviour, read on.

Laughter is contagious

Do you spend time with people who like to laugh? If there is a jokester or comedian around, do you gravitate toward him or her or pull away? Laughter is contagious and associating with others who laugh will also tickle your fancy.

Humour appropriately injected in conflict situations can aid to shift the focus from anger and destructive communication patterns to a less tense and more creative atmosphere. Humour and laughter is often the flip side of anger and bitterness.

Do you ever laugh so much you have to stop yourself from laughing? Don't, unless your laughter occurs in a place where it may be totally unsuitable and offend others. Laugh as long as you can. The benefits of a long laugh are obviously better for you than a short laugh.

Laughter is free

Can you laugh at your own mistakes? Do you remain confident and extremely optimistic, despite a misfortune? Do you enjoy your humanness? Parents should encourage children to develop a healthy sense of humour and serve as a role model for this development. Looking at the lighter side of life certainly can help many families through tense and stressful situations.

Maybe laughter and humour are undervalued because they seem relatively unscientific, too simple and obvious when compared to other more complex techniques of stress management. Is it possible that your sense of humour needs to be exercised? If you don't value laughter you may suppress the urge to laugh. Try to make your laughter and a good sense of humour part of your repertoire of alleviating and coping with stress. Like many of the other helpful things in life, laughter is free.

(cox news, 1996)

Strengthen your vocabulary

1. Work in pairs. Underline in pencil the following words in the article, if any are unfamiliar, try to work out their meanings.

bitterness

lighter side

contagious

a misfortune

humanness

2. Complete these sentences with the words you have underlined.

1. All those who knew Mohamed Khairredine say his optimism was 1 .
2. His tender 2 made him loveable by all.
3. He enjoyed the 3 of having been a great writer.
4. It was 4 to have lost such a good writer.
5. The news of his death caused grief and 5 across Morocco.



Listen To This

Before you Listen

1. Match words (1-6) with their meanings (A-F).

1. self-deprecation
2. a column
3. a failing
4. annoyed
5. aspiring
6. freelance

- A. angry
- B. humour in which you make jokes about yourself
- C. It appears regularly in a newspaper
- D. a weak point
- E. seeking recognition, ambitious
- F. work independently

2. You are going to listen to an interview with a humour writer. Tick (✓) in pencil what you think he might talk about.

1. Humour as a genre
2. What readers expect from him
3. Humour in the teaching of foreign languages
4. His success as a humour writer
5. How much he earns a month



As you Listen

1. Check how many predictions you got right.
2. Work in pairs again.

Student A

Listen for specific information. As you listen, answer these questions:

1. How did the interviewee start writing humour?
2. Does he have a sense of humour about himself?
3. Which type of humour does he like best?
4. What makes him laugh?

Student B

Listen for specific information. As you listen, answer these questions:

1. According to the interviewee, what does humour require from an audience?
2. Where does he get his ideas from?
3. What does he wish he could do?
4. What is his advice to aspiring humour writers?

3. Now, answer these questions:

1. What do you think of this humour writer?
2. What have you learnt from this interview?

Talk It Over

1. Which of these quotes about laughter appeals to you the most?

1. "He who laughs last laughs longest."
2. "Always leave them laughing."
3. "One can never speak enough of the virtues, the dangers, the power of shared laughter."
4. "Laughter is the shortest distance between two people."
5. "If you can look into the mirror without laughter, you have no sense of humour."

2. Why do you think humour shouldn't hurt people's feelings?

3. As classmates, how do you view each other's humour?

Write It Up

Before you Write

1. Read the advertisement below and answer these questions.

1. What does the advertisement ask you to do?
2. What must you do to get published online, according to the advertisement?
3. Where should funny stories be sent to?

Humour at its best !!!

Are you a humour writer? If so, we will get you published online.

1. Tell a funny story that you want others to learn something from.
2. Tell a funny story in a way that will make them laugh their heads off.

Insulting and disrespectful stories will not be considered for the writing contest.



2. Now write a funny story.

3. Edit your story:

1. Does it tell about a real social situation in an unexpected, funny way?
2. Does the story sound natural?
3. Is it appropriate to the situation and context?
4. Is it uncondescending/ uninsulting to anyone?
5. Is the setting clear? Are there enough details to make it come alive for your readers?

4. Check for misspellings, misused words, punctuation and capitalization errors.

Use English Communicatively

Responding to good news

1. Notice the responses by 'B' in the following exchanges.

1.

Rim: I've passed my driving test.

Ilias: That's great!

Rim: Thank you ever so much.

2.

Rim: My brother has been promoted to manager of the bank. He's over the moon.

Ilias: Congratulations! Hard work and perseverance pay off.

Rim: Thank you very much.

3.

Rim: I have learnt all my irregular verbs by heart.

Ilias: That's wonderful!

Rim: Thanks.

4.

Rim: I've become a member of an NGO.

Ilias: I'm glad to hear that.

Rim: Thank you so much. This is what we call active citizenship.

2. Now in pairs, take it in turns to read and respond to these news.

1. My application has been accepted by the university.
2. Our classmate's interview for a scholarship went very well.
3. We've all passed the exam.

Responding to bad news

1. Among the following expressions, identify those which you do not use to respond to bad news.

- a. I must apologize to you...
- b. I'm awfully sorry that...
- c. I hope there's nothing wrong.
- d. I'm sorry to hear that...
- e. How strange!

- f. It's such a frightening experience.
- g. I'm ever so sorry.
- h. That's a great relief!
- i. I'm sorry to hear such terrible news.

2. Now take it in turns to break and respond to bad news.

Always break bad news gently. Don't say: "I've got some bad news for you. Your brother has broken his leg in the football game.", for example.

How Do You Use Humor?**1. Fill out this questionnaire.**

Answer the following questions. Respond as honestly and objectively as you can.

Totally disagree 1

Moderately disagree 2

Slightly disagree 3

Neither agree nor disagree 4

Slightly agree 5

Moderately agree 6

Totally agree 7

1. _____ If someone makes a mistake in English, I will often tease them about it.
2. _____ I let people laugh at me or make fun at my expense more than they should.
3. _____ I don't have to work very hard at making other people laugh.
4. _____ Even when I'm by myself, I'm amused by the absurdity of life.
5. _____ People are never offended by my sense of humor.
6. _____ I seldom make other people laugh by telling funny stories about myself.
7. _____ My sense of humor keeps me from getting depressed about things.
8. _____ If I'm feeling unhappy, I think of something funny to cheer myself up.
9. _____ Sometimes I can't stop myself from saying something funny, even if it is inappropriate.
10. _____ I enjoy making people laugh.
11. _____ If I am feeling upset, I usually lose my sense of humor.
12. _____ When I am with friends or family, I am often the laughing stock of them.
13. _____ If I am feeling unhappy, I often joke around so that even my friends don't know how I really feel.
14. _____ I usually can't think of something interesting to say when I'm with other people.
15. _____ Even if something is really funny, I won't joke about it. I don't want to offend people.
16. _____ Letting others laugh at me is my way of keeping them happy.

2. Ask your teacher to tell you how to score your completed questionnaire.**Use English Communicatively****Cause and effect****1. Read this exchange. Identify the cause and effect.**

A: Cancer death rates are increasing.

B: Why is that so?

A: People are smoking more.

2. Notice these sentences and underline the cause and effect in each sentence.

1. Sitcoms are increasing in popularity throughout the world because some of them make you laugh the entire show.

2. As
Because
Since some sitcoms make you laugh the entire show, they are increasing in popularity throughout the world.

3. Some sitcoms make you laugh the entire show. Therefore,
So,
Thus,
Hence,
Consequently,
Because of this,
For this reason,
As a consequence,
As a result, they are increasing in popularity throughout the world.

4. Making viewers laugh the entire show results in
leads to
causes
is the cause of an increase in popularity of sitcoms.

5. If you produce a good sitcom, viewers will watch the entire show.

3. Now, in pairs, identify sentences that emphasize the cause and those that emphasize the effect.

4. Read the following text and identify the cause and effect relationships.

Cars are a major cause of air pollution in large cities in Morocco. Carbon monoxide, hydrocarbons, and nitrogen oxides are the main pollutants in car exhaust. They are the result of burning gasoline in a car's engine. Carbon monoxide gas in car exhaust can cause suffocation, hydrocarbons and nitrogen oxides are gases which cause photochemical smog. Photochemical smog results from a chemical change which occurs in these gases in the presence of sunlight. Casablanca's traffic pollution is likely to rise significantly faster than the rest of the country in the coming years as the city continues to grow and enjoy an economic boom.



(Adapted from an article in Hutchinson Encyclopedia)

Learn How To Learn

Logical Organization and Outlining

Writers sometimes organize their texts by topics. When you read an article, a good way to remember what you have read is to make an outline. Outlining also helps you see the organization of ideas.

Making an outline

In an outline, Roman numerals show major topics. Capital letters show subtopics. Arabic numerals generally show examples or details.

Title

I. Major topic

A. Subtopic

1. Example or detail

2. Example or detail

B. Subtopic

II. Major topic

A. Subtopic

B. Subtopic

C. Subtopic

1. Example or detail

2. Example or detail

3. Example or detail

Compare It

Read the two school jokes below. Do you know any school jokes in your mother tongue? If so, how do they compare with these school jokes?

KNOWLEDGE PILLS

A somewhat advanced society has figured out how to package basic knowledge in pill form. A student, needing some learning, goes to the pharmacy and asks what kind of knowledge pills are available. The pharmacist says: "Here's a pill for English literature." The student takes the pill and



swallows it and has new knowledge about English literature. "What else do you have?" asks the student. "Well, I have pills for art history, biology, and world history," replies the pharmacist. The student asks for these, and swallows them and has new knowledge about those subjects. Then the student asks: "Do you have a pill for math?" The pharmacist says, "Wait just a moment!" goes back to the storeroom, brings back a big bottle full of pills and puts it on the counter. "Do I have to take that huge pill for math?" inquires the student. The pharmacist replies, "Well, you know math always was a little hard to swallow."



www.lifeisakjoke.com

PHILOSOPHY EXAM

A college student in a philosophy class was taking his first examination.

On the paper there was a single line which simply said: "Is this a question?" - Discuss.

After a short time he wrote: "If that is a question, then this is an answer."

The student received an "A" on the exam.

www.lifeisakjoke.com

Make Connections

Read the text and do tasks (1-4).

Two measures of electricity are voltage and amperage. Voltage measures the force of an electric current, while amperage tells you how much current you need. When you multiply voltage and amperage, you get wattage ($V \times A = W$). Wattage is the measure of the total electrical power. Unlike in Morocco where the standard voltage is 220, the United States still has two standard voltages: 110 and 120. 110 volts is the regular voltage in most homes. However, very powerful appliances such as a refrigerator might use 120 volts. In Europe, most electrical systems run on 220 volts, with heavy equipment running on 240 volts.

Mathematics unlimited : Teacher's resource book. Holt, Rinehart and Winston, Publishers. USA, 1987.

1. Imagine that you are in the United States and you have a steam iron that needs 10.5 amps and a total wattage of 1,260 watts. Is the iron American or European?
2. Complete the table.

Appliance	Volts	Amperes	Watts
Sewing machine		5,4	1,296
Vacuum cleaner		6,0	720
Radio		0,45	49,5
Hair dryer		2,1	462
Stereo		1,1	242

3. If an air-conditioner in the United States uses 1,500 watts, how many amperes is it using?
4. What would its total wattage be if it were European?



a steam iron



a sewing machine



a vacuum cleaner



a hair dryer

PROJECT WORK (3)

1. In a group of five students, choose either A or B.

A. Conduct an opinion poll on one of the following topics.

1. Sitcoms
2. Political humour
3. School jokes

B. Conduct an opinion poll on what Moroccan students think of brain drain.



"Shooting a sitcom outdoors"



"Shooting a sitcom indoors"

2. Follow these steps

1. Write the questions you will ask the interviewees.
2. Interview at least ten students.
3. Tabulate the results.
4. Present the results of the opinion poll to the class.

Review and Evaluation

Assess yourself

How well do you know the English you learnt in Units Five and Six? Put a tick (✓) in the right column.

	I can do this very well.	I can do this reasonably well.	I can do this, but poorly.
I can talk, read and write about the brain drain and humour.			
I can figure out the meaning of words using contextual clues.			
I can recognize and use linking words.			
I can apply SQ5R..			
I can recognize and use cause and effect relationships.			
I can recognize and use vocabulary related to the brain drain and humour.			

Now, choose some parts to revise and practise.

Vocabulary

Match sentence contextual clues (1-5) with sentences (A-E).

1. Definition.
 2. Synonyms or comparison
 3. Contrast
 4. Examples
 5. Explanation
- A. Vitamin C, which is water -soluble vitamin, is vital for your good health.
 - B. Scurvy, a serious illness, can be prevented by a diet of fresh fruit and vegetables.
 - C. These subtropical fruits include citrus fruit such as oranges, lemons, and grapefruit.
 - D. In general, I concur with your opinion about vitamins but I disagree on one or two points.
 - E. Fruit is an important diet or food for people in all parts of the world except in the coldest arctic areas.

Grammar

Complete these sentences with these linking words. You can use some of them twice. You can use some of them alternatively: although , as, therefore, however, nonetheless, in order to, because, yet

1. I have always enjoyed going to the beach. ____1____, I never go at midday. It is too sunny to be out there.
2. I enjoyed my spring holiday down south ____2____ it rained.
3. My cousin went into business ____3____ make money.
4. ____4____ some engineers are badly-paid, they leave their jobs.
5. We cannot observe the mind directly. ____5____ , everything we do, think, feel, and say is determined by how our mind works.
6. We have been working very hard. ____6____, we will all pass the exam.

Reading

It all began in 1970

Below is an interview with a Moroccan film critic.

Copy this table in your notebook. Before you read the interview, complete the first two columns.

What I know about Moroccan cinema	What I would like to know about Moroccan cinema	What I have learned about Moroccan cinema

Interviewer: When did the history of Moroccan cinema begin?

Film critic: In my opinion, it all began in 1970 when *Traces* was produced by Hamid Bennani. Until then, Moroccan films were only imitations of Egyptian melodramas.

Interviewer: Is *Traces* what a good film should be?

Film critic: Very much so. It is what a good film should be. It is most definitely the first Moroccan film of 'cinematic modernity'. It started this new film movement.

Interviewer: What are the principles of 'cinematic modernity'?

Film critic: Some of the principles of this movement are:

- Cinema can both explain and change reality;
- Cinema is an art, a way of thinking and a culture-- not just simple entertainment;
- Cinema is a form of communication;
- It frees us from superstitions and taboos.

Interviewer: Do all Moroccan films apply these principles?

Film critic: Not all of them. Some Moroccan film makers have made excellent films with these principles in view.

Interviewer: What is the most common theme of Moroccan films?

Film critic: From 1974 to 2004, women constituted the main theme of 64 per cent of films. History was the second most common theme at 20 per cent, with French occupation and childhood each constituting seven per cent.

Interviewer: What do you think of Moroccan short films?

Film critic: They are doing well. Short films are often made by new writers and directors who do not have the time or the money to make a feature film, but want to tell a story in a film, anyway. The films that they make are sometimes shown in international film festivals.

(Adapted from a series of interviews in Arabic, French and English on the Moroccan cinema.)

Now, complete the third column.

