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Insights into English

Teacher's Book

2^{ème} Année du Cycle du Baccalauréat

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Insights *into English*

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Teacher's Book

2^{ème} Année du Cycle du Baccalauréat

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Course Overview

Unit title	Page	Standards	Learn how to learn	Vocabulary	Grammar
1. Cultural issues/ values	19	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	29	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	36	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	44	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	50	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	58	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 SQ5R Recognizing logical organizations and outlining.	Humour vocabulary.	Linking words
Project work / Revision and evaluation					
7. Citizenship	64	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: Understand and interpret articles in constitutions. Comparisons: Citizenship in other cultures. Connections: Articles in constitutions. Communities: Texts. Communities: Research.	Building your vocabulary Giving a presentation	Citizenship vocabulary.	Modals Suffixes / Prefixes
8. International organisations	70	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	76	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	82	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					

INTRODUCTION

Introduction

Nature of the course

Insights into English adopts a standards-based approach to the teaching of English—an approach which is in accordance with the principles and guidelines laid down in the curriculum for the teaching of English. It adheres to the view that sees the standards-based approach as an integral part within competency-based language education. It also endorses the principle that argues that the five areas¹: Communication, Cultures, Connections, Comparisons, Communities (The 5 C's) are essential to effective language learning and do not exist independently.

The Communication area is addressed through the use of 'real-life' situations, focusing on building the learner's interpersonal, interpretive and presentational communication competencies; that is, students will use reading, writing, speaking about, and tuning to, a variety of topics for a variety of purposes. The focus throughout *Insights into English* is on communicative functions, vocabulary and grammar is geared towards enhancing their communicative skills.

The 'culture' area is addressed through raising their consciousness as to cultural similarities and differences with a view to helping them further develop their cross-cultural communication competency; that is, students will gain a knowledge and understanding that cultures are represented by the viewpoints, such as those by an Australian lady on women's struggle for equality and freedom, behavioural practices, such as ways of complaining about services, and products of a particular country.

The 'Connections' area is catered for (i) through providing opportunities for students to gain information in English in areas where they have a keen interest in such as philosophy and mathematics and (ii) seeing and experiencing the interplay between English and other subjects.

The 'Comparisons' area is approached through having learners compare and contrast other cultural and linguistic aspects with their own; for example, proverbs in other cultures.

The 'communities' area' is addressed through the inclusion of tasks that require that learners should extend the learning experiences gained in the English classroom to the 'outside world' either for research or information gathering and present their findings to their peers in class.

The 5C's are exemplified in the Student's Book through the following so as to decrease the use of metalingual language and, more importantly, to address them directly and personally:

1. **Communication** = Improve your Communication Skills
2. **Cultures** = Know Another Culture
3. **Connections** = Make Connections
4. **Comparisons** = Compare It
5. **Communities** = Extend your Learning Experiences

1. See also the National Curriculum (2002) and the Instructions Pédagogiques (2007).

Aim of the course

The aims of *Insights into English* are two-fold. First, to help students at this level to enhance their communication skills and, by extension, achieve the standards associated with the 5 C's.

Communication

Standard 1. 1: Learners will communicate in a range of interpersonal situations such as asking for, giving and responding to advice, conducting class surveys and giving presentations.

Standard 1. 2: Learners will understand and interpret written and spoken language on the themes and sub -themes focused upon in *Insights into English* through identifying the writer's message(s) and the values implied in a particular text, for example.

Standard 1.3: Learners will present information, concepts, and ideas to an audience of listeners or readers on the themes /sub-themes dealt with in *Insights into English*. All the essays, projects and any other communicative tasks they carry out fall within this standard.

Cultures

Standard 2.1: Learners will demonstrate an awareness of similarities and differences of a variety of cross-cultural aspects. The tasks related to this attempt to tap such awareness in students.

Standard 2.2: Learners will demonstrate an open, constructive attitude towards other cultures. Through tasks students are asked to think about their own culture and compare it with other cultures. This can be noticed in classes and beyond through their viewing other cultures as being a different way of looking at the world.

Connections

Standard 3.1: Learners will gain further knowledge of other disciplines through English. The texts included under the rubric 'Make Connections' are geared towards the attainment such a standard.

Standard 3.2: Learners will demonstrate the ability to make connections between English and other subjects through recovering the writer's message (s)

Comparisons

Standard 4.1: Learners will demonstrate the ability to compare and contrast other linguistic and cultural aspects with their own.

Standard 4.2: Learners will demonstrate understanding of the concept of culture through comparing and contrasting the cultural aspects focused upon and their own.

Communities

Standard 5.1: Learners will use English both within and beyond the school setting.

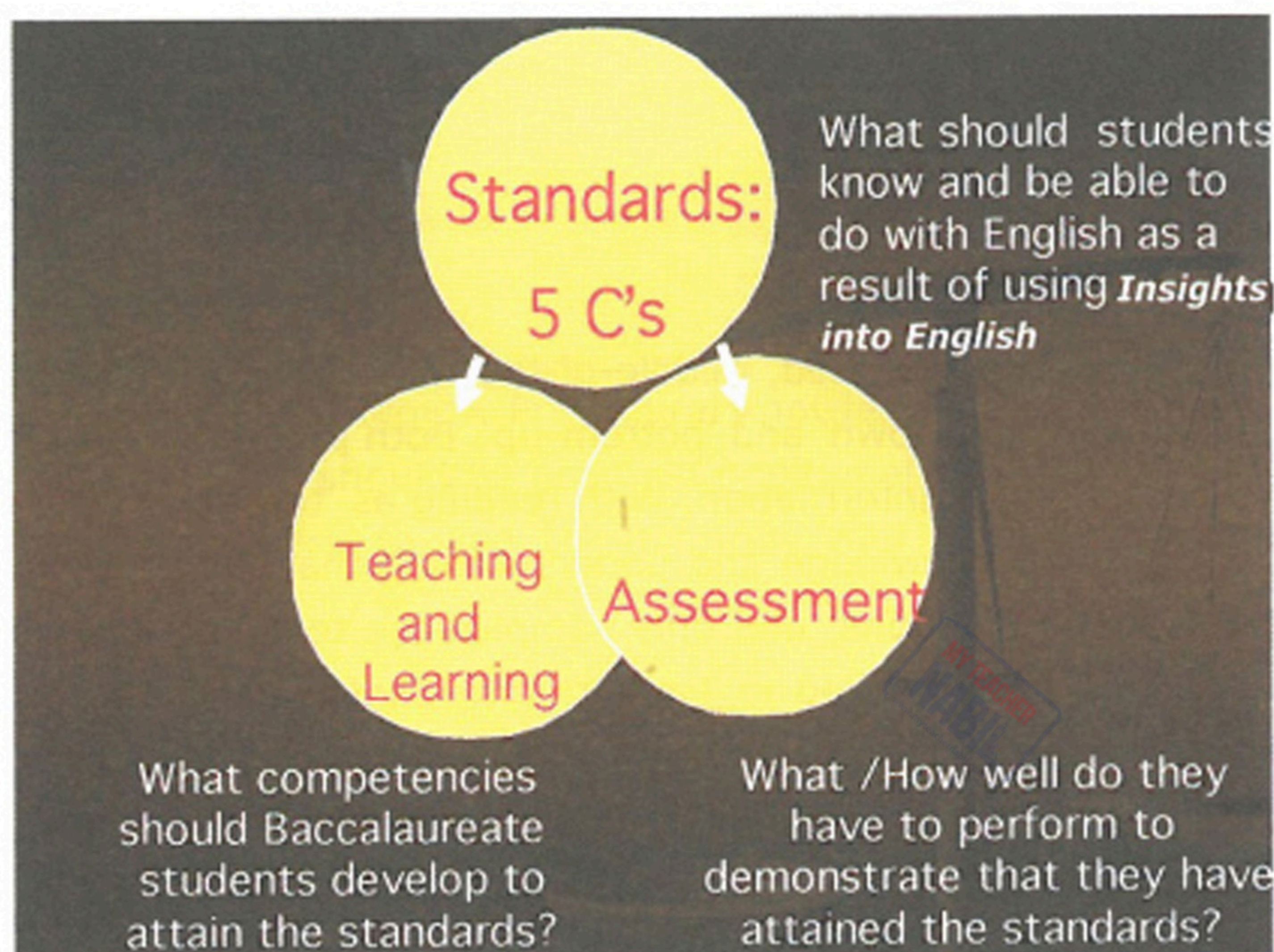
Standard 5.2: Students will demonstrate lifelong learning skills.

Secondly, to help the learners develop the strategies and study skills necessary for 'Learning How to Learn'. The aim of this component is to enable students to become more effective learners and take on greater responsibility for their own learning.

The standards-based approach

Insights into English is an attempt to apply the standards-based approach suggested in the official documents.

This approach can be schematised as follows:



While using this course it is advisable to keep this framework in mind.

Underlying principles

The principles underlying *Insights into English* can be summarized as follows:

- The aim of language learning is communicative competence;
- Learners learn a language through using it to communicate;
- Authentic and meaningful communication should be the goal of classroom activities;
- Fluency and accuracy are both important dimension of communication;
- Communication involves the integration of different language skills;
- Learning is a gradual process that involves trial and error.

Organization of *Insights into English*

Insights into English consists of ten units. Each unit revolves around a theme. The skills integration adopted throughout aims to help learners develop their interpersonal, interpretive, presentational and cross-cultural competencies and, by extension, achieve the standards associated with the 5 C's. Each unit outlines a set of learning outcomes. These are statements of what learners are expected to learn, understand and /or are able to do, or are able to demonstrate after completion of the unit. Each learning outcome is crucial to the students' ability to communicate effectively and appropriately.