Evaluate Units Five and Six

Group discussion

Get into groups of three or four students. Decide which group will look at Unit Three or Unit Four. In your group, decide who will report back to the class.

Look through the unit you chose and talk about these questions:

Unit Five

Were the topics interesting?

What did you learn about the brain drain ?

Which tasks did you like best?

Unit Six

What did you learn about humour?

Which tasks did you find the most useful?

Which language elements would you like more practice with?

Your own ideas

Do you have any suggestions for future use? If so, write them down and submit them to your teacher.



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about citizenship;
2. expressing probability, ability, obligation and making deductions;
3. understand and interpret the lyrics of the Moroccan National Anthem and articles about citizenship from the Moroccan Constitution;
4. understand and interpret texts about citizenship;
5. write and present a text about citizenship.

Learning to Learn

1. Building your vocabulary
2. Giving a presentation

Improve Your Communication Skills

Read All About It

Before you Read

1. Discuss the following questions in groups or as a class.

1. What is a national anthem?
2. Is having a national anthem important?
3. Do you feel patriotic when you hear our national anthem?
4. How does the Moroccan flag make you feel?

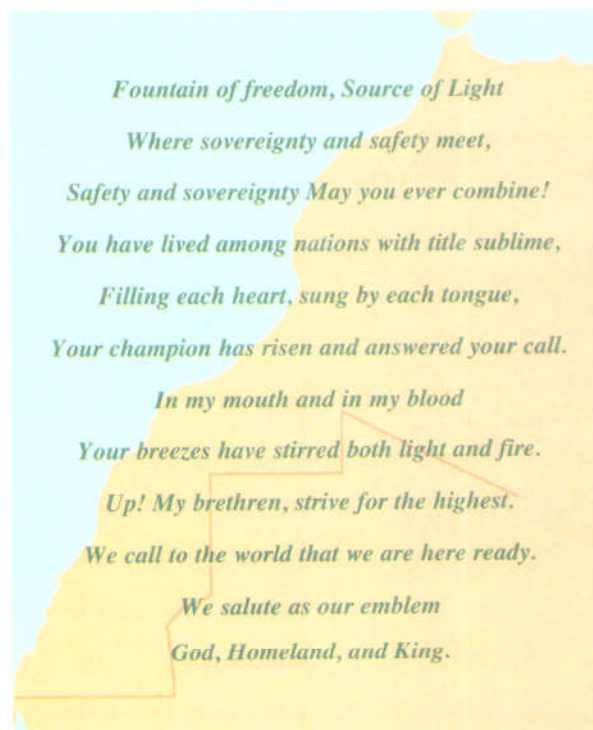
2. Answer these questions.

1. When was the Moroccan National Anthem tune adopted?
2. Who was it composed by?
3. Who and when were the lyrics of the Moroccan National Anthem written by?

As you Read

1. Read the lyrics of the Moroccan National Anthem opposite and answer these questions.

1. Which lines refer to ...
 - a. our love and admiration of Morocco?
 - b. to Morocco as a truly free country?
 - c. to Morocco as a nation?
2. What do the last four lines ask all of us to do?
2. Re-read the lyrics. What images come to your mind as you read them?
3. Read and listen to the lyrics. How does hearing lyrics in English make you feel?



<http://www.everything2.com>

Talk It Over

1. How do you feel when you hear our national anthem sung at a sporting event?
2. Do you think schools should teach students to respect their national flags and anthems?
3. Does the anthem of a country reflect what we know about it?
4. What does it take to be a good citizen?

Strengthen Your Vocabulary

Read the lyrics once more and find words with the following meanings:

1. to cause something to happen.
2. independence.
3. to try hard to do something, to endeavour.
4. exceptionally good.
5. brothers.

Read All About It

What is 'citizenship'?

1. Match definitions (A-C) with examples (1-5)

- A.** 'Citizenship' refers to the status of being a citizen; that is, of being a member of a particular country. Citizenship in this sense has to do with certain rights and obligations that are defined by law, such as the right to vote, the obligations to pay tax and so on. It is sometimes referred to as nationality, and is what is meant when someone talks about 'applying for', 'getting', or being 'refused' citizenship.
- B.** The term 'citizenship' refers to participation in public life and affairs; that is, the behavior and actions of a citizen. It is sometimes known as active citizenship. Citizenship in this sense is applied to a wide range of activities ~ from voting in elections and standing for political office to taking an interest in politics and current issues. It refers not only to rights and obligations laid down in the law, but also to general forms of behavior ~ social and moral ~ which a country expects of its citizens.
- C.** 'Citizenship' refers to an educational activity; that is, to the process of helping people learn how to become active, informed and responsible citizens.

(Adapted from articles at: www.citizenshipfoundation.org.uk)

1. On January 18, 2007, the Moroccan Government passed a bill to reform the country's nationality code which will grant women the right to pass on their nationality to their children. The bill was later approved by Parliament. The law was amended in line with the country's family code, *the Moudawana*.
2. This association aims to get young people involved in politics and to vote. It addresses young people in Moroccan Arabic and Amazigh languages.
3. It enables us to make a positive contribution by acquiring the expertise and experience needed to claim our rights and understand our responsibilities, and preparing us for the challenges and opportunities of adult and working life.
4. We all work towards the betterment of our community through voluntary work.
5. Some Moroccans abroad have dual citizenship.

2. Re-read definitions (A-C) and underline in pencil all the expressions used to define the concept of 'citizenship'.

3. Look through definitions (A-C) and underline the words that go with:

1. rights 2. obligations 3. stand for 4. citizenship

4. In pairs, identify two or three actions you can carry out to practice good citizenship and talk about them to the rest of your class.

Read All About It

Before you Read

1. Conduct a class survey. Find out how many students:

1. Try to persuade their relatives and friends to share their political views.
 - a. often b. sometimes c. rarely d. never
2. Discuss politics when they get together with friends.
 - a. often b. sometimes c. rarely d. never

2. Find words in the questionnaire with the following meanings:

1. aware.
2. to respect, to obey.
3. stay informed about.
4. caring about the good of others.
5. to take satisfaction in.

3. The questionnaire opposite will help you to find out how good a Moroccan citizen you are. Fill in the questionnaire.

QUESTIONNAIRE

How good a Moroccan citizen are you?

1. Do you take responsibility for what goes on in your community?
2. Do you do your share in social service?
3. Are you environmentally conscious?
4. Do you abide by all laws whether you like them or not?
5. Do you faithfully vote and keep abreast of public affairs?
6. Are you cooperative?
7. Are you optimistic over the future of Morocco?
8. Do you take pride in being Moroccan?
9. Do you know your rights and obligations?
10. Are you a good neighbor?
11. Do you treat others as you would like to be treated?
12. Are you altruistic?

Scoring: If your answers are Yes to all questions then you are a good citizen.

As you Read

1. The ten Articles on the next page are from the Constitution of Morocco, 1996. They all mention the word 'Citizen'. Read them and decide which article is about...

1. freedom of speech?
2. the right to education?
3. the right to participate in cultural life?
4. freedom of assembly?
5. a good standard of living?
6. the right to work?
7. party pluralism?
8. the protection of our rights and liberties?



Article 3: Political parties, unions, district councils and trade chambers shall participate in the organization and representation of the citizens. There shall be no one-party system.

Article 5: All Moroccan citizens shall be equal before the law.

Article 8: Men and women shall enjoy equal political rights. Any citizen of age enjoying his or her civil and political rights shall be eligible to vote.

Article 9: The constitution shall guarantee all citizens the following:
 a. freedom of movement through, and of settlement in, all parts of the Kingdom;
 b. freedom of opinion, of expression in all its forms, and of public gathering;
 c. freedom of association and the freedom to belong to any union or political group of their choice.
 No limitation, except by law, shall be put to the exercise of such freedoms.

Article 12: Opportunities for employment in public offices and positions shall be uniformly open to all citizens.

Article 13: All citizens shall have equal rights in seeking education and employment.

Article 16: All citizens shall contribute to the defense of the Country.

Article 17: All citizens shall, according to their contributory power, bear public costs which shall be enacted and allocated only by the law, and in the manner stipulated in the provisions of the present Constitution.

Article 18: All shall, in solidarity, bear the costs resulting from disasters by the Nation.

Article 19: The King, "Amir Al-Muminin" (Commander of the Faithful), shall be the Supreme Representative of the Nation and the Symbol of the unity thereof. He shall be the guarantor of the perpetuation and the continuity of the State. As Defender of the Faith, He shall ensure the respect for the Constitution. He shall be the Protector of the rights and liberties of the citizens, social groups and organizations. The King shall be the guarantor of the independence of the Nation and the territorial integrity of the Kingdom within all its rightful boundaries.

Articles from the Constitution of Morocco 1996 translated into English by Mohammed Abu-Talib.

2. Re-read the Articles and answer these questions.

1. What sorts of power are given to political parties?
2. Who is eligible to vote?
3. Can anyone force you to belong to a political party?
4. When must you show solidarity?
5. What can be inferred from Article 12?

Talk It Over

1. Do you think it is necessary to read the entire Constitution of Morocco?
2. Is voting an important responsibility of a citizen?
3. How can we get more Moroccans to vote?
4. Why is it important to have good members of parliament?
5. In your opinion, how could elections be more representative?



Listen To This

Before you Listen

1. Work in pairs, take it in turns to ask and answer these questions.

1. What does citizenship mean to you?
2. For you, what does it mean to be an active citizen in your school?
3. How could we foster active citizenship amongst young people in Morocco?
4. What role can education play in enhancing active citizenship and how?
5. What role can the mass media play in promoting active citizenship?
6. In your opinion, what steps can be taken to promote greater participation in elections and other forms of civic engagement?
7. Do some young people feel excluded from active citizenship and if so, why?

2. In groups of four, discuss this statement:

'All Moroccan students know what active citizenship is all about.'

Follow these stages:

Stage One: Students A and B prepare a short talk agreeing with this statement.

Students C and D prepare a short talk disagreeing.

Stage two: Give your talks to the rest of the group in this order: (A-B-C-D)

Stage three: Have a short class discussion.

2. Copy the grid below in your notebook before you hear a journalist reporting the results of an opinion poll about active citizenship amongst a group of Second Year students.

Questions	Responses	Percentage of the respondents
1	Top responses: 1. _____ 2. _____ 3. Knowing equal rights and responsibilities Bottom responses: 1. Being active in community 2. _____ 3. _____	_____ _____ 27% _____ _____ _____
2		_____

As you Listen

1. Complete the grid and compare it with a partner.
2. Listen again and tick (✓) in pencil the appropriate column.
 1. Only 35% of the respondents are students of English.
 2. The respondents are from all parts of Morocco.
 3. They were surprised when the journalist asked them the second question.
 4. The journalist had predicted their answer.
 5. They all have their own views on education.
 6. For the journalist, active citizenship means improving life for all citizens.

True	False

Talk It Over

1. In your opinion, why should all students have a say in their school life?
2. How much say do you have in your school life?
3. Do you think that active citizenship does not necessarily mean being a member of a political party? Why or why not?

Write It Up

Before you Write

1. Below is part of a brochure about voluntary work.

Citizenship is social responsibility in action

1.

In this fast-changing world, it is surprising that you can have time to attend classes, do homework assignments, take part in your school extracurricular activities, and set aside time for fun and relaxation with your family and friends.

Yet, despite busy schedules, many young people like all of **you** are concerned about what is going on in their neighbourhoods and communities, and want to do some voluntary work.

2.

Why are so many students, like you, interested in voluntary work? Because they want to:

- Make a difference;
- Develop new skills;
- Ready themselves for university;
- Explore career paths;
- Have fun working with friends;
- Feel good about themselves.

3.

Steps to becoming a volunteer:

1. Find an NGO ~ preferably one in your hometown, that really interests you!
2. Think about the time, energy and skills you have for this commitment.
3. Contact the coordinator of your chosen NGO to learn more about it and enquire about volunteering activities.
4. Make a plan with the volunteer coordinator - setting goals to achieve while volunteering.

Boost your presentation skills.**2. Underline the tips you will apply when giving a presentation or a short talk.****1. Understand the task**

- Define the purpose and aims of your presentation.
- List what you intend to get across to your audience.
- List what the audience will have learned at the end of the presentation.

2. Preparation

- Read about the topic required extensively and gather evidence/examples to support your arguments.
- Visual aids, samples and handouts can all enhance your presentation.

3. Planning

- Rehearse and time the presentation. If possible, practise on site with a number of classmates.
- Make sure that you have all the equipment available you need to give your presentation (Your notes/timing list, any evidence, OHP sheets, handouts, chalk etc.)
- Don't read from notes. You can have "prompts" and notes to help you, though.
- Leave a couple of minutes at the end for questions.
- Practise answering questions.
- Thank the audience/chairperson as you finish.

4. Delivery**Introduction**

- Introduce yourself.
- Explain what you will be talking about and why.
- Outline the order of your presentation.
- Give a preview of your opinions, results, and conclusions.

Main section

- Give your interpretation of the facts you are talking about.
- Present your ideas and space out your points in a logical order.
- Produce any supportive evidence.
- Do not give too much information.

Summary and conclusion

- Re-state the main points.
- Emphasize your conclusion.
- Invite questions.

General advice

- Have confidence ~ know what you are going to present well.
- Show empathy ~ be supportive of others and you can expect their support in return.
- Try breathing ~ calm those nerves by practicing deep, even breathing. It really works!
- Focus yourself ~ be determined to enjoy the experience.



3. In pairs or groups, prepare a presentation on one of the topics below.

- A. Voting is an important responsibility of individuals, parties and the community at large.
- B. Think of a social problem in your community that needs to be addressed. Describe it and suggest a plan for solving it.
- C. What are some of the things in your school that need improving? What could you do about it?

As you Write

- 1. Write a plan of how you will organize your presentation from beginning to end.
- 2. Write down as much as you can.
- 3. Make notes.
- 4. Before giving your presentation, refer to the tips you underlined.

Use English Communicatively

1. Notice the form of the modals and their possible time reference. Underline the verb forms that follow them.

Examples	Form	Time Reference
1. I can work for hours and hours. 2. I may apply for a scholarship. 3. I should have a medical check-up. 4. I had to wear a tie for the interview. 5. When I was younger, I could play football incredibly well.	Modal + Simple Verb (infinitive without to)	Present Future Past
6. He might be joking! 7. You must be joking!	Modal +Continuous Form	Present
8. You can't have been serious! 9. My classmates might have gone on holiday. 10. I could have sent him an e-mail.	Perfect Modals	Past
11. They might have been making arrangements for their holiday up north.	Perfect Modals	Past

2. Now match sentences (1-11) with their functions (A-D)

- A. Probability
- B. Ability
- C. Making deductions.
- D. Obligation.

3. Answer the following questions. Use the modals given.

1. Amine (one of your classmates) is not in class today. Where is Amine?

must
may
might

2. What is he doing right now?

must
could
may

3. In fact, Amine was not here yesterday, either. Where was he? What was he doing?

must
could
might

4. Where do you think Amine will be tomorrow morning?

may
might
could

4. Take it in turns to ask and answer these questions.

1. What will you do after class?
2. What are you planning to do next weekend?
3. Do you have any plans for a holiday?

5. The Moroccan coach is away on a tour of Europe. Below is a conversation between a Nigerian journalist and the Royal Moroccan Football Association press secretary. Complete the press secretary's answers in your notebook.

Journalist: The team coach has been away for over two weeks now. When is he going to return home?