Communications skills

Insights into English draws on each of the skills as naturally as possible. Writing, for instance, is used as means of preparing spoken tasks such as the presentation of a project before the whole class. Listening and reading are used as a basis for sharing information, reactions and ideas. There has been an attempt to 'approximate' real-world tasks and to have them resort to skill-using-- what they can do with English.

Reading

Insights into English adheres to a balanced, middle-of-the road approach to reading—an approach that sees reading as being both 'top-down' and 'bottom-up'. Both processes work together to ensure the accurate and rapid processing of information. With reading as 'top-down', the meaning of text is dependent upon the background knowledge and understanding that the reader brings. The reader forms hypotheses and makes predictions, and only samples the text occasionally to confirm those predictions. Such a view has been applied in *Insights into English*. The prediction and activating background knowledge tasks are in consonance with this view. With reading as 'bottom-up', on the other hand, information is gleaned from the printed text through students finding synonymous words in a text; for example.

Seven comprehension strategies are focused upon through the reading component in *Insights into English*:

- Students will determine what is important ~ Identifying themes and salient points in a text.
- They will draw inferences ~ Combining background knowledge and textual information to draw conclusions and interpret facts.
- They will use prior knowledge ~ Building on previous knowledge and experiences to aid in comprehension of the text; hence, the inclusion of pre-reading activities such as conducting class surveys, brainstorming and semantic mapping.

- They will ask questions - Wondering and inquiring about the text before, during, and after reading.
- They monitor comprehension and meaning - Using an inner voice to think about if the text makes sense or not.
- They will create mental images - Implementing the five senses to build images in the mind that enhance the experience of reading.

In addition to these strategies, **the SQ5R** as a study method has been included in *Insights into English*, as is suggested by the official instructions.

We believe that reading should be taught explicitly. For example, you can talk the class through how you, yourself, infer the meanings of words through giving them examples in accessible language.

A pattern to apply for the teaching of reading comprehension strategies while using *Insights into English* can be schematized as follows:

You explain or elicit from students what the strategy is; for example, how to infer word-meanings = Declarative knowledge.

You explain how to use the strategy = Procedural knowledge.

You explain why the strategy should be used = Conditional knowledge

You explain when and where to use the strategy and how to evaluate its effectiveness = Conditional knowledge.

The reading component is divided into three stages:

Before you read --- a variety of tasks such as question and answer work, conducting class surveys and discussing titles of texts are suggested with a view to eliciting prior knowledge, building background Knowledge and focusing attention. This facilitates reading comprehension of the texts.

As you read --- a variety of intentionally structured tasks to broad students' reading skills and strategies.

Post-reading --- extended support for students in vocabulary development and speaking.

Students should read the texts *silently*. This allows them to read at their own pace and in amore natural way. A point to bear in mind during their reading and listening to texts is that it is often unnecessary for them to understand every word they read or hear. Very often tasks only require identifying the main points or the writer's message, or reading or listening for a specific information. Encourage students to guess the meanings of unfamiliar words from their contexts. Such a strategy should be one of their assets as language learners. (See Student's Book, page 67).

Listening

Insights into English adheres to a balanced approach to listening and advocates that it should be taught explicitly, too, as is the case of reading. The same comprehension strategies are addressed. An attempt is made throughout to help the student comprehend the spoken text—be it an interview or task without having them understand every single word. The listening texts -- interviews and talks- include features of spoken English. You could draw their attention to such features such as hesitations. You could use these texts for the teaching of pronunciation, particularly word stress and sentence stress. Great care has been taken to adjust the language to the students' linguistic ability. As is the case with reading, the listening component is divided in three stages.

Before you listen

As you listen

Post -listening

The tasks/ activities suggested for each stage are of the same nature as those of reading.

Speaking

Insights into English attempts to train the learners for 'real- life' communication¹. Through using *Insights into English*, students will develop their speaking skills via a combination of:

1. Language input, which comes in the form of your own talk, the classroom language, listening texts, reading texts, and the functions, grammatical structures and vocabulary within each unit. Language input is both content -oriented and form- oriented. Content-oriented input focuses on information included in the listening texts such as interviews and talks. Form-oriented input focuses on ways of using the language elements such as communicative functions , grammatical structures and their uses, vocabulary, pronunciation (linguistic competence); appropriate ways to say in specific contexts (discourse competence); turn-taking, and other social aspects of language use (sociolinguistic competence); and explicit instruction in phrases to use to ask for clarification and repair communication breakdowns (strategic competence).

2. Structured output focuses on the correct form. In structured output, learners have options for responses, but all of the options require them to use the specific form or structure that is being introduced. Structured output is designed to give learners confidence in producing specific language items recently introduced, in combination with previously learned items. (See ways of presenting a communicative function)

3. Communicative output students complete a task, such as taking turns to make and respond to requests. To complete the task, they use the language that has just been presented, but they also draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message. However, accuracy and fluency should be focused concurrently; that is, while the communicative task is underway, move around and monitor students' performance noting their errors to deal with them with the whole class when the task is over.

¹ All classroom events are real-life' communication, too, and therefore should be further exploited for 'incidental learning'.

We endorse the principle that argues that in everyday communication, spoken exchanges take place because there is some sort of information gap between the participants. Communicative output activities in *Insights into English* involve a similar real information gap. In order to complete the task, students must reduce or eliminate the information gap. In these activities, language is a tool, not an end in itself.

A feature of the speaking tasks in *Insights into English* (See Talk It Over, page 12, for example) is that they are an extension of either reading or listening and require that students voice their opinions.

Writing

Insights into English adopts a process approach to writing. This approach trains learners to monitor their writing through a process that consists of five integrated stages:

- Prewriting
- Writing a rough draft
- Revising
- Editing
- Writing a final draft

While teaching writing, raise the learners' awareness of the importance of 'audience' and 'purpose' as rhetorical concepts.

The writing tasks suggested throughout are very often an extension of reading, listening, and discussion activities—not isolated exercises. The writing component is often punctuated with the following features:

- The language the learners need to know or review in order to write about the assigned topics;
- Awareness of the rhetorical patterns they can apply to a specific task;
- outlines of the points that they can use as a frame of reference while writing their assignments;
- provides checklists that they can use while editing and proofreading.

Teachers are invited to give feedback in the form of comments on both the process of writing and the end-product.

Communicative functions

The teaching of functions can follow this pattern:

- 1. Consciousness-raising.** This involves making students aware of 'appropriateness' – 'when to say what to whom';
- 2. Knowledge building.** This involves increasing their awareness of the ways that can be used to express a particular language function;
- 3. Practice.** This involves the students practicing the communicative functions under your supervision and guidance;
- 4. Production development.** The learners practice some of the exponents in different situations.

Or the pattern suggested in *Insights into English*:

- 1. Noticing.** This involves students noticing ways of expressing a particular communicative function (exponents) and their 'appropriateness' – 'when to say what to whom';
- 2. Identifying their meanings.** This involves the ability to identify which exponents express a particular function.
- 3. Practice.** this involves students practicing the communicative functions under your supervision and guidance;
- 4. Production development.** Students practice some of the exponents in different situations.

While choosing the exponents whereby a language function is realized, care has been taken to choose those that can be learnt as 'chunks of language'. You can experiment with both taking account of the different learning styles of your class. Alternating the two patterns could be rewarding.

Vocabulary

Insights into English adopts a mild 'lexical approach' to the teaching of vocabulary. The main types of collocations, synonymy, polysemy and prefabricated chunks of language are an integral part of the vocabulary component. Learners observe, hypothesize, and experiment with language through rich input – the written and spoken texts and contextualized situations. The main aim throughout is for learners to identify recurrent patterns in language. A number of vocabulary-recognition strategies are included in *Insights into English* such as inferring from context, using clues such as definition, explanation and examples and training students to use the dictionary.

Learn how to learn

The main aim of this component can be summarized as follows:

- to raise students' awareness of 'learning to how learn' as being a lifelong process and of its being intentional and beneficial;
- to help them become self-directed learners;
- to provide them with the strategies and study skills they need to have access to text – be it spoken or written.

Grammar

Insights into English adheres to the view that sees grammar as being a collection of meaningful forms. The three dimensions of grammar: morphosyntax (form), semantics (meaning), and pragmatics (use) are focused upon within this component. Noticing³ as an approach whereby we raise students' awareness of the form and meaning of certain language structures in input is adopted in *Insights into English*. The distinguishing features of *Noticing* are as follows:

- **Explicit instruction** -- instruction explaining and drawing attention to a particular form.
- **Frequency** -- the regular occurrence of a certain structure in input.
- **Perceptual Salience** -- highlighting or underlining to draw attention to a certain structure.
- **Task Demands** -- A task that requires learners to notice a structure in order to complete it.

³ Cross, Jeremy. (December 2002) 'Noticing' in SLA: Is it a valid concept? TESL-EJ. Vol. 6, No.3.

Review and evaluation

The five Review and evaluation sections (1, 2, 3, 4 and 5) focus on language itself and reading. They provide review tasks which you can either direct the students to do or let them choose, depending on where you think they need further remedial work. The inclusion of texts in these sections aims help them to further improve their reading skills. The fifth and final *Review and evaluation* requires that the students self-evaluate what they have learned in Units Nine and Ten and evaluate the whole course. The purpose of these sections is to raise the students' awareness of how they are learning and to make them feel more involved in their language course and enable them to participate in making decisions over both what they need and would like to do. These sections will provide useful feedback for you.

A suggested procedure:

1. Students assess their own abilities in some of the language covered after every two units through filling out the questionnaire.
2. They do the tasks to find out if their self- assessment is correct.
3. They discuss the topics, what they have learned and decide if they need further work on a particular language area.
4. They put forth suggestions (for example, more time on a particular skill) for future units.