Press secretary: Well, I can't really be certain. He _____ 1 _____ (stay) longer. Perhaps three more days.

Journalist: Is he having a good time?

Press secretary: He _____ 2 _____ (have) a wonderful time because he simply does not want to leave.

Journalist: What did he do this morning?

Press secretary: I can't say for sure, but he _____ 3 _____ (have) talks with a Moroccan player in Liverpool.

Journalist: What is he doing now?

Press secretary: He _____ 4 _____ (rest), or he _____ 5 _____ (talk) to English coaches. I don't know for certain.

Journalist: Say hello to him when he phones you.

Press secretary: I will. Cheers.

6. Now, list six things you could have done but that you didn't. Compare your list with that of your partner.

Example: We could have spent a longer time on the project work, but we didn't.

Learn How To Learn

Strengthen your vocabulary through using affixations.

1. Look through this guide of some common suffixes/prefixes and their meanings. Use it for reference to strengthen your vocabulary.

Noun-forming suffixes

Suffix	Meaning	Examples
-ance, -ence	state, quality of	preference, independence, performance
-ation	the act of	collaboration
-ness	condition of	cleanliness
-ion	action/state	conversion
-ment	state, condition	development
-ity	state, quality	ability
-ism	condition/state	socialism
-dom	domain/ condition	freedom
-ship	condition/ state	citizenship

Verb-forming suffixes

Suffix	Meaning	Examples
-ize	to make	visualize
-ate		differentiate
-fy		simplify
-en		fasten

Adverb-forming suffixes

Suffix	Meaning	Examples
-ly	in the manner of	competently beautifully

Adjective-forming suffixes

Suffix	Meaning	Examples
-al	have the quality of	legal
-ic		historic
-ical		technological
-able	capable of being	translatable
-ible		irresistible
-ful	characterized by	helpful
-less	without	careless

Other suffixes

Suffix	Meaning	Examples
neo-	new	neo-colonialism
co-	together	co-author
auto	self	autobiography
counter	opposite	counter argument
pseudo	false	pseudo-expert

Prefixes

Negative and positive prefixes			
	Suffix	Meaning	Examples
Negative	un-	not, not good enough	unfriendly
	in-		incomplete
	im-		impossible
	il-		illegal
	ir-		irrelevant
	non-	not connected with	non-political
	mis-	bad, wrong	mispronounce
	anti-	opposite	antisocial
	dis-	opposite	dishonest
	under	too little	underestimate
Positive	over-	too much	overwork
	re-	do again	reorganize

2. Complete these sentences with the correct prefixes.

1. If you are _____ experienced, you shouldn't apply for this job with 'Your University'.
2. It is _____ legal to write graffiti on the classroom walls and desks.
3. _____ regular school attendance without a 'reasonable excuse' is a bad thing.
4. I couldn't understand why he made such _____ personal remarks.
5. This is one of the most _____ organized football matches I've ever attended.
6. _____ honest businesspeople usually fail.
7. Football hooliganism is an _____ social behaviour. We should stamp it out.

3. Complete the words in the following sentences.

1. Citizen ____1____ often implies working towards the better ____2____ of one's commun ____3____ through partici ____4____ , voluntary work, and efforts to improve life for all citizens. This is often referred to as active citizen ____5____.
2. Morocco, a constitution ____1____ monarch ____2____ , is a member of the Arab League, Arab Maghreb Union, Organiz ____3____ of the Islam ____4____ Conference, Mediterran ____5____ Dialogue Group and Group of 77, and is a major ____6____ NATO ally.
3. France's exile of Sultan Mohammed V in 1953 to Madagascar and his ____1____ eplace ____2____ by the ____3____ popular Ben Arafa, whose reign was ____4____ legitimate, sparked active opposit ____5____ to the French protectorate all over the country.
4. On November 18th, 2006, Morocco celebrated the 50th anniversary of its independ ____1____. Morocco recovered its politic ____2____ independ ____3____ on March 2, 1956.

Compare It

Slogans are short, catchy phrases often used in politics and in advertising, telling you what to do, whom to vote for, or what to buy.

1. Look through these slogans. What does each advertise?

"Connecting people" - **Nokia**

"Empowering People" - **Acer**

"Where Do You Want To Go Today?" - **Microsoft**

2. What are some of the Arabic advertising slogans?

3. Below are parts of articles from constitutions of different countries. Read them and decide whether these statements are True or False.

1. If you were Maltese, aged 21, you would be able to have a dual citizenship.
2. A Spaniard may become Moroccan.
3. A Spaniard may not become Argentinean.
4. If you were Nigerian, you could give up your nationality without making a declaration.

True	False

1. Any person who is eighteen years old is a citizen of Malta and also a citizen of some country other than Malta shall cease to be a citizen of Malta at the age of 19.

[The Maltese Constitution, Section 27]

www.legal-malta.com/law/constitution

2. The State may sign dual nationality treaties with the Ibero-American countries and with those which may have had, or have, a special bond with Spain. In these countries, even when they do not grant their own citizens a reciprocal right, Spaniards may become naturalized without losing their nationality of origin.

[The Spanish Constitution, Article 11]

www.oefre.unibe.ch/law/icl/sp00000

3. Any citizen of Nigeria of full age who wishes to renounce his Nigerian citizenship shall make a declaration.

[The Nigerian Constitution, Chapter III, Article 29]

www.nigeria-law.org/ConstitutionOfTheFederalRepublicOfNigeria

3. Which Article (1-3) is similar to the 1958 Nationality Code of Morocco which states that 'a person having a dual nationality does not lose Moroccan nationality' ?

UNIT 8

International Organizations



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about the International Organizations such as the United Nations;
2. express agreement and disagreement;
3. ask and answer questions about preferences;
4. understand and interpret spoken and written texts about organizations;
5. write a text about an organization.

Learning to Learn

Learning collocations/word combinations.

Improve Your Communication Skills

Read All About It

Before you Read

- How many former UN Secretary-Generals can you identify?



(1992-1996), Egypt



(1997-2006), Ghana



(1953-1961), Sweden



(1972-1981), Austria



(1982-1991), Peru

- Answer the following questions.

- What is an international organization?
- In your opinion, why should we have international organizations?
- What are some of the international organizations does Morocco belong to?

As you Read

- Read the introduction to an article and answer questions (1-8).

The Role of International Organizations

We are all familiar with the acronyms of international organizations such as UNESCO and UN, but perhaps less clear about their status and aims. This article outlines the origins and roles of six international organizations and the texts that govern them. These fall into three main categories : Conventions, drafted by inter-governmental organizations, which legally bind on states that ratify them; Recommendations, also set forth by inter-governmental organizations, and Charters, usually produced by non - governmental organizations (or 'NGO's) whose force, though considerable, is moral rather than legal.

- What is the purpose of this article?
 - What is another verb for 'to govern'?
 - What does 'These' refer to? (line 4)
 - What is another verb for 'to draft'?
 - What does 'to ratify' mean? (line 5)
 - What does 'to set forth' mean?
 - What is another word for 'considerable'?
 - What is meant by 'to have a moral force'?
- Why do you think these people should read the rest of the article?
 - A student of international relations
 - An English-speaking member of a Moroccan NGO
 - You, yourself

Read All About It

Before you Read

In pairs, ask and answer these questions.

1. Do you think the United Nations is an effective organization? Why or why not?
2. Is its role in the 21st century clear?
3. How important is it now, in your opinion?

As you Read

1. In pairs, match questions (A-D) with paragraphs (1-4).

- A. Why is the United Nations important?
- B. When was it formed?
- C. Is the UN a law-enforcement body?
- D. Who gets a say at the UN?

1.

The United Nations was born out of the ashes of the Second World War. It was formed to provide nations with a way to resolve conflicts peacefully and to provide assistance to nations in crisis. Its fundamental goals were to 'save succeeding generations from the scourge of war', to 'reaffirm faith in fundamental human rights', to establish 'respect for the obligations arising from international treaties', and to 'promote social progress and better standards of life'.

The Charter of the United Nations, which sets out the framework for the UN, was drafted by representatives from 50 countries who met in San Francisco between April and June 1945. Those delegates deliberated on the proposals drawn up in late 1944 by representatives from China, the Soviet Union, the United Kingdom and the United States. On 26 June 1945, the Charter was signed by representatives of the 50 countries and, shortly afterwards, by Poland.

The United Nations officially came into existence on 24 October 1945 when the Charter had been ratified by China, France, the Soviet Union, the United Kingdom and a majority of other signatories.

2.

Since it was established after the Second World War the UN has played a prominent role in maintaining international peace. It has initiated many peacekeeping operations and been credited with negotiating many peaceful settlements in regional conflicts.

However, the UN has also been a leader in a wide range of other fields, such as:

- **providing humanitarian assistance**, such as food, shelter and medical treatment for refugees fleeing persecution, those caught in conflict zones and victims of natural disasters, such as drought and flood;
- **protection of the environment** through programs that encourage sustainable development and address global warming, pollution and deforestation;
- **providing assistance to developing countries** through the development and implementation of agriculture, industry and education programs that encourage self-sufficiency;
- **improving medical treatment and addressing preventable diseases** by providing immunization, health care, nutrition and basic education programs;
- **promoting democracy** by encouraging free and fair elections and assisting with electoral advice, procedures and monitoring results;
- **promoting human rights**, particularly programs that assist women, children, refugees and indigenous peoples.

3.

The United Nations is not a 'global policeman'. It can't make laws like a national parliament and it can't demand a certain level of behavior from different countries. Rather, as an association of sovereign States, its aim is to find constructive ways to deal with international disputes, set human rights standards and address pressing global problems.

Despite the fact that it doesn't have enforceable legal authority over Member States, the UN remains an influential organization. Its reports focus attention on a nation's human rights records and its findings carry the weight of world opinion. In extreme circumstances, it can also recommend that Member States impose arms embargoes or wide-ranging sanctions against nations which threaten to disrupt international peace or are in severe breach of human rights standards.

4.

Although the UN is comprised of representatives of the government of each Member State, there is a role for other groups, such as non-governmental organizations (NGOs). NGOs are non-profit, voluntary groups that represent a particular issue or area of concern, such as Amnesty International. They can be based at a local, national or international level and represent the views of thousands of ordinary people on issues such as human rights or the environment. NGOs have an important influence on the development of UN policies and programs and often work closely in the field with UN agencies. They are invited to take a leading role at UN conferences and their research is highly valued. About 1,600 NGOs have 'consultative status' with the UN Economic and Social Council and 1,500 NGOs are accredited with the UN to carry out information programs on issues of concern to the UN.



www.hreoc.gov.au/faqs/united_nations

2. Individually, re-read paragraphs (1-4) and underline the words that go with the phrases below:

- | | |
|-----------------------------|------------------|
| 1. to resolve conflicts. | 7. sustainable. |
| 2. to save generations from | 8. to encourage. |
| 3. come into | 9. non-profit. |
| 4. maintain | 10. to value. |
| 5. disrupt | 11. issues. |
| 6. natural | 12. a role. |

3. Still in pairs, read paragraphs (1-4) again and do the following tasks.

- Rank the goals of the United Nations in order of importance from your own perspective. Justify your ranking.
- Make a comment on the United Nations' efforts in maintaining peace.
- List three reasons why we need a world organization such as the United Nations.
- Decide what your status would be with the United Nations if you were to set up an NGO.

Talk It Over

1. Below are statements made by ambassadors to the UN. Which one(s) do you disagree with. Why or why not?

- Things are better than they were before we started the UN; now we have a voice in what happens.*
- We have been able to work out many quarrels without fighting.*
- We are learning to cooperate to improve the world community.*
- Some countries have more than their fair shares; that system must be changed.*
- We must think of the world community—not just our own wishes.*
- We must keep trying.*
- There are still many things wrong in the world, but at least the nations have an organization to help them cooperate.*
- The United Nations is not perfect. This is a reason to improve it.*

2. Supposing you were the Moroccan ambassador to the UN, what would you do to restore order and peace in the world?

3. Look through the chart below. It shows how the United Nations works.

In the United Nations members meet in different groups

In the General Assembly all members exchange ideas and decide what needs to be done.



In other main organizations, members talk about:



Members help to better people's lives all over the world:



(WORLD CONCERNS AND THE UNITED NATIONS, United Nations Publications, New York , 1983)

2. How does the United Nations compare with your local community organization?

1. Do people get along better when they all have the same needs, think and act the same way?
2. Is it possible for people in a community to get along without an organization?
3. Is there a point in having an organization if people don't use it and don't abide by its rules?
4. Does participating in community activities make their lives better? Does it make the community better?

Strengthen Your Vocabulary

Abbreviations

Below is a list of abbreviations. Tick (✓) the right column. Look at the example.

	Abbreviations read as individual letters	Abbreviations read as words
1. WHO (World Health Organization)		✓
2. NATO (North Atlantic Treaty Organization)		
3. AIDS (Acquired Immune Deficiency Syndrome)		
4. NGO (Non-Governmental Organization)		
5. UN (United Nations)		
6. MARWAN (Moroccan Academic and Research Wide Area Network)		
7. GMT (Greenwich Mean Time)	✓	

Listen To This

Before you Listen

1. Below is the introduction to a short talk about the United States by a lecturer in international relations. What is its purpose?

'Today, I would like to talk to you about the United Nations. First of all, I will give a brief history of the organization and then I will go on to talk about some of its strong and weak points'.

2. Can you guess what she is going to talk about ?

1. The history of the UN;
2. Its strong points;
3. Its weak points.

3. Discuss ideas with a partner.



"Ban-Ki-Mon, the current UN Secretary General"

As you Listen

1. Listen to the talk and check your predictions.
2. In pairs, listen again more closely and make notes.

Student A

Listen for the answers to these questions:

1. When was the League of Nations formed?
2. When did it cease its activities?
3. What are the strong points of the UN, in the speaker's opinion?

Student B

Listen for the answers to these questions:

1. How many countries attended the opening of the League of Nations?
2. Where was the United Nations Charter signed?
3. What are the weak points of the UN, in the speaker's opinion?

3. Among the following sentences, which one (s) would describe the lecturer?

1. He is highly critical of the UN.
2. He is in favour of what the UN is doing economically and socially.
3. He thinks that if we eradicate poverty, we will have peace.
4. He believes that tolerance leads to peace.

4. Complete these sentences with these verbs.

to set up
to agree

to be allowed to
to prevent

to bear
to settle

1. I've just read an article about how 1 computer viruses.
2. It takes only a few minutes to 2 a blog. There are some elements to 3 in mind, though.
3. We always 4 conflicts in our class peacefully.
4. We all 5 to help each other, don't we?
5. We 6 to use only English in our class.

Talk It Over

What do you think about the United Nations?

Below are expressions you may want to use.

1. Don't you see that?
You must know that.....
2. Are you telling us that?
Yes, that's all very well, but.....
3. Yes, of course, there's that, but....
4. That makes no difference!
5. You know that's not true.



In my opinion,
I guess,
I trust,
I definitely think that

Write It Up

Write, as part of a letter or an e-mail, a brief description of the Alaouite Organization for the Protection of the Blind to one of your English-speaking friends.

Follow this procedure:

1. Before you write

- Decide how you will get ideas. Will you do the following:
 - a. look through back issues of newspapers and magazines?
 - b. use the internet?
 - c. conduct an interview?
- Select ideas that you want to include.

2. Write, Write and Write.

- Don't stop once you begin writing.