Assessment

Two types of assessment are built in *Insights into English*. Self- assessment through the parts devoted to review and assessment after every two units and summative assessment through the suggested sample tests after every five units. These two sample tests are included in this teacher's guide.

Project work

The inclusion of project work in *Insights into English* can be justified on the grounds that (i) it is fun, inspiring, challenging, pedagogically valuable, and practical for teachers and students and (ii) students indirectly develop confidence, initiative and responsibility through interacting with their peers (See Project work 3, for example) and with other interviewees outside the classroom (See Project Work 2) .

To achieve the aim of each project, the students are required that they work independently in small groups outside class hours to gather the necessary information. The group decides on the areas of information they are interested in or think will be useful or of interest to them. On the basis of this, they then gather information through interviews or from books and the Internet or from any other source of their own choice. The students are also required that they think up with an action plan detailing the steps to be taken to complete the project and the division of duties and responsibilities among members of the group. Allocate some class time to guide the students (e.g. to prepare them for the interviews, to talk them through the tips accompanying each project work). After gathering the information the students are expected to present their projects orally to the class.

Methodology

The methodology adhered to is a 'standards-based' methodology. This methodology require that teachers

- facilitate learning.
- implement a 'learner-centered' classroom [the focus is on the learner].
- recognize that each learner has their own experiences, knowledge, and skills and, therefore, create good learning opportunities that recognize that there different learning styles and preferences.

This methodology is reflected through tasks that (i) provide opportunities for the students to give their own personal opinions or ideas on a particular issue, share experiences and reactions. (See 'Talk It Over' in the Student's Book, 12 for example). Such task encourage students to use language creatively -- not only productively and (ii) centre around 'learning' (rather than 'teaching'. For example, through pair -and group-work, project work and short presentations students share ideas with each other before being called upon to produce language before the class. The main aim in designing these tasks is to allow students more time to think, plan and ask questions, and hence approach language learning in a more relaxed way. These tasks have been designed with the following points in view: A communicative task is a task in which there is:

1. a need to communicate something;
2. a communicative purpose;
3. a focus on language use not language forms. In real life, we do something with language. We do not practice grammar;
4. a variety of language used.

In accordance with this methodology, the following approach (**EFAER**) might be useful:

- 1. Elicit** = Communicate each expected learning outcome to the class as you go along. Ask them if they can ...; for example, Can you define 'culture? Students answer: Yes or No on a piece of paper. [Eliciting what the students already can do or know establishes a positive, anxiety-free atmosphere in the classroom. This encourage students to take risks and enables them to learn more easily.];
- 2. Focus** = Students read definitions of culture and underline/ highlight expressions used to define a culture;
- 3. Activate** = Students practice defining other concepts;
- 4. Evaluate** = Students answer the question -- They self-evaluate;
- 5. Recycle** = You recycle the expressions/ phrases used to define concepts.

Such an approach, which is learner-centered, can be applied to the teaching of language skills, too.

Using *Insights into English*

The teaching notes

The teaching notes are designed to help you to make the most appropriate use of ---. They are not by any means to be followed rigidly. You will make variations to take account of the differences in learning styles, linguistic and conceptual ability of your classes. Your *teacher creativity* is an asset to a better use of ----.

The main notes for each task chart a simple and straightforward route through the material, and incorporate suggestions.

Working in pairs and groups

Many of the tasks are designed to be carried out in pairs or small groups. A procedure to follow:

- **Preparation.** Introduce the task and make everyone know what they are expected to do. It is often helpful to provide a model or a demonstration you, yourself, first.
- **Pair-and- group work.** While the task is underway, move around the class, listening and giving help when necessary. Be available to answer questions. Note the repeated mistakes or areas of difficulty and deal with them later when the task is over. It is often helpful to join in and voice your opinions.
- **Wrap-up.** A few students report back to the rest of the class what they have done.

Audio material *Insights into English*

Insights into English is accompanied by an audio CD with the recordings of interviews, talks and the English translation of the lyrics of the Moroccan National Anthem.

Supplementary reading texts

As is stipulated in the ministerial guidelines released in June 2006, teachers are required that they should cover in their Arts classes (i) the 10 units, along with the four supplementary reading lessons which centre around:

1. Cultural issues/values.
2. The gifts of youth.
3. Women and power.
4. Sustainable development.

(ii) the 10 units along with the two supplementary reading lessons on;

1. Women and power.
2. Sustainable development.

(iii) skip the four supplementary reading lessons in science, technical streams and Original Arts classes.

Each of the four supplementary reading texts should be covered after your having dealt with the concerned theme.

Crammar reference

The grammar reference can be used for recycling purposes. Refer students to the focused upon point (s) a stage within the EFAER approach (see page 16, again)

Using Insights into English

The teaching notes are designed to help you to make the most appropriate use of ... They are not by any means to be followed rigidly. You will make variations to take account of the differences in learning styles, linguistic background and other factors. Your teacher's creativity is an asset to the classroom. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.

Working in pairs and groups

Many of the tasks are designed to be carried out in pairs or small groups. A procedure to follow is given for each task. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.

- **Preparation.** Introduce the task and make everyone know what they are expected to do. It is often helpful to provide a model or a demonstration of the task. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.
- **Pair and group work.** While the task is underway, move around the class, listening and giving help when necessary. Be available to answer questions. While the task is underway, move around the class, listening and giving help when necessary. Be available to answer questions. While the task is underway, move around the class, listening and giving help when necessary. Be available to answer questions.
- **Wrap-up.** A few students report back to the rest of the class what they have done. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.

Audio material: Insights into English

Insights into English is accompanied by an audio CD with the recordings of interviews, talks and the English translation of the lyrics of the Moroccan National Anthem. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.

Supplementary reading texts

As is stipulated in the National Curriculum Framework for English, teachers are required to use supplementary reading texts. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.



1. Women and power
 2. Sustainable development
 3. Sustainable development
 4. Sustainable development
- (iii) Also the four supplementary reading lessons in science, technical, arts and cultural are provided. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.

Each of the four supplementary reading texts should be covered after your having done with the main text. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.

Grammar reference

The grammar reference can be used for recycling purposes. Refer students to the focused grammar points. The main notes for each task are in the main text. The main notes for each task are in the main text. The main notes for each task are in the main text.

UNIT 1

Cultural Issues and Values



Expected Learning Outcomes

By the end of this unit, students 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;

[Interpersonal communication competency]

5. understand and interpret written and spoken texts about culture, stereotypes, national characteristics and values;

[Interpretive communication competency]

6. write and present a persuasive text on the importance of values using persuasive language;

[Presentational communication competency]

7. demonstrate an understanding of cultural issues such as stereotypes, national characteristics and values in other cultures;

[Cultural communication competency]

8. compare proverbs and gift-giving customs in other cultures with ours;

[Comparisons]

9. gain an understanding of values through proverbs;

[Connections]

10. conduct an opinion poll.

[Communities]

Learning to learn

How to edit a text

Teaching notes for Unit One

Improve your communication skills (SB)

1. Pre-reading

- Students describe the two pictures and answer the questions.
- Students look at the title of the unit and predict what it will be about.
- Briefly go through the expected learning outcomes with the class. Learners should be allowed to ask questions related to these learning outcomes. In so doing, you will (i) communicate the outcomes of this unit and (ii) engage in conversation with them.
- use the two pictures functionally; that is, explain the difference between tangible aspects of culture (Volubilis) and intangible aspects such as carpet weaving which is transmitted from generation to generation. (See Compare It, page 23 for further information.)
- Students look through the six definitions and highlight the expressions used to define 'culture'.
- Check the expressions they have highlighted.

Answer:

1. refers to
2. is referred to as (being)
3. By ... we mean
4. is defined
5. is
6. has been defined

- They look through the six definitions once more and circle in pencil words or phrases with similar meanings.
- Check their answers:
- Have students answer questions (1- 3) first individually and then as a class.

Answers:

1. pass on/ transmit/ hand down
2. pattern/ model

You may want to conduct further work on the seven definitions through raising their consciousness of the vocabulary that is associated with 'culture' and of the collocation categories:

Adverb + adjective+ noun = apparently similar backgrounds.

Verb + adverb= interpret differently.

- Have students in pairs define nouns (1-3). Prompt them to use the exponents of the rhetorical function 'Defining'.
- Elicit answers.
- Students answer questions (1-3) about the book (Reflections on fieldwork in Morocco is an ethnographic study about Morocco by Paul Rabinow, published in 1977). Elicit answers.
- They look at the title and predict what the article is about. They should be allowed to ask for clarification of any words they don't know interactively through classroom language such as:
 1. What does 'the verb' mean'?
 2. What is another word for '.....'?

- Alternatively, pre-teach: an issue/a problem arises because of .../ lack of understanding as chunks of language.
- Students read the article and answer questions (1-3).
- Elicit answers.
- They reread the article and answer the questions in the margins.
- Elicit answers:
 1. People
 2. All of us (Readers)
 3. to obey, to respect, to comply with
 4. the writer's view
 5. rightly
 6. other people and their differences from us.

Strengthen Your Vocabulary (SB)

- Students find in the article words with similar meanings:
 1. uneasy = uncomfortable
 2. natural = healthy
 3. unlike = as opposed to
 4. aware = conscious
 5. to obey, to respect = to abide by = to comply with
 6. differences = dissimilarities.

Talk It over (SB)

- Before students discuss questions (1-5), you might want to teach type of the conditional (1-2) below as functional expressions:
 1. Supposing you were How / what would you ?
 2. What might happen when/if you ?
- Students discuss questions (1-5).

Pre-reading

- Tell students they are going to read an interview. Elicit the purpose of an interview [to gather information from an interviewee] and types of interviews [job interviews, news gathering, research].
- Student in pairs answer questions (1-3).
- Elicit answers.
- Students copy the grid in their notebooks.