3. Revise.

While revising, use the A3R's method.

Add ideas

Rearrange: Are your ideas arranged effectively?

Remove: Is there any unnecessary information?

Replace: Are there any words to change?

4. Edit: Check for spelling, capitalization, punctuation and grammar.

5. Write or word process the final draft.



Learn How To Learn

Below are some strategies to help you strengthen your vocabulary.

- Read extensively in English.
- As you read, notice keywords and their combinations. You may want to connect them by drawing lines between them.
- Take down the examples you find in your reading into a 'collocations' notebook.
- Organize your notebook into themes (Culture, values,) and add combinations related to each theme.
- Organize your notebook into categories of collocations:
 1. adjective + noun (e.g. sustainable development)
 2. noun + noun
 3. verb + adjective + noun (e.g. save succeeding generations)
 4. verb + adverb
 5. adverb + verb
 6. adverb + adjective
 7. verb + preposition + noun
 8. Functional expressions (combinations that occur with particular grammatical structures; for example, I'd like.... Could you? If I were you, I'd...)
 9. Idioms
 10. Phrasal verbs

- Organize your notebook into common keywords such as take, get, come, make, do, etc), and add collocations/word-combinations as you come across them in your reading. For example, take advice/ offence/ measures/ steps/ pity on.../ cover.
- Use a dictionary to improve your knowledge of collocations/word-combinations.

Extend Your Learning Experiences

1. Read extracts (1-3) below and choose a title for each from these:

- | | |
|--|---------------------------------------|
| A. Acting locally, responding globally. | D. Join us. The sooner the better! |
| B. An autonomous, independent association. | E. Together we can make a difference! |
| C. On becoming a volunteer. | F. We serve the needy. |

1

The Moroccan Red Crescent (MRC) is a non-profit making, voluntary relief organization. It is extremely active in humanitarian and health care activities. While it has close relations with many civil and military organs, it has successfully maintained its autonomy and independence over the years. MRC has earned a world renowned reputation due to its:

- ♦ prompt disaster relief activities;
- ♦ continuing assistance to the needy;
- ♦ professionally-executed services to young people.

We should all celebrate and encourage MRC.



2

In a world of poverty, war, displacement and disaster, the International Federation of Red Cross and Red Crescent Societies serves those in need without regard to race, religion, class or political belief. The International Federation directs and coordinates international assistance to some of the world's most vulnerable people. Together with Red Cross and Red Crescent National Societies, the Federation acts locally to respond to humanitarian challenges everywhere, everyday.



3

National Societies recruit volunteers to carry out tasks that directly or indirectly help vulnerable people. Each National Society has different volunteer programmes and requires different skills to make these programmes effective. To become a volunteer with the Red Cross/Red Crescent, you need to contact the nearest branch of the National Society in your country for details of the programmes that they run and their current needs for volunteers.



Long on to <http://www.ifrc.org/contact/>, if you have any enquiries about the International Federation of Red Cross and Red Crescent Societies.

2. Re-read extracts (1-3) and answer these questions.

1. What does MRC stand for?
2. In your opinion, how has MRC kept its autonomy and independence over the years?

3. What do *Red Cross* and *Red Crescent Societies* have in common?
4. What should you do to become a volunteer with one of the Red Crescent Societies?
5. Read extracts (1-3) once more and find words with the following meanings:

1. immediate 2. non-lucrative 3. reputed	4. the poor 5. irrespective of 6. physically or emotionally weak	7. as a consequence of
--	--	--

Use English Communicatively

Agreeing and disagreeing

1. Notice these ways of expressing agreement and disagreement. Underline the phrases you already know.

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Agreement 2. Disagreement | <p>I agree entirely.
I couldn't agree more.
That's a good point.
That's exactly what I was thinking myself.</p> <p>Yes, that's quite true, but...
I'm not sure I quite agree.
Perhaps, but don't you agree...?
I see what you mean, but...</p> |
|---|--|

2. Work in pairs. Take it in turns to read the extreme opinions below (1-5) and respond to them.

1. Scientific innovations are useless.
2. There should be a 40 km speed limit on all roads in Morocco. Car crashes are increasing with each passing year.
3. We should be allowed to use cell phones while driving.
4. We should penalize students who do not know their irregular verbs.
5. Tennis is such a boring game.

Compare It

1. It is said that the way people agree or disagree varies from one language to another. Now that you have used ways of agreeing and disagreeing in English, compare these ways with those used in your mother tongue. Are they similar or different?
2. **Partial agreement**--- when you agree with someone, but not entirely, is expressed in English by 'I suppose so/I suppose not'.
 1. Notice the responses in these exchanges.

1. A: Our school handball team is the best. B: I suppose so. 2. A: They haven't done a good job. B: I suppose not.	
---	--
 2. How is partial agreement expressed in your mother tongue? Share ideas with a partner.

Brush Up Your Grammar

The Gerund

1. Read the article and underline in pencil the *-ing* form (gerund). What have you noticed?

The Malhoun

Malhoun musicians are unique as creative artists. Many poets, painters, and novelists are accustomed to working alone, but this is often impossible for *Malhoun* musicians. Because of the true nature of *Malhoun*, for most of them, playing and practising must be with other musicians. They need each other's sounds and feelings to get inspired.

To develop their own styles, *Malhoun* musicians must be creative. Playing *Malhoun* involves remembering hundreds of musical phrases and singing them properly.

Some *Malhoun* musicians are skillful at improvising. Indeed, they enjoy improvising. Singing is a lot of fun for them. By using Moroccan dialect, they create a whole new piece of music - *Malhoun* music!!! *Malhoun* musicians improve by practising every day, as all musicians do.



2. Now look through this list of verbs. If you use a verb form after these verbs, it must be a gerund.

admit

appreciate

avoid

be worth

can't help

consider

discuss

enjoy

finish

forgive

imagine

mind

miss

practise

3. Imagine that you have been to a Malhoun concert. Tell us about it by completing the following sentences with gerunds.

1. I greatly enjoyed (listen to) the last song of the concert.
2. It certainly was worth (listen to).
3. I wouldn't mind (tune to) them again.
4. I must admit (not like all of it).
5. I certainly appreciated (your/invite) me to the contest.
6. I am considering (go) to a concert by this new singer of Malhoun.
7. It will involve (make) plans well in advance.
8. I recommend (your/make) plans in advance, too.
9. I suggest (make) reservations today.

4. In pairs, take it in turn to ask and answer the following questions.

1. Do you spend a lot of time listening to Moroccan music?
2. What types of Moroccan music do you like? Are there any types you dislike?
3. Do you enjoy going to concerts? What concerts do you enjoy most?
4. Who would you recommend seeing in concert in your home town?
5. Name some Moroccan musicians that you think are worth paying a lot of money to see?
6. Would it be worth paying a taxi fare or driving for half an hour to see musicians?

5. You are planning to go to a concert/ a play/ a football game soon. In pairs, role-play a phone call with your classmate to get information about tickets. Use as many of the following as possible in your role play.

I' m interested in.....
Would you mind.....?
Is it worth.....?

I hope that you'll enjoy.....
I suggest.....

Gerund or Infinitive?

1. Notice the uses of the gerund and the infinitive. Read the examples (1-11).

	Uses	Examples
A	<u>same meaning</u> attempt begin bother cannot bear cease continue hate intend live prefer start	1. We started to read the article about the United Nations. 2. We started reading the article about the United Nations.
	<u>same meaning but different use</u> advice allow/permit forbid	3. Our English teachers allow working in groups of more than four students. 4. Our English teacher doesn't allow using languages other than English.
C	<u>different meaning</u> forget / remember regret stop try	5. I'll never forget interviewing this nice Malhoun singer. 6. I remembered to ask him if he liked Hip Hop music (I thought about it, and I did it). 7. I regretted asking him that question. He was offended. (= I regretted at some time in the past, I had asked him that question.) 8. Don't forget to say hello to him for me. 9. I regret to inform you that his next concert has been cancelled until further notice. 10. I will try to see him, but it might be hard. He is never around. (= I will make an effort to see him). 11. If you are insomniac, try listening to Malhoun.(= Listening to Malhoun might be a solution to your insomnia.)

2. Now match these pairs of sentences with their meanings (a-b).

A.

1. I remembered to e-mail her.
2. I remembered e-mailing her.
 - a. First I e-mailed her and then I remembered.
 - b. First I remembered, and then I e-mailed her.

B.

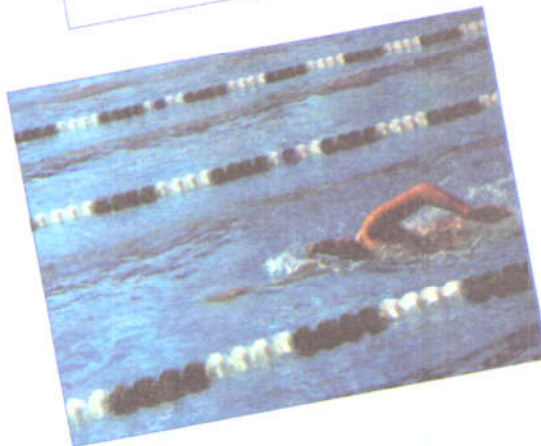
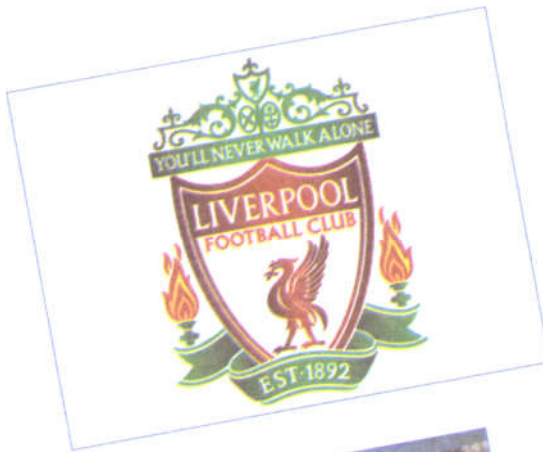
1. I stopped to talk to him about the next concert.
2. I stopped talking to him.
 - a. First I stopped, and then I talked to him.
 - b. I finished our conversation (and went away).

C.

1. I tried to lose weight.
2. I tried dieting, running and eating less.
 - a. Objective or intention.
 - b. Methods.

3. Now, in pairs build up sentences expressing the three uses above, using these pictures.

Example: I will always remember interviewing this football player. It was a pleasure interviewing him.



PROJECT WORK (4)

In groups of four, conduct a project. Choose a topic from either A or B.

A.

1. The Alaouite Organization for the Protection of the Blind.



2. The Human Rights Consultative Council (HRCC).

B.

1. The Constitution of Morocco.
2. The Moroccan Family Code (*The Moudawana*).



"Driss Benzekri (1950-2007) was a leading human rights activist. He was the chairperson of the Equity and Reconciliation Committee for two years."

Follow these steps.

1. Research the information you need using encyclopedias, the Internet and any other source of your own choice.
2. Write descriptions and proofread them.
3. Produce a flyer or leaflet using the written descriptions and pictures, etc.
4. Present it to the class.

Review and Evaluation

Assess yourself

How well do you know the English you learnt in Units Seven and Eight? Put a tick (v) in the right column.

	I can do this very well.	I can do this reasonably well.	I can do this, but poorly.
I can understand, interpret texts about citizenship and international organizations such as the United Nations.			
I can present a text calling for active citizenship.			
I can apply ways to acquire collocations/ word-combinations.			
I can recognize and use suffixes and prefixes.			

Now, choose some parts to revise and practise.

Vocabulary

1. Complete the words in these sentences.

- The press secretary was given a warm rec ____ 1 ____ at the airport.
- He allowed the journalists to ask him per ____ 2 ____ questions.
- The points he made seemed lo ____ 3 ____ to us all journalists.
- He couldn't understand the English pr ____ 4 ____ of one of the journalists.
- This journalist suffers from ner ____ 5 ____ at press conferences.

2. Complete this table with words ending with these suffixes.

-ness	-ity	-ance/ence	-ment	-ism	-ation
illness					

Grammar

Reconstruct the following exchanges using the Gerund and Infinitive forms.

1.

A: What about (go) to Tangiers this summer?

B: Why do you keep (ask) me (go) on holiday with you? You know I haven't finished (write) my book yet and I dislike (not to meet deadlines).

2.

A: Like many other members of this NGO, I dislike (have) someone (say) we are not doing our job properly. We do our best, don't we?

B: Indeed, we do.

3.

A: May I suggest (log) on to this website?

B: That's Ok. We might find further information about Ibn Khaldoun?

4.

A: Is it worth (see) *The Grass is Greener* here?

B: Definitely.

5.

A: I regretted (ask) him to help me out.

B: If I were you, I would not have asked him. He's by far the most unhelpful chap around.

Complete the following exchanges with an appropriate modal auxiliary. Pay attention to tense use.

1.

A: I am going on this trip to the moon.

B: You _____ be joking!

2.

A: Did you send your friends post-cards when you were in Jordan?

B: No, I didn't. I (do).

3.

A: When I was your age, I _____ swim for hours and hours.

B: I _____, too. Do you think I _____.

4.

A: Do you think I _____ have a dental check-up?

B: I think you _____.

Evaluate Units Seven and Eight

Group discussion

Get into groups of three or four students. Decide which group will look at Unit Seven or Unit Eight. In your group, decide who will report to the class. Look through the Unit you chose and talk about these questions:

Unit Seven

Were the topics interesting?

What did you learn about citizenship?

Which reading tasks did you like best?

Unit Eight

What did you learn about the United Nations and the Moroccan Red Crescent?

Were the reading tasks interesting?

Do you need to practise any language elements once more?

Your own ideas

Do you have any suggestions for future use? If so, write them down and submit them to your teacher.

UNIT 9

Formal, Informal and Non-Formal Education



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about formal, informal and non-formal education;
2. express addition;
3. ask for and give information;
4. understand and interpret written and spoken texts about formal, informal and non-formal education;
5. write an e-mail applying for admission to a school;
6. write a letter of application and a CV.

Learning to Learn

Writing e-mails and letters of application

Improve Your Communication Skills

Read All About It

Before you Read

1. Conduct a class survey. Find out how many students think that the aim of education should be:

- A. to teach us how to think.
- B. to prepare us for exams.
- C. to get us ready for the job market.
- D. to remove social inequality.

2. Read this introduction to an interview with Anwar Amine conducted during an international conference on education in Erfoud.



Anwar Amine holds a Master's degree in the teaching of English from the University of York, England. He trains teachers not only in Morocco but elsewhere, too. His interests are lifelong learning and humour in language learning.

3. In pairs, answer these questions.

- 1. Where did Anwar Amine study for a Master's degree?
- 2. What does he do now?
- 3. Why do you think he is interested in using humour in learning languages?

4. Copy the grid below in your notebook.

Type of education	Definition	Characteristics	Interviewee's views
Formal education			
Informal education			
Non-formal education			

As you Read

1. Complete the grid as you read, then compare it with a partner.

Interviewer: First, I'd like you to define the terms formal, informal and non-formal education?