While reading

- Students read the transcript of the interview and complete the grid.
- Elicit answers from the class.
- Ask them further questions on the content of the interview itself.
- Alternatively, write on the board:

A fact is true. You can prove it.

An opinion is what you believe or think, and is not necessarily the truth.

- Tell students that it is important to identify facts and opinions. They reread the interviewer in pairs and identify facts and opinions.
- Elicit answers.

Reading and listening

- Students read the transcript of the interview once more as they listen to identify and highlight the stereotypes about the Brazilians and Italians.
- They highlight the points they surprise them the most.

Talk It Over (SB)

Students discuss the stereotypes in the interview they thought were

1. obvious if you think about them
2. surprising but quite interesting.
3. convincing
4. unconvincing

Script (Audio CD, Track 1)

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 all stereotypes.

- Conduct an opinion poll with the class. Ask students to raise their hands if they think that all stereotypes are false. Record the number of students who think so. Then ask students to raise their hands if they think that stereotypes are common in every country. Record that number. Note any abstainers. Ask the class to help you convert that data into a poll result, such as: Sixty percent of students think stereotypes are obvious if we think about them.
- Have students answer the question= Has the interview made you feel that you should break down all cultural stereotypes? You might want to use this question as part the opinion poll, instead.

Listen To This (SB)**1. Before listening**

- Students look at the maps and identify the countries. Elicit answers.
(A. Argentina, B. United Kingdom, C. Italy D. The United States E. Japan).
- Elicit national characteristics that are associated with each country.
- Put up on the board:

National characteristics

- Have students look at the maps and identify the countries
(A. Argentina, B. United Kingdom, C. Italy, D. America, E. Japan).
- Have them answer the two questions. List the national characteristics on the board:

	Positive stereotypes	Negative stereotypes
Argentina		
United Kingdom		
Italy		
The United States		
Japan		

- Elicit positive and negative stereotypes about each country. As students suggest Positive/negative stereotypes, put them on the grid.
- Prediction task: Students predict the issues they expect the interviewee to talk about. They circle issues (1-7).

2. While listening

- They listen to the interview and check their predictions.
- Have them listen to the interview again and decide whether statements (1-7) are true or false. Elicit answers.
1. F, 2 F, 3 T, 4 T, 5T, 6 T, 7 F

Script 2 (Audio CD, Track 2)

Interviewer: Good morning to you.

Interviewee: Good morning.

Interviewer: Um How long have you been in Argentina?

Interviewee: About two-and-a half years.

Interviewer: What are Argentines like?

Interviewee: Um, I think probably the most striking..... The first thing I should mention really is that, um, the Argentines are friendly, helpful and nice.... That's the first thing you notice when you come here.

Interviewer: In what way? Can you specify?

Interviewee: Um, they're open to foreigners. They are always willing to talk to you. I mean I've, um got into conversations on the bus, in the university cafeteria... Well, just like back home, you see. My colleagues at university and neighbours are helpful and nice. They are always willing to give up time to help.

Interviewer: What else strikes you as positive perhaps?

Interviewee: Um, Argentines identify strongly with their European origins, you see. Some of them wonder whether they are Latin American or European. I don't know whether that's positive or negative. It works for them, I think. Argentines are also respectful of the..... They are also respectful of older people. As a sign of respect, they often refer to older people as Don (for men) and Doña (for women), followed by the first name. I think this positive. A culture that respects the elderly.

Interviewer: Something Europeans talk about is the the attitude towards time. I don't know whether you have noticed that?

Interviewee: True, Argentines are relaxed about time when it comes to social gatherings, social events ... and the like... punctuality is not expected..... Um, But when it comes to business and appointments and so on I haven't, personally I haven't noticed that.

Interviewer: What was your impression before you came to Argentina?

Interviewee: I had always thought before coming to Argentina that all Argentines are good tango dancers and good football players. Two stereotypes, really.... Inaccurate stereotypes. They are positive stereotypes, though. Well..... There are stereotypes about national character. There are stereotypes to fit every nationality.

Interviewer: Is there any truth in national stereotypes?

Interviewee: As..... As I see it, there's no truth in national stereotypes. Let me say this about stereotypes. Stereotypes are very often inaccurate. The truth is that Latin Americans and Africans aren't lazy, the Scots aren't the mean and the Germans do have a sense of humour. Not all British are reserved..... Even Swiss trains don't always run on time, do they?

Interviewer: One final question, if I may?

Interviewee: Go ahead.

Interviewer: What are generalizations about people based on, in your opinion?

Interviewee: They're based on limited, ...very often inaccurate, information. Television, cartoons and minimal contact with one or more members of a particular group are the source of generalizations about people, I reckon. Generalizations become biases, you see.

Interviewer: Adib, Thank you very much for sharing your thoughts with us.

• Write on the board:

- 1 Were you surprised by any of the answers the interviewee gave?
- 2 What do you think of the interviewee's responses?