Interviewee: Formal education is the structured educational system provided by the state for school-goers. The education that students receive in this school where we are now is formal education. The formal education system in Morocco is state-supported and state-operated. Students don't pay to go to public schools. Right? Education in all its forms is one of the top priority issue in Morocco. Well, that's a point I should emphasize. Non-formal education, in contrast, refers to education that happens outside of the formally-organized school. Most typically, we use the term 'nonformal education' to refer to adult literacy and continuing education for adults. This kind of education is voluntary. I mean it is not obligatory. You don't earn an academic diploma like the Baccalaureate, either. Formal education is sanctioned by a diploma. Non-formal education may or may not be supported by the state. In Morocco, it is partly state-supported. Informal education is education that happens outside the classroom. When your students are reading an article about philosophy at home or when their geography teacher takes them out to explore a place, that's informal education. As simple as that! Informal education is an integral part of formal education, in my view. We should encourage it.

Interviewer: There are different views on formal and non-formal education, aren't there?

Interviewee: Indeed, there are. Some argue that formal education should be given high priority. In this way, in a generation or two, illiteracy will be eradicated. Others argue that formal education will fail when there is a high percentage of adult illiteracy. I, myself, argue for a middle-of-the- road approach; that is, focusing on both.... Fighting on two fronts: improving formal education and trying to eradicate illiteracy That's what we should all be doing, shouldn't we?

Interviewer: Has non-formal education been successful in Morocco?

Interviewee: As an educationalist, I am optimistic over the future of education in all its forms in Morocco. I would say it has been successful. We need optimism. I don't see how education can move forward without the belief --- our belief, I mean-- that everything will be much better in some years'time. In recent years, Moroccan non-governmental organizations have done a lot in non-formal education. No matter where you go in Morocco, you will notice that NGOs are doing their best to eradicate illiteracy. Isn't that wonderful?

Interviewer: Yes, yes, it is. Fantastic. We should thank NGOs. They are doing their best to eradicate illiteracy. One final question, if I may?

Interviewee: It is perfectly alright with me.

Interviewer: Is education an end in itself?

Interviewee: To answer your question, I will quote a former UNESCO director. This is what he said about education : "Education - in all its forms and at all levels - is not only an end in itself but is also one of the most powerful instruments we have for bringing about the changes required to achieve sustainable development."

Interviewer: Beautiful. Thank you ever so much for taking the time to talk with us.

Interviewee: Thank you very much.

(Authored from a variety of sources ~ including encyclopedias)

2. Read and listen to the interview. Underline in pencil the sentences that show that the interviewee is:

1. highly optimistic about the future of education in Morocco.
2. supportive of NGOs.
3. a firm believer in his ideas.
4. determined to improve education.
5. in favour of education as a means to sustain development.

Read All About It

Before you Read

1. Look through this extract.

How to read a news story?

A news story is made up only of facts. The facts usually answer the "5W's+ 1 H": Who? What? Where? Why? and How?

We read a news story to find out specific information about an event. Every news story has to have the answers to these questions:

- What-- What happened exactly?
- Who-- Who are the people involved in the event?
- When-- When did the event take place?
- Where-- Where did the event take place?
- Why-- Why did it happen? (the reason behind it)
- How-- How did it happen?



2. Read this news story. While you are reading, underline the sentences that answer the "5W's+1 H".

Investing in our schools

By F. Madane

The Government will step in to fund millions needed for schools across the country. That was one of the straightforward messages from the minister of education, who was the guest of honour at the Teachers' Organization yesterday in Tangiers. The minister was positive about the progress being made in the teaching of Information and Communications Technology (ICT) in schools. He said: "ICT will improve the quality of learning and teaching and prepare students to be successful in an increasingly competitive global economy". He added: "A series of training sessions have given teachers deeper insights into how best to implement ICT in schools".

On learning foreign languages, he stressed: "Learning a foreign language leads to awareness of cultural similarities and differences while at the same time providing bridges to move across those differences". In conclusion, he said: "We will continue to work with all partners to further improve our schools".

Talk It Over

If you were a Minister of Education, what would you do?

As a minister of education you cannot do your job alone. You must choose a team of advisors who will help you make important, and very often difficult, decisions. Below are profiles of five people. Read them and pick up your top three advisors. Be wise in choosing them. You cannot take back a nomination.

Mr. Abderrahim Halbi is a member of your political party. He is the editor-in-chief of the party's newspaper. He has been doing an excellent job. He thinks only one foreign language should be taught in schools. If you don't select him, he may leave the party.

Dr. Mustapha Herba is an experienced educator who supports smaller schools and smaller classes. She believes that speaking foreign languages is a key to tolerance. She is in favour of a scholarship for every university student.

Mr. Abdelaziz Ani is a little-known but respected, economist. He's been teaching economics for more than 30 years. He's an influential member of your party. He is very careful with money. He is in favour of larger classes (60+).

Mrs. Ani Najat is a high-ranking executive of a bank. She graduated from a private university at the age of 21. Her motto is 'Education, Education, Education'.

Mr. Jaouad Allaoui is very good at writing speeches. He is tactful, friendly and nice. He's been faithful to the party over the last 20 years.

As you Read

1. Take this questionnaire to find out if you are a good candidate for an online course. Circle A or B or C in pencil.

Are you a good candidate for an online course?

- | | |
|---|---|
| <p>1.</p> <ul style="list-style-type: none"> a. I can work independently of my teachers. b. I must be motivated to participate in class. c. I work much better in a group. <p>2.</p> <ul style="list-style-type: none"> a. I always get things done on time. b. I need reminding to get things done on time. c. I put things off until the last minute. <p>3.</p> <ul style="list-style-type: none"> a. I usually figure out what to do by simply reading and following instructions. b. I usually try to figure out what to do but need help. c. I usually ask my teacher to explain the instructions to me. <p>4.</p> <ul style="list-style-type: none"> a. I usually understand a text without help. b. I sometimes need help to understand a text. c. I am a slow reader. <p>5.</p> <ul style="list-style-type: none"> a. I always have access to a computer. b. I sometimes have access to a computer. c. Now, I don't have access to a computer. | <p>6.</p> <ul style="list-style-type: none"> a. I am excellent at word-processing. b. I am an average user of word-processing. c. I am very bad at word-processing. <p>7.</p> <ul style="list-style-type: none"> a. I am a computer literate. b. I am an average computer user. c. I have little computer knowledge. <p>8.</p> <ul style="list-style-type: none"> a. I am self-motivated and self-disciplined. b. I can get motivated if I push myself. c. I am unmotivated and undisciplined. <p>9.</p> <ul style="list-style-type: none"> a. My homework assignments always take up all of my free time. b. My homework assignments sometimes take up all my free time. c. I have plenty of free time after homework assignments. |
|---|---|

(Adapted from a questionnaire at: www.stedwards.edu/it_dept/instcom/online_student/candidate)

2. Your teacher will tell you how to score the questionnaire. Now, answer these questions:

1. What was your score?
2. Are you a good candidate for an online course? If so, can you afford it?

Write It Up

Before you Write

1. Read the advertisement below and answer these questions.
 1. How old is 'Your University'?
 2. According to the advert, what are lecturers at YU like?
 3. Which type of Internet would you have access to if you were a student at YU?
 4. What does 'BBA' stand for?
 5. What is one of the good things about studying with students from all over the world?
2. Re-read the advert and find words with the following meanings:
 1. the money you pay for a course
 2. inexpensive
 3. satisfaction
 4. to improve
 5. the buildings of a university

8 Reasons for you to choose Your University (YU)

1. YU, set up more than 20 years ago, has widely recognized academic excellence.
2. Excellent Bachelor of Business Administration (BBA) course conducted by dedicated, professional lecturers.
3. Affordable tuition.
4. Excellent, supportive and friendly atmosphere for study and research. Access to wireless Internet.
5. A variety of services such as on-campus accommodation and a sports centre.
6. Cultural activities once a week.
7. We take pride in having the most diverse BBA course in this country.
8. We have students from all over the world, which will help you to further enhance your cross-cultural competence.

All application material must be addressed to the Office of Admission: www.youruniversity.ma

3. Read the following instructions.
 1. When applying for a course via e-mail, write your cover letter in the body of an email message.
 2. Proofread your e-mail for grammar and spelling. An e-mailed note needs to be professional and error-free.
 3. Be brief and to the point. Your e-mail should be short.
 4. Make sure you include a signature with your full name, email address and phone number.
 5. Include the title of the course you are applying for in the subject line of your message.
 6. Send your CV as an MSWord document.

4. Write an e-mail applying for admission to the BBA. Copy the e-mail below and complete it.

The screenshot shows an email client window with a toolbar at the top containing icons for Send, Attach, Address, Fonts, Colors, and Save As Draft. The email fields are as follows:

- To: www.youruniversity.ma
- Cc: (empty)
- Subject: Application for admission to the BBA.

The body of the email contains the following text:

Dear Sir or Madam,

I am writing to apply _____, which I saw advertised in _____. I am a _____ student, aged _____. I will _____ for the Baccalaureate next June. Over the last three years, I _____ English.

I look forward _____.

Yours _____.

Make Connections

Before you Read

1. In pairs, answer these questions.

1. Why is psychology defined as being 'the science of the mind'?
2. Psychologists use the scientific approach. What is the scientific approach all about?
3. Why is psychology an interdisciplinary science?
4. Who was the first experimental psychology laboratory founded by, *Sigmund Freud* or *Wilhelm Wundt*?

As you Read

2. Still in pairs, read the article and check your answers. Underline the sentences that answer the questions (1-4).

Psychology: The Science of the Mind

What is the question that comes to your mind when you hear the word psychology? If it is "How can psychologists go about studying the mind?", then you have the same enquiry as 99% of the respondents I recently interviewed. Well, how can they do that? Psychologists, like other scientists, use the scientific method. Obviously, as physicists who study the structure of an atom cannot observe protons, electrons and neutrons directly, they predict how these elements behave and then conduct experiments to confirm or refute their predictions. Similarly, psychologists use human behaviour as a clue to how the mind works. True, we cannot observe the mind directly. Yet, everything we do, think, feel and say is determined by how our mind works. Therefore, psychologists use human behaviour as data to test their theories about how the mind works. We have indeed gained deeper insights into the relationship between brain/mind and behaviour since 1879 when Wilhelm Wundt set up the first experimental psychology laboratory in Germany. Psychology draws heavily on other disciplines such as biology, medicine, linguistics, philosophy, anthropology and sociology. For example, psychology is allied with linguistics in learning and teaching. Linguists tell psychologists what to teach. Psychologists tell linguists how to teach it. All in all, psychology is an interdisciplinary science, too.

(Adapted from an article at: www.bbc.co.uk/science/humanbody/mind/articles/psychology/what_is_psychology)

3. In Box A below are linking words from the article. Replace each with a word from Box B

A.

1. obviously
2. similarly
3. yet
4. therefore
5. indeed
6. such as
7. for example
8. all in all

B.

- | | |
|---------------------|----------------------|
| In short, | Identically, |
| In a similar way, | In fact, |
| Naturally, | So, |
| Likewise, | In sum, |
| Equally, | In brief, |
| Consequently, | As a matter of fact, |
| As an illustration, | Accordingly, |

Write It Up

Before you Write

1. Read classified ads (1-5). Which job would appeal to you?

1.

English translators

English translators currently needed. Applicants must be fluent in English and Arabic.

E-mail your CV to bentourjmane. n@menara.ma

2.

Job seekers

We are in urgent need for English students to teach English to a group of bank employees.

E-mail address: BCL@ menara.ma

3.

Pharmacist

Pharmaceutical plant requires a pharmacist.

Please send CV and salary expectations in confidence to Dr Leila. E-mail: I. moumen@ menara.ma

4.

BC Bank

We are seeking a part-time physician with 5-6 years' experience. We would also prefer you to be fluent in English. For further information, in complete confidence, please contact Mrs. Zineb A.

5.

Lecturers in Economics

Your University (YU) is looking for lecturers either on a full-time or part-time basis. Experience of practice is essential.

Apply in confidence to: mogtassid@menara.ma

2. Read these classified ads and find words that go with them.

1. a _____ , _____ job

2. on a _____ , _____ basis

3. _____ , _____ in confidence to

4. to send _____ , _____

5. _____ seekers

6. to be fluent in _____

2. Read the two CVs. In pairs, decide which applicant should get the job with BC Bank.

Curriculum Vitae

Personal Details

First name: Khadija

Surname: Halbi

Age: 27

Nationality: Moroccan

Address: 1, rue de Tokyo, Beni Mellal

Telephone: 0212023853751

Cell phone: 063857456

E-mail: k_halbi@menara.ma

Qualifications:

2003 - Doctorate in Medicine, Faculté de Médecine et de Pharmacie - Rabat.

Work Experience:

2003 - Present Physician, Hopital Al Farabi, Beni Mellal

Additional Skills

Languages: Arabic (native speaker), French and English (Fluent)

Keyboard Skills/Computer Literacy



Curriculum Vitae

Personal Details

Full name: Ilham Hassani

Age: 27

Nationality: Moroccan

Address: 1, rue de Madrid, Beni Mellal

Telephone: 0212023147894

Cell phone: 06489751

E-mail: i.hassani1@menara.ma

Qualifications

2002 - Doctorate in Medicine, Faculté de Médecine et de Pharmacie - Casablanca

Diploma in medical jurisprudence, University of London, England

Work Experience:

2002 - Present General Practitioner, Clinique LeBon, Beni Mellal

Additional Skills:

Languages: Arabic (native speaker), French, Italian and English (Fluent)

Computing: Proficient in a number of word processing packages, in particular WordPerfect



3. Write your own CV.

4. Read these instructions.

1. The letter of application should be an original typewritten or word-processed copy, not a photocopy. It should be neat and free from grammatical and spelling errors. Try to be brief, but express your interest in the particular job you are applying for.
 - a. Write your address in the top right-hand corner and the address of the person to whom you are writing on the left-hand side.
 - b. Write the date on the right under your address.
 - c. Write Dear Sir or Madam, if you don't know the name of the person you are writing to. If you know the name of the person you are writing to, use it, e.g., Dear Mr. Britney.
 - d. Introduce yourself in the opening paragraph.
 - e. List your education and work experience.
 - f. Ask for an appointment for an interview.
2. Your letter of application shouldn't extend beyond one page; employers are extremely busy.
3. Enclose a CV.

5. Match (1-3) with (A-C).

1. I am writing to apply for the post _____ job _____ of _____ which I saw advertised in the Daily News.
position
I am writing with regard to your advertisement of April 1st.
 2. For the past two years, I have been working as a teller in BC Bank.
 3. I can come for an interview at any time convenient to you.
I look forward to hearing from you.
- A.** Reference to experience
B. Closing remarks
C. Opening remarks

As you Write

Write a letter of application for a job of your own choice. Follow the instructions above.

Use English Communicatively

Expressing addition

1. Notice these ways of expressing addition.

- | | |
|---------------------|------------------|
| 1. In addition, | 6. Additionally, |
| 2. Equally, | 7. Similarly, |
| 3. Furthermore, | 8. What's more, |
| 4. As well as | 9. Too, |
| 5. In the same way, | 10. Again, |



2. Now match linking words (1-10) with their functions (A-B).

- A. Reinforcement
B. Similarity

3. Now, complete these sentences.

- ____ (....) _____ its effective calling and messaging, this cell phone has a camera and a variety of connectivity options.
- ____ (....) _____, this one has a camera and a variety of connectivity options, but it is cheaper.
- All cell phones operate _____ (....) _____.
- You could have a look at this one. It is ____ (....) ____ as good as the one you are using now.
- ____ (....) _____, they are getting cheaper and cheaper.
- These brand cell phones are the cheapest _____ (....) _____ being light.

Talk It Over

1. First, read the definitions.

- e-learning is a type of education and training which uses information technology such as computers and communication net-working. You can learn anytime and anywhere through e-learning.*
- Informal learning is a type of education in which you define what you want to learn.*
- Self-directed learning is any study in which you plan, implement and evaluate what you are learning without the help of anyone.*

2. Now, discuss these questions.

- What is the difference between informal learning and self-directed learning?
- Why are these types of learning beneficial to you?
- What informal learning activities can you think of?
- What skills do you need to become an effective self-directed learner?
- One of the benefits of e-learning is that you can learn at the pace you prefer. Can you think of any other benefits?

Brush Up Your Grammar

Non-defining relative clauses.

1. Notice these sentences. Which one has non-defining clause? Which one gives essential information?

1. The university teacher, who is interested in lifelong learning, is optimistic about the future of education in Morocco.
2. The university teacher who is interested in lifelong learning is optimistic about the future of education in Morocco.

2. Underline the relative pronouns in these sentences. What does each refer to?

1. *Le Passé Simple*, which was written by Driss Chraïbi, is very interesting.
2. The journalist, whom I met last week, was a good friend of his.
3. I usually read Chraïbi's novels in my study room, where no one can disturb me.
4. My friends, who are university students, have all read Chraïbi's novels.
5. Moroccan literature, which is my favourite course, meets four times a week.
6. I am going to re-read *Flutes of Death*, which has been translated into many languages.
7. Driss Chraïbi, whose novels draw heavily on his life, will be remembered as a great Moroccan novelist.



3. Use non-defining clauses to combine these sentences. Use the correct relative pronoun and punctuation.

1. Mohammed Khaïreddine was a poet and a novelist.
I am going to read all his works.
2. *Agadir* is one of his novels. It is about his experience after the earthquake of Agadir on February 09, 1960.
3. *Agoun'chich* was his seventh and last novel. It was published in France seven years after his death.
4. Critics compare him to Rimbaud, the French writer. I like him very much.
5. I met him when he was editor-in-chief of a newspaper. It was one of the jobs he excelled in.



4. Write as many sentences as possible about a Moroccan writer. Some sentences should give essential information; others extra information.

UNIT 10

Sustainable Development



Expected Learning Outcomes

By the end of this unit, you will be able to:

1. talk about sustainable development;
2. express concession and contrast;
3. understand and interpret written and spoken texts about sustainable development;
4. write a letter to the editor about sustainable development;
5. demonstrate deeper understanding of the concept of 'sustainable development'.

Learning to Learn

Exam-taking

Improve Your Communication Skills

Read All About It

Before you Read

- Do you know what *to sustain* and *sustainable* mean? If not, look at these definitions.

Sustain (maintain)

to cause or allow something to continue for a period of time; e.g. The economy looks set to sustain its growth into next year. He seems to find it easy to sustain relationship with neighbours.

Sustainable

able to continue over a period of time; e.g. That sort of diet is not sustainable over a long period of time.

- In pairs, answer these questions.
 - How do you say 'sustainable development' in your mother tongue?
 - What is sustainable development all about?
- Copy this questionnaire in your notebook and tick (✓) the appropriate column. Compare your answers with a partner.

A Quality of Life Questionnaire

	A great deal	Quite a lot	Some	Very little	None	No opinion
1. How much has your community changed economically?						
2. How much has your community changed socially?						
3. How much has your community changed environmentally?						

As you Read

- In pairs, look through the scheme of sustainable development below.

- What are the three dimensions of sustainable development?
- How can we achieve sustainable development?
- In your opinion, is making wise use of national resources such as water and energy:
 - Very important?
 - Important?
- Why is social progress essential for sustainable development?

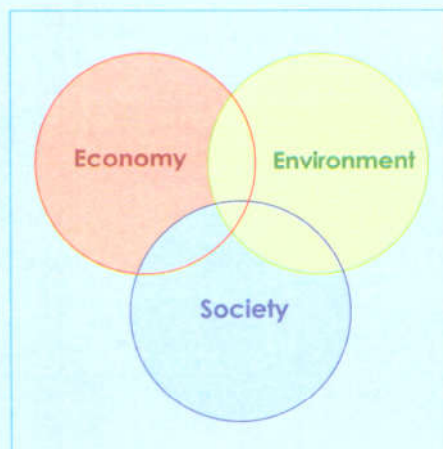


2. Still in pairs, read the text below and decide in what ways it complements the scheme on page 143.

It must be everyone's concern

Today the world stands at a crossroads. Global problems such as climate change, the damage to the ozone layer and the extinction of wildlife species affect all of us. It can even be argued that they are threats to our very survival. Sustainable development must be each and everyone's concern; otherwise, the way we live today will not be sustained in the future. It's a pretty frightening look at the future. All these problems are clearly related to human activity. They are truly global in scope. True, we all need development to have decent housing, rewarding jobs and to meet other basic needs such as food and health. Yet, we must think about ways that do not overburden natural systems or squander natural resources. In other words, there must be sustainable development so that we can hand a better world to the next generation.

The integration of social, economic and environmental goals are essential to achieving sustainable development as success in one is totally dependent on the others. Good standards of living necessitate a strong economy, a strong economy relies on environmental resources, and environmental conditions are inseparable from our quality of life. The three goals are interdependent and mutually reinforcing. This can be schematized as follows:



No goal must be pursued independently. For instance, there could be no sustainable development without an affordable and secure supply of energy used in an environmentally-friendly way. The question that arises is: what action plans has Morocco produced to take forward sustainable development from a global to a local level? All Moroccans have gone forward together to sustain development. We all play a valuable part in sustainable development. It has been an enormous concern in Morocco. We have been trying to implement ways of balancing needed housing and economic growth with vital preservation of natural resources and quality of life.

How can sustainable development be achieved for all in Morocco?

Achieving sustainable development depends on good governance practices, particularly the effective implementation of national sustainable development strategies which integrate government decision-making in the economic, environmental and social spheres.

(Adapted from various sources, including Encyclopedia Britannica.)

3. Re-read the article and answer these questions.

1. What is meant by 'The world stands at a crossroads'?
2. What do 'they' refer to? (It is underlined in the article).
3. How can we build a better world for the next generation?
4. Why should we address the three dimensions of sustainable development in a balanced way?
5. What should Morocco do to sustain development?
6. What is the writer's intent in this article?

Strengthen Your Vocabulary

Find the words in the article that complete each sentence below.

1. We should do something to stop the _____ of dolphins.
2. Air pollution is a serious _____ to health.
3. It is _____ to see people throw garbage in public places.
4. Hard work is _____ ; that is, it pays off.
5. I've been working hard for the exam. I don't _____ one minute of my free time.
6. I will _____ all my aims simultaneously all through my life.
7. Each and everyone of us has a _____ role in sustainable development.
8. Citizenship _____ on us taking part in sustainable development.



Talk It Over

1. What do you personally expect from sustainable development?
2. In your opinion, what is the best way to sustain development?
3. Why do you think that for any development to be sustainable, it must benefit people in an equitable way?
4. Why should young people have a say in what happens in the future?
5. What should they locally and globally do to save this world for the future?

Listen To This

Before you Listen

1. In pairs, discuss this headline:

Sustainable development: Combining economic progress with social and environmental justice.

2. Below is a list of human needs. Rank them in order of importance.

- A. Food, shelter and clothing.
- B. Peace, freedom, democracy.
- C. Education, employment, health care.

3. You are going to hear an expert talking about sustainable development. He defines it as being

“development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

What do you think he means in practical terms?

As you Listen

1. Listen to the first part of the interview to check your prediction.
2. Listen again and complete these sentences in your notebook.
 1. The conference on sustainable development went _____ .
 2. With a growing population, we will compromise the needs of tomorrow if we _____ .
 3. To be _____ conscious, we should reduce our _____ consumption.
 4. Simple changes in our behaviour can _____ .
 5. By living _____ .

3. Listen to the second part of the interview. Work in pairs.

Student A takes brief notes about 'social harmony'.

Student B takes brief notes about what Moroccans can do to sustain development.

4. Compare your notes.

Talk It Over

1. In your opinion, which country is most likely to sustain development?

Country A has strong NGOs that empower people and promote democracy consistently.

Country B prioritizes economic issues.

Country C views democracy and sustainable development as being two sides of the same coin?

Country D promotes sustainable development, democracy and good governance.

2. To promote a sustainable world, what must you do?

- At the personal level
- At the community level
- At the national level

Write It Up

Before you Write

1. Read the letter Anass A. wrote to a newspaper and answer questions (1-3) below.

A Letter to the Editor

I was deeply distressed by your editorial of May 3rd. It was off the mark by saying that sustainable development slows down our economy. Sustainable development is about quality growth and economic development. It does not mean slowing down the economy of this country. For me, sustainable development is about recognizing that all Moroccan citizens should have access to affordable housing, a voice in public decisions, health care and a share in the country's wealth. Please make sure that all facts are accurate in your forthcoming editorials. Spread optimism ~ not pessimism and fear!

Anass A.

1. What does this letter respond to?
 2. Why is Anass deeply upset?
 3. What is 'sustainable development', according to him?
2. Work in pairs. Follow these steps:
- Step 1:** Discuss the letter to the editor.
- Step 2:** Re-read the article 'It must be everyone's concern'. Try to get ideas about sustainable development.
- Step 3:** Decide if you agree or disagree with Anass and, on your own, write a letter to the editor: letters@moroccodaily.ma

Use English Communicatively

Expressing concession and contrast

1. Notice the use of the italicized connectors in sentences (1-7).

1. *Although* "the mind" has always fascinated us, the way it works was almost a complete mystery until very recently.
2. *In spite of* all the scientific breakthroughs, we continue to ask the most basic question: what is "mind"?
3. ScanDisk may run the next time you start the computer *even though* Windows may seem to shut down correctly.
4. Researchers suggest that the brain is more like a computer. *However*, even the most sophisticated computer is not as nearly complicated as the brain.
5. *Despite* spending about one-third of our life sleeping, we know relatively little about sleep.
6. *Despite* the fact that computer systems are created by human beings, designing these systems to work well with human beings is not easy. Sometimes I am frustrated enough to want to throw my computer out of the window.
7. Economic prosperity is essential to sustainable development. *Yet*, it is not an end in itself.

2. Now, underline the pieces of information that surprise you in sentences (1-7).

3. Contrast these pieces of information. Use the words in italics above.

A.

1

2

The patient took two sleeping pills. He couldn't fall asleep.

B.

1

2

His doctor warned him not to take more than one. He took two.

C.

1

2

One of the patients was able to sleep. It was a bit noisy.

D.

1

We spend about one - third of our life sleeping. We know relatively little about sleeping.

Learn How To Learn

Your final exam is drawing nearer and nearer. Underline the tips that will be useful to you.

1. Quickly look through the exam.
2. Read the instructions carefully. This may sound obvious, but this will help you avoid careless mistakes.
3. Read the text suggested twice.
4. Answer questions in a strategic order:
 - First answer the easy questions. This will boost your confidence.
 - Then move on to answer the difficult questions.
 - Review.
 - Proofread your essay for spelling, grammar, and punctuation.

Write It Up

Before you Write

1. Below are questions to help you get ideas when writing a book or film review. Underline in pencil the questions you want to remember.
 1. What are you reviewing? What is it about? What's the plot?
 2. What's the theme?
 3. What is the author's/director's purpose?
 4. What genre does it fit? (For example, a biography, a musical, a Western)
 5. When does the action take place?
 6. Where does it take place?
 7. Who wrote it, directed it, or acted in it? What else have they done?
 8. Who are the main characters?
 9. Who is the intended audience?
 10. How does it convey its main point and mood? How did the audience react to it?
 11. How well does it fulfill its purpose?
 12. What did you like about it? Why?
2. Read the review of a fictitious film. Does it answer the questions you have underlined?

A Film review

'The Grass is Greener Here' is a Moroccan romance film. It is the true story of Halim - a Moroccan brain drainer, aged 34 who is back home because he thinks that human development is the concern of all Moroccans. He sets up a building firm and recruits five young architects to work on an affordable housing project for new teachers in the north of Morocco in gratitude for what his former teachers have done for him. The project goes very well. In the closing scene, Halim gets married to Halima - an excellent architect and a niece of one of his former teachers of mathematics. They promise each other to live happily until death parts them. The soundtrack is superb. I love all the songs, particularly those sung at the wedding party. This film is unquestionably worth seeing.

3. Now re-read the film review and rank the following elements in the order they appear in the review:

- A. General review
- B. Genre
- C. Plot
- D. Scene
- E. Introduction

4. Read the review once more. What is the recurrent tense?
5. Write a review of a film you have seen. Remember well that a good review should express your opinion and persuade the audience to see, or to avoid seeing it.



Shooting "The Grass is Greener Here".

Brush Up Your Grammar

The Passive voice

1. Study this table. How is the passive voice formed?

Tense	Subject	Verb to be	Past Participle	
Present Simple	The UN documents	are	translated	into six languages
Present Continuous	The article on sustainable development	is being	translated	into Korean
Past Simple	The proposal	was	discussed	by the UN members yesterday.
Past Continuous	This proposal	was being	discussed	when the TV crew arrived
Present Perfect	The date of the conference on sustainable development	has been	announced	
Future	You	will be	invited	to participate in this conference.

2. Now, complete the uses of the passive (1-2). We use the passive voice...

- when it is more ____ 1 ____ to draw attention to the doer.
- when the doer in the situation is not ____ 2 ____.

3. Below are questions from interviews with a Moroccan NGO's Secretary-General. Rewrite the questions into the passive.

- Who opened this exhibition of the pictures of the World Summit on Sustainable Development?
- How many pictures is this museum exhibiting?
- Where will you hold your next press conference?
- Where do you usually keep your pictures?
- When did they last award this museum a prize?
- Were you discussing the next world summit yesterday?
- Who has proofread this advertisement?

4. What answers do you think the NGO's Secretary-General gave? Write them down.

5. In pairs, ask and answer questions (1-7).

6. Complete these sentences with the verbs below:

ask send use arrange conduct schedule indicate keep pass

- All correspondence between you and Your University ____ 1 ____ via e-mail unless it ____ 2 ____ differently below, or ____ 3 ____ with you individually.
- All personal information provided to us by you ____ 4 ____ confidential and ____ 5 ____ to process your application only. It is not ____ 6 ____ on to any other institution.
- A formal selection telephone interview with one of our teachers ____ 7 ____ with you by suggesting to you 2 or 3 possible appointments for the interview.
- An interview ____ with you by suggesting to you 2 - 3 possible appointments for the interview;
- You ____ 8 ____ to read, accept, print out, and sign a contract.

The Passive with Modals

1. Study these sentences. Underline the verb forms.

1	All library books	should	be	returned	to the library before July 1st
2	The article	must		word-processed	now.
3	The General Assembly	can may might		called	for an emergency session

2. Complete the following rule concerning the forming of the passive with modals.

The passive with modals is formed as follows:

Subject + + + Past Participle

3. Match the differences in function (A-C) with sentences (1-3) above.

A. It is possible

B. It is advisable

C. It is necessary

4. Rewrite these sentences as indicated.

1. You must switch off the computer after use.

The computer

2. You should keep medicines out of the reach of children.

Medicines

3. You must sign the visa application.

The visa application

4. You can fill it out in Arabic, too.

It

5. You may send it by post or e-mail it.

It

6. We could inform you about your visa application either by e-mail or phone.

You

7. We can only process complete applications for admission.

Only complete applications

PROJECT WORK (5)

Plan, design, conduct and present the results of an opinion poll on one of the following topics.

- A. The teaching of foreign languages in Morocco.
- B. Human development in Morocco.
- C. Formal education.



"Our school is guided by good values, too."

Follow these steps:

1. Write the questions you will ask the interviewees.
2. Interview at least ten people.
3. Tabulate the results.
4. Present the results of the opinion poll to your classmates.



"Active citizenship at its best."

Assess yourself

Look through Units Nine and Ten. What did you learn? Complete this chart.

Which topics and subtopics can you talk about?	Which strategies can you apply?	Which communicative functions can you use?	How much vocabulary can you use?	Which grammatical points can you use?

Compare your list with that of another pair of students. You may want to add other elements to your list.

In pairs, read the article below and complete these sentences.

1. Japanese mothers pay for *Juku* through _____.
2. For Japanese kids, the examination entry into first grade is _____.
3. Before the exam, they _____.
4. Getting high-ranking jobs is _____.
5. Japanese mothers are referred to as being _____.

The Secret of Japan's School

Hiroshi Katoh, three and a half years old, is preparing for one of the most important moments of his life—the examination for entry into first grade. He has learned to march correctly into his nursery school, obey the 'cleaning-up music and sing the good-bye song. He will soon try for admission to one of Tokyo's prestigious private schools.

In a Tokyo suburb, Naoko Masuo, who is 13 years old, returns and settles in to do homework. She is a seventh-grader at a private girls school. "I have made it" her smile seems to say. For three years in public school, from fourth to sixth grade, Naoko's schedule was high-pressure. She would rush home from school, study for a short time and then leave to attend *juku*, a specialized school that trains students to meet particular goals, most commonly to pass an entrance examination, three hours a day, three times a week. Her goal was to enter a good private school. And the exam would be tough.

Her brother, Watanabi, passed a similar exam several years ago and entered an elite national school. The summer before the exam, he went to *juku* for eight hours a day. Now, as high-school graduate, he is preparing for entrance exams to Tokyo University, Japan's top college.

Hiroshi, Naoko, Watanabi are on the Japanese road to success. Thousands of other children from middle and upper-class families are trying to pass exams, enter good schools and get the good jobs that mark the end of a race well run. Every step of the way they are guided and coached by their mothers, who have had sharp eyes on the finish line from the start. Undoubtedly, behind every highly competent Japanese student stands a mother completely involved in her child's education. She shuttles youngsters from exercise class to music class to calligraphy and piano. She helps every day with homework and may even work part-time to pay for *juku*. This role is so accepted that it has generated its label—*kyoiku mama* (education mother).

To Japanese women, motherhood is a profession, demanding and prestigious with education of the child as number 1 responsibility. The Japanese argue the *kyoiku mama* will never fade from the scene [...].



(Reader's Digest, December 1986.)

Grammar

Rewrite the following sentences with the words given.

1. Translators at the UN have translated the speech of Morocco's ambassador into five languages.
The speech of Morocco's ambassador _____.
2. He scheduled a press conference yesterday.
A press conference _____.
3. Reporters will interview him.
He _____.
4. We should all learn the national anthem by heart.
The national anthem _____.
5. Moroccans read many newspapers and magazines.
Many newspapers and magazines _____.

Complete these sentences with a relative pronoun. Add any necessary commas.

1. People do voluntary work are good citizens.
2. Amine brother is one of my classmates is a computer literate.
3. The project work lasted a week is now over.
4. Abdallah Laroui a philosopher and a historian published *Contemporary Arab Ideology* in 1977.

Evaluate Units Nine and Ten

Group discussion.

Get into groups of three or four students. Decide which group will look at Unit Nine or Unit Ten.

In your group, decide who will report to class.

Look through the Unit you chose and talk about these questions:

Unit Nine

Were the topics interesting?

What did you learn about formal, informal and non-formal education?

Which part of the unit was most useful to you?

Unit Ten

What did you learn about sustainable development?

Was the writing task interesting?

Which part of the unit was most useful to you?

Final evaluation of the textbook.

Now in pairs design and present a poster about this course. You may want to answer some of these questions?

1. What is your opinion of the course?
2. What did you like most about this course?
3. Was there anything you didn't like?
4. What did you learn from the course?
5. Do you have any comments. If so, add them in your poster?

Supplementary Reading Texts

• Cultural Issues/Values



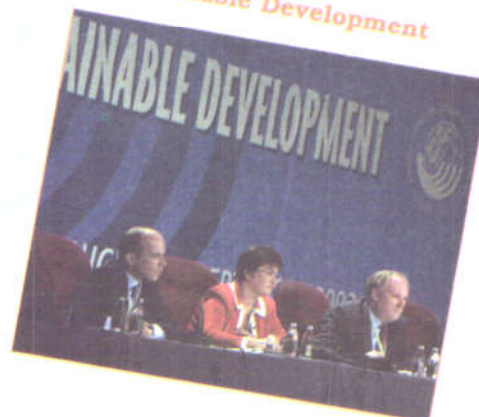
• The Gifts of Youth



• Women and Power



• Sustainable Development



Cultural Issues

Read All About It

Before you Read

Look through this definition. What do we mean when we say 'discriminatory language'?

Discriminatory language is language that discriminates against any group.

As you Read

1. Read the article and answer questions (1-6).

Discriminatory language should be banned

Recently there has been a heated debate about the issue of discriminatory language. Discriminatory language is that which refers abusively to gender, race, ethnic or language background, among many other issues. What is unfortunate is that such language is common in all cultures. What are its effects? I will limit myself to looking at three of them. The first is that discriminatory language is humiliating. It 'puts down' people, so to speak. Isn't it utterly condescending to describe someone who has polio as being polio victim? Isn't that so? The second effect is that it contributes to the unequal status of women, older people, people with disabilities and, indeed, anyone who can be viewed as being different from the most powerful in society say this is: 'normal'. The third effect is that it is dehumanizing. The discriminatory language used to describe people with disabilities emphasizes powerlessness. Discriminatory language is stereotyping in its ugliest form. It saps self-confidence and self-esteem. Therefore, it should, under no circumstances, be used. We should all use non-discriminatory language. Why? First, it does not take away a person's individuality. Second, it reflects tolerance and respect of *the other*.

(Adapted from various sources, including: www.yale.edu/ynhti/curriculum/units/1982)

1. What does 'that' refer to? (line 1)
2. 'Such language'. Which language? (line 3)
3. What is another word for 'humiliating'? (line 4)
4. 'Three of them'. What are they? (line 4)
5. Isn't that so? What does the writer expect from us?
a. to disagree b. to agree
6. What values does the use of discriminatory language reflect?

2. Work in pairs, draw a two-column chart and arrange these words and sentences into discriminatory language and non-discriminatory language.

a man of science	a chairman	the elderly, geriatrics	epileptics	Everyone should return his assignments	
Every teacher will give his students	mankind	Teachers will give their students	Victims of AIDS	AIDS sufferers	chairperson
humankind	Everyone should return their assignments	a scientist	senior citizens	people with epilepsy	

Talk It Over

1. In your opinion, why is discriminatory language common in all cultures?
 - A. People pass on their prejudices from generation to generation.
 - B. They are insensible towards each other.
 - C. They want to perpetuate negative social stereotypes.
 - D. Discriminatory language is more expressive than non-discriminatory language.
2. Why do you think we should use non-discriminatory language?
3. Are the words used in your mother tongue to describe disability, such as blindness, discriminatory or non-discriminatory? Give some examples.

Strengthen Your Vocabulary

1. Underline the following words in the article below - if any are unfamiliar, try to work out their meanings from the context.

demean - merely - genuine - contempt - outmoded - traditionally - indefinitely - exclude

2. Match these words with the words you have underlined.

real - obsolete - debase - only - customarily - reject - disrespect - continually

Inclusive Language

Inclusive Language is any language that does not stereotype or demean men or women. When your teacher requires inclusive language, you need merely to avoid **non-inclusive language**, sometimes called sexist language.

- Some noninclusive language reflects genuine contempt for men or women: referring to a woman as a "broad," for example, or calling a lawyer a "lady lawyer."
- Other forms of non-inclusive language, while they may not stem from conscious sexism, reflect stereotypical thinking: referring to doctors as men and nurses as women, or assuming that all of one's readers are men.
- Still other forms of non-inclusive language result from outmoded grammatical conventions. The pronouns he, him, and his, for instance, were traditionally used to refer indefinitely to persons of either sex.

Traditional: A journalist must meet his deadline.

Today such usage is widely viewed as sexist because it excludes women and encourages sex-role stereotyping—the view that men are somehow more suited than women to be journalists or doctors, for instance.

Ways to Avoid Non-inclusive Language:

- Use the plural : Journalists must meet their deadlines.
- Use a pair of pronouns: A journalist must meet his or her deadline.
- Revise the sentence so that the problem does not arise: A journalist must meet a deadline.
- Alternate male and female examples. Be careful not to confuse your reader when you use this method. Most people alternate gender from paragraph to paragraph; from sentence to sentence is usually too unnerving for the reader.

(Adapted from various sources, including: www.yale.edu/ynhti/curriculum/units/1982)

Talk It Over

Re-read the two articles and discuss these questions.

1. In your opinion, are the two writers against the use of inclusive language?
2. How can we make people aware of the effects of such language?
3. If you made notes for yourself to remember about this language, which sentences would you choose? Why?

Values

Read All About It

Before you Read

1. Read these definitions.

prejudice: an opinion or feeling that is not based on facts.

stereotype: a fixed mental picture of what someone or something is like.

2. Look at these questions.

1. How is stereotyping harmful to
 - a. the holder of stereotypes?
 - b. those who are the target of stereotypes?
 - c. society as a whole?
2. How can you end stereotyping?

As you Read

1. Underline in pencil the sentences that answer questions (1-2).

Male or Female?

When we say that men and women act differently, we help create stereotypes about the sexes. Do you, yourself, hold stereotypes about men and women? Here is a list of 10 character traits. Write the numbers 1 to 10 on a piece of paper and mark each M or F, for masculine or feminine.

- | | |
|---------------------|--------------------------------|
| 1. Helps others | 6. Is energetic |
| 2. Is aggressive | 7. Is emotional |
| 3. Is home-oriented | 8. Never cries |
| 4. Is independent | 9. Is unable to make decisions |
| 5. Is quiet | 10. Makes decisions easily |

When given this list, most people agree that men have the even-numbered ones and women the odd-numbered ones. But these generalizations are not really true of all women and men.

Stereotypes are harmful in two ways:

- They limit your chances of discovering and experiencing things. They put people into different groups without allowing you to find out if they really belong there. You may believe that a wheelchair user is sad all the time. That incorrect belief can stop you from getting to know a neighbour.
- They restrict your chances. If employers think that young people are untrustworthy, you will find it difficult to get a job and for no reason.

You can help to end stereotypes. How? By having values such as: care, compassion and respect for the other, fairness, benevolence, tolerance. Do you still remember the principle of the common-good approach to ethics: "What is ethical is what advances the common goals and interests of a community." ? Stereotyping is unethical in all its forms.

(Adapted from *Creative Living*, page 89, Glencoe Publishing Company, Encino, California, 1985.)

2. Re-read the first paragraph and take the survey (1-10). Are you prejudiced, too?

The Gifts of Youth

Read All About It

Before you Read

1. Find the word from the following list that answers each question below.

undaunted, faith, self-distrust, to desert, temper, innermost core, cynicism, wrinkle

1. What is the opposite of 'self-confidence'?
2. Which verb means 'to abandon'?
3. Which word means 'disbelief'?
4. What is another verb for 'belief'?
5. Which words describe 'the deepest part' of something?
6. What is another word for 'quality'?
7. Which word means 'brave'?
8. Which verb means 'to contract'?

2. Look at the title of the poem opposite.

1. Why do you think Samuel Ullman chose this as a title?
2. What would you expect him to celebrate?
 - a. The gifts of youth.
 - b. Youth as something that never ends.
 - c. Youth's contribution to society.

As you Read

1. Read the poem and check your prediction.

2. Re-read and answer these questions.

1. What words in the poem especially move you?
2. What is the message of this poem?
3. What are three personal values in this poem?

*Samuel Ullman (1840-1924) was an American poet and humanitarian. He is best known for his poem **Youth**, which he wrote at the age of 77. Youth has inspired generations who are thirsty for hope.*



YOUTH

By Samuel Ullman

Youth is not a time of life ~ it is a state of mind,
it is a temper of the will,
a quality of the imagination,
a vigor of the emotions,
a predominance of courage over timidity,
of the appetite for adventure over love of ease.

Nobody grows old by merely living a number of years.
People grow old only by deserting their ideals.
Years wrinkle the skin,
but to give up enthusiasm wrinkles the soul.
Worry, doubt, self-distrust,
fear and despair - these are the long,
long years that bow the head and
turn the growing spirit back to dust.

Whether they are sixteen or seventy,
there is in every being's heart
the love of wonder,
the sweet amazement at the stars
and starlike things and thoughts,
the undaunted challenge of events,
the unfailing childlike appetite
for what is to come next,
and the joy and the game of life.

You are as young as your faith,
as old as your doubt;
as young as your self-confidence,
as old as your fear,
as young as your hope,
as old as your despair.
When the wires are all down
and all the innermost core of your heart
is covered with the snows of pessimism
and the ice of cynicism,
then you are grown old indeed.

But so long as your heart receives messages
of beauty, cheer, courage, grandeur
and power from all,
so long you are young.

<http://boomersitin.org/youth>

Women and Power

As you Read

Which of the following could be inferred from the article below:

1. Moroccan women can do extremely well in all fields not only in Morocco but elsewhere, too.
2. Meryem Chadid had great expectations as a child and has managed to achieve them.
3. If you read books voraciously, you will become an astronomer.

Meryem Chadid : A scientifically-powerful woman



More than ever before Moroccan women are becoming more powerful and more successful in all domains ~ including those that are mostly male-dominated. Meryem Chadid is a living proof of this. She is the first Moroccan woman to set foot on Antarctica on a research expedition. There, she patriotically and proudly raised Morocco's flag. The date was March 1st, 2004. Just a week away before International Women's Day. Life is full of coincidences, you would probably say. Meryem Chadid's competitive streak showed up early. She was always among the first in her class. Her advice to women aspiring to be scientists:

“Work hard. Hard work has always paid off”. In an interview with a national TV channel, she attributed her success both as an astronomer and a researcher in physics to her competence, perseverance and hard work - not sheer luck. She also

credited her mother for her determination, “She's the most tenacious woman I know”. When asked how she got interested in astronomy? She looked nostalgically back to her early childhood years and said: “From reading books. As a teenager, I knew I wanted to be a scientist. I read voraciously many books about different fields. I found, unsurprisingly enough, books about physics and astronomy to be most appealing. I particularly enjoyed learning about the evolution of stars. While I always enjoyed looking at the sky, learning about the universe always interested me more than anything else”. The flag of Morocco will forever flutter on Antarctica as a sign that Moroccan women can excel in all domains, including the scientific one.

(Adapted from interviews in Arabic and French in the media such as 2M.)

Strengthen Your Vocabulary

1. Select the one word or phrase that most closely matches the meanings of the underlined words in the article.
 1. very determined to achieve something.
 2. insatiably.
 3. attractive; inviting.
 4. to fly over a place
 5. longingly
 6. absolute
2. Read the article and make notes about:
 1. Chadid's main achievement.
 2. Her childhood.
 3. Her character traits.

Talk It Over

Are there any similarities between your early childhood days and those of Meryem Chadid's.

Sustainable Development

As you Read

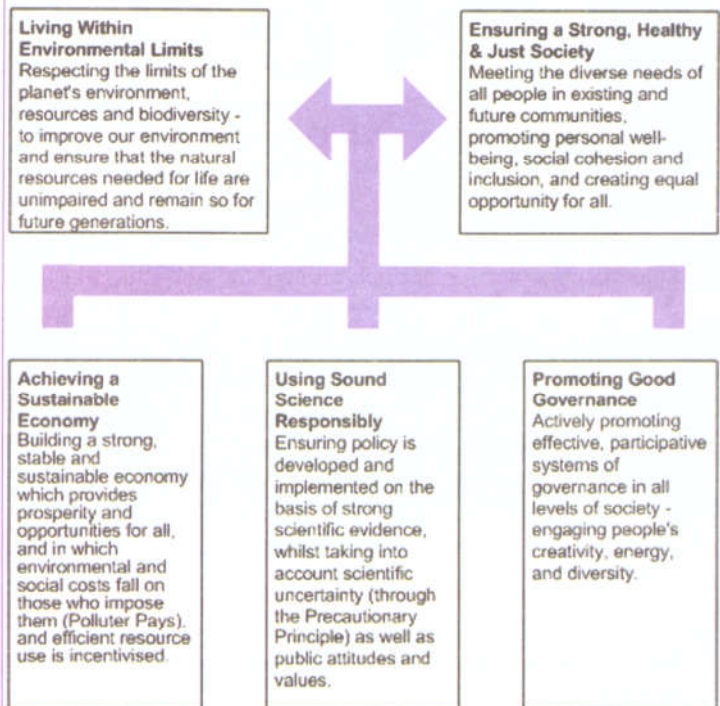
Which of the following questions does the article answer?

1. Why does the writer suggest reconsidering the definition of sustainable development?
2. What should we do to have a more sustainable development?
3. When did the concept sustainable development emerge?
4. Why is ensuring a just society essential to a more sustainable development?
5. How many people around the world live on less than one dollar a day?
6. Why aren't we meeting the needs of the present generation?
7. Who was the first to have used the concept of sustainable development?

Towards a more sustainable development

In the late 1990's, people all over the world became fully aware of the unsustainability of models for development applied then. This led to the adoption of sustainable development as a panacea for global problems, poverty alleviation, environmental damage and over-consumption of natural resources. Has sustainable development so far lived up to all our expectations? I don't think so. A lot has to be done before it becomes an effective panacea. Let us reconsider the internationally-accepted definition of sustainable development "it is the development that meets the needs of the present without compromising the ability of future generations to meet their own needs". Wouldn't you agree with me that globally we are not meeting the needs of the present let alone considering the needs of future generations? Has poverty been alleviated? Over a billion people still live on less than one dollar a day. What should we do then? We should make a decisive move towards a more sustainable development because it is the right thing to do. It is in our own long-term best interests, too. More sustainable development offers the best hope for securing the future of 'next generations' through applying the strategies opposite.

(Adapted from various sources)



Find in the article words which mean the same as:

1. reducing
2. to make more bearable, relieve
3. a remedy, a cure-all
4. the act, process, or power of governing
5. wasting.

Talk It Over

1. Why do you think that sustainable development is an irreversible process?
2. In your opinion, is the writer optimistic about the future of our world?

Grammar Reference

5. The Passive

Uses

1.

The passive form is used

1. When the agent (the doer) is either unknown or unimportant.

Examples:

1. This house was built hundreds of years ago.
2. Mohamed Zafzaf's novels have been translated into many languages.

2. With the agent to give more information.

The lyrics of the Moroccan National Anthem were written *by* Ali Squalli Houssaini.

2.

Modals in the passive

Modals in the passive follow this structure:

subject + modal + be verb (in the appropriate tense) + past participle

They are used to express:

Obligation = All reference books must be returned to their original locations after use.

Possibility = The General Assembly can/ may/ might be called for an emergency session.

Certainty = Our school picnic may be held this weekend if it doesn't rain.

6. Reported Speech

Basic uses:

Reported speech is used to report what others have said.

Reporting statements: Statements made recently are reported with present tense verbs:

Examples:

1. I'm not feeling well.  He says that he's not feeling well.
2. It's easy to apply SQ5R  He thinks it's easy to apply SQ5R

Examples:

1. I longingly look forward to seeing you soon.
2. Mohamed Khairreddine's books are worth reading.
3. I remember reading one of his novels many years ago.

Note: I remember + ing = I can remember (compare: I always remember to bring my English textbook into the classroom = I don't forget.)

Examples:

1. Try applying SQ5R.
2. Try + ing = use this method. (Compare: Try to apply for a voluntary job = attempt to).

Likes and preferences: General or specific uses.

Verbs such as *like*, *dislike*, *hate*, *prefer* express an attitude and are followed either by ing or to + verb.

4.

Modals

1.

CAN/BE ABLE

We use can/ be able to express ability.

1. One of our classmates can play the guitar.
2. When he was six years old, he could swim for hours and hours.
3. He will be able to take part in a big sporting event next month.

2.

May, Might, Could and Must

We use May, Might, Could and Must to express possibility and certainty.

1. This e-mail could be the one I've been waiting for. [*It's possible*]
2. We might have a woman prime minister in the future. [*It's possible, likely*]
3. I'm not sure but we may tour the north of Morocco this month. [*It's possible*]

3.

OUGHT TO, HAD BETTER are used to give advice.

You'd better/ should/ ought to work harder; otherwise, you will not pass.

4. MUST

MUST is used to express obligation.

You must fill out all these application forms, sign and return them before the 1st of this month.

6. *AHEAD, BACK, BEHIND, FORWARD* for time:

This book by Mohamed khaireddine dates back to the early 1970's.

7. *ALONG* (for relationships):

We get along well with each other during project work. Our teacher is happy about that.

8. *ALONG, ON, BEHIND* (progress):

- Our preparation for the next Baccalaureate exam is coming along nicely. We will certainly pass.
- We should keep on.
- We will not leave anyone of us lagging behind. Cooperation is one of the values that guide our school.

9. *OFF, ASIDE* (for ignoring problems):

- Paul Rabinow, the author of "*Reflections on fieldwork in Morocco*" laughed off all criticisms.
- We should brush aside all stereotypes.

10. *IN, INTO* (for participating)

- We'd better join in and sing this song to cheer us up.
- When I get into my training, I really enjoy to the full.

8. The Third Conditional

Form

In a Type 3 conditional sentence, the tense in the 'if' clause is the past perfect, and the tense in the main clause is the perfect conditional:

'IF' Clause	Main Clause
IF+ past participle	Perfect conditional
If I had applied for a scholarship before the deadline,	I would have got it.

Uses

We use the Third Conditional to talk about a situation which is *contrary to reality*.

Statements made in the past some time ago are reported with past tense verbs:

It'll be hot this summer → He said it would be hot this summer.

It's a long way before we get there → He told me that it was a long way before we got there.

Reporting questions

Questions are reported with a change in word-order from direct speech:

Examples:

1. "Is this true?" → He asked me if this was true.
2. "When is it going to happen?" → He wanted to know when it was going to happen.

Requests, commands, advice, invitations are reported using *to ask, to order, to advise...*:

1. "Please open your books at page 12." → Our English teacher *asked* us to open our book at page 12.
2. "You should stop wasting your money on these silly DVD songs." → He *advised* me that I (should) stop wasting money on silly DVD songs.
3. "Would you like to come to the end-of-school year party?" → He invited me to come to the end-of-school year party.

Note: If reporting a general truth, the present tense will be retained.

7.

Phrasal verbs

1. *UP* (for increasing): Prices have gone up.
2. *UP* (for completion): Drink up your milk, will you?
3. *DOWN* for decreasing: Prices have come down.
4. *DOWN* and *UP* (for excitement, interest, and happiness):
Calm down! Calm down! We will make it anyway.
Cheer up! Life is too short to be so unhappy.
5. *AWAY, DOWN, OFF* (to suggest gradual ending): Some customs have been fading away.
What a pity!

Examples:**Accordingly= so**

Our classmate was so persuasive; accordingly, we joined the NGO.

Also= in addition

He's my close friend. He's also my classmate.

Besides = in addition

We like this school. Besides, it is within walking distance from our home.

Consequently= so

We worked hard on the test. Consequently, we had a high score

Furthermore = in addition

We should work harder on math. Furthermore, we should do it at once.

Hence: for that reason

He's a good friend of mine. Hence, I would never let him down.

However: but

We wanted to get to the stadium on time. However, we were delayed by the heavy traffic. When we arrived the game had already started.

Moreover: in addition

Our teachers are excellent; moreover, they are friendly.

Therefore: for that reason

I was a bit nervous. Therefore, I had to retake my driving test.

Otherwise: if not, or else

We'd better start studying for the exam now; otherwise, we will not get through.

Nevertheless: but

It's extremely difficult. Nevertheless, I will do my best.

10.**Defining and non-defining relative clauses**

Defining relative clauses limit the meaning of a noun or pronoun, so they are not set off by commas.

Example: The Canadian sociologist who dedicated me this book was on a short visit to Morocco.

Non-defining clauses give additional information but are not essential to the sentence's meaning. So, they are set off by commas.

Example: The Canadian sociologist, who was on a short visit to Morocco, dedicated me this book.

Third Conditional sentences are *hypothetical* or *unreal*, because it is now too late for the condition or its result to exist. There is always an unspoken "but..." phrase:

- If I had applied for a scholarship earlier, I would have got it.
(but I didn't apply, and I didn't get it).
- If you had told me you were connected to the Internet, I'd have sent you an e-mail.
(but you didn't tell me, and I didn't send you an e-mail).

I wish, If only

Use: To express wishes for unlikely or impossible situations and to express regrets,

Examples:

Wishes about the present	1. I wish you were nicer to me! If only 2. I wish I were richer. If only 3. I wish I could speak seven languages. If only
Wishes about the future	1 We wish all young people under the age of 18 would (could) vote . If only 2 We wish the situation were going to change. If only 3 I wish I would (could) have a longer holiday next Spring If only
Wishes about the past	1 I wish my classmates had won the soccer game. If only 2 I wish they had trained harder before the game. If only 3 I wish I could have participated in the game instead of staying on the bench. If only 4 I wished I had been there.

9.

Linking words

Meanings of linking words

Addition

also
besides
furthermore
likewise
moreover

Concession

however
nevertheless
nonetheless
still

Result

accordingly
consequently
hence
therefore
thus

2. No change family.

<i>Infinitive</i>	<i>Past</i>	<i>Past participle</i>
bet	bet	bet
bid	bid	bid
broadcast	broadcast	broadcast
burst	burst	burst
cast	cast	cast
cost	cost	cost
cut	cut	cut
forecast	forecast	forecast
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
quit	quit	quit
rid	rid	rid
set	set	set
shed	shed	shed
shut	shut	shut
split	split	split
spread	spread	spread
understand	understood	understood
upset	upset	upset

3. The -en family.

In this family the Past Participle ends with **en**.

<i>Infinitive</i>	<i>Past</i>	<i>Past participle</i>
arise	arose	arisen
awake	awoke	awoken
break	broke	broken
choose	chose	chosen
drive	drove	driven
fall	fell	fallen
forget	forgot	forgotten
forget	forgot	forgotten
freeze	froze	frozen
hide	hid	hidden
rise	rose	risen
see	saw	seen
shake	shook	shaken
speak	spoke	spoken
steal	stole	stolen
take	took	taken

4. The -ew family.

In this family, the past has got the ending **-ew**.

<i>Infinitive</i>	<i>Past</i>	<i>Past participle</i>
blow	blew	blown
fly	flew	flown
grow	grew	grown
know	knew	known
throw	threw	thrown

IRREGULAR VERBS

Irregular verbs arrange into four families.

1. The big family: The Past and Past Participle are the same.

<i>Infinitive</i>	<i>Past</i>	<i>Past participle</i>
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
catch	caught	caught
cost	cost	cost
deal	dealt	dealt
dream	dreamt	dreamt
feed	fed	fed
feel	felt	felt
fight	fought	fought
forecast	forecast	forecast
get	got	got
hold	held	held
keep	kept	kept
learn	learnt	learnt
leave	left	left
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
say	said	said
seek	sought	sought
send	sent	sent
sleep	slept	slept
spell	spelt	spelt
spoil	spoilt	spoilt
stand	stood	stood
teach	taught	taught
think	thought	thought
weep	wept	wept

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 constructively 27
 consult 27
 consumption 145
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 contentedness 18
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 convincing 13
 cooperative 104
 courageous 18
 courteous 18
 creative 18
 creativity 17
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 critical (about) 27
 critically 47
 cross-cultural 11
 crossroads 144
 cultural 9, 89, 104
 culturally 21
 curriculum vitae 138
 customs 13
 daring 18
 date (back) 87
 decision-making 28
 decisions 48
 deduce 68
 deeply 146
 defend (v) 67
 define 9
 definitely 70
 departure 79
 derive (from) 48
 deserve 67
 desktop publishing 29
 desperately 64
 despite 84
 detailed 28
 determination
 development 28 143, 146
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 different from 68
 differing 131
 diplomacy 17
 disagreement 123
 disarm 116
 disaster 122
 discovery 50
 discriminatory 155

disrespectful 92
 dissimilar 68
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 distancing 11
 distressed 146
 draw (up) 117
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 economic 143
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 educational 103
 educationalist 132
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 effective 18
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 emotional 28
 empirical 47
 empower 27
 enable (v) 103
 encourage 117
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 for instance 67
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- accurate 146
- achieve (v) 132, 143
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- acquire (v) 17, 103
- act (v) 11, 122
- active 103
- actively 63
- activist 68
- adapt to (v) 26
- address (v) 103
- admission 1, 36
- adopt 102
- advances 45
- advantages 48
- advert 133
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- advertising 89
- advice 15
- advisors 133
- affect (v) 47
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- against 47
- agree (v) 120
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- allow (v) 27, 48, 120
- altruistic 104
- ambition 20, 27
- ambitious 18, 91
- amend (a law) 103
- annoyed 91
- anthem 102
- anthropologist 11
- anthropology 11
- apparently 84
- appear (v) 91
- applicant 138
- apply (for) 32, 103
- appreciation 18, 21
- appropriate 21, 92
- approve 103
- arena 67
- argentinean 13
- arise 11
- as far as concerned 68
- as regards 68
- aspiring 18 , 91
- assembly 104
- assets 29, 64
- associate 13
- arts 47
- attitude (towards) 29
- autonomy 28
- avoid (v) 79
- award (n) 63
- award (v) 64
- aware (of) 12, 104
- awareness 17, 133
- balanced 143
- base (on) 46
- basis 137
- bear (v) 120
- beauty 18
- behave 11
- behaviour 9, 103
- believe (v) 9, 29, 48 70
- believer 132
- belong (to) 12, 104 115
- beneficial 27, 47
- benefit (v) 145
- benefits (n) 48
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- break (down) 13
- breakthrough 50,
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- bright 26
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- celebrate 21, 63
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- consistently 17

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