• Elicit answers.

Work It over (SB)

- Students first write brief notes about the Moroccan national character. They then in small groups describe to each other the foreign views they come up with and agree or disagree with them. Individual students report back to the class.

Extend Your Learning Experiences (SB)

- Students read the information on Argentina. They should be allowed to ask for clarification of any words they don't know.
- Ask them to log on to the Internet for further information about Argentina. Refer them to the Chart on page 11. This will allow for genuine teacher/ student communicative interaction.
- Individual students report back their findings to the rest of the class during the next English class.

Use English Communicatively (SB) = Asking for, giving and responding to advice

- Students notice instances of the target function (linguistic exponents). Point out to student that they should see them as functional expressions.
- Check their understanding of the exponents used to ask for, give and respond to advice.
- Students in pairs complete the three exchanges and role-play them. Alternatively, you might want to conduct an open pair-work-- i.e. performed by one nominated pair of students in front of the rest of the class.
- Students in pairs (closed pair-work as opposed to open pair-work) give and respond to advice using situations (1-4).
- They match situations (A-D) with pieces of advice (1-9). Move around and monitor their work.
- Elicit answers

A. 6

B. 1, 5

C. 2, 3, 4, 7

D. 8

- Direct the students' attention to the logo and discuss with them the subheading. Alternatively, ask them questions about ISIC such as:
 1. What does 'ISIC' stand for?
 2. Where is it located?
 3. Do you know anyone who has graduated from ISIC?
- Students work in groups of five and take it turns to ask for, give and respond to advice on their chosen journalism careers.
- Students write a short note giving advice to a friend on how to break down his/her national stereotypes. This note-writing task should be conducted lightheartedly .

Values

A special Note on this part of Unit One

While conducting this part of the unit, we should keep in mind that the teaching of English, according to the Official Instructions, should be geared towards:

1. helping students attain the **standards** (what students know and are able to do)
2. Fostering **character** in students (What they will become as a result of learning).

Therefore, fostering character should be an integral part of every lesson through raising students' consciousness of good values and civic virtue. The values- clarification approach adopted in this part requires that students fill out questionnaires and answer questions, and by extension, further build their own value systems.

Values defined (SB)

- Write on the board:
 1. Belief in hard work
 2. punctuality,
 3. self-reliance
 4. concern for others
- Elicit from students that these are 'values'. Elicit a definition of values through questions such as:
 1. What are values?
 2. Why are values important?
- Students read definitions (1-3) of values and compare them with the definitions the class have come up with.
- Students reread definitions (1-3) and identify the words that occur three times.
- Ask them what is meant by 'the things'.
- Elicit answer: **ways , practices.**

Your school should be guided by these values (SB)

- Check that students understand the meaning of each value.
- Draw their attention to the fact that morality/ ethics govern personal values.
- Students carry out the activity following steps (1-3).
- You might want to refer them to the guide of the most common suffixes/ prefixes on pages 111- 112 for further familiarity with the meanings of suffixes before this activity and the two subsequent ones.

Values questionnaire [1]

- You might want to talk them through the questionnaire focusing their attention on synonymy, examples, and explanations.
- Students complete questionnaire [1]
- They answer the questions related to the questionnaire.

Values questionnaire [2]

- You might want to talk them through the questionnaire focusing their attention on synonymy,
- Students rank each item the questionnaire in order of importance of the characteristic for each of them.

Questions

- Students answer the questions.
- Give them practice in the use of synonymy using the two questionnaires.
- Students answer questions (1-4).
- Students compare their completed questionnaire.

Write It Up (SB)**1. Before you write (SB)**

The focus of this part of the Unit is to use a structured approach to produce a piece of persuasive writing, applying features of the genre.

- Students look through the language they can use in their persuasive text and underline the phrases they plan to use.
- Point to them that each text has a structure. Talk them through the outline and the language they can use in their essays.

2. As you write (SB)

- Talk them through the procedure suggested.
- Use the following steps to guide them in their writing.

Step One: Prewriting Students brainstorm to develop ideas for the issue they will write about.

Step Two: Write a first draft They write a first draft of their texts. Remind them not to worry about spelling, punctuation, and other mistakes now since they will have time to make corrections later.

Step Three: Revise Students work with partners to revise their texts. Suggest that they read their texts to their partners and ask questions such as:

- Have I used ideas and examples to support my argument?
- Are there any words I should add or change?

Step Four: Proofread Students proof-read their texts, correcting any mistakes in spelling, punctuation and grammar.

Step Five: Write final draft Students copy their texts on a clean paper or word-process their texts as homework. Students hand in their texts.

Compare It (SB)

- Students read the extracts (1-3) and underline the proverbs. Elicit the meanings of these proverbs.
- They highlight the equivalent of the proverbs. Move around and monitor students' work. Conduct a whole class discussion about the proverbs.

Make Connections (SB)

- As homework, have students make a list of six values and research three proverbs about them on the Internet using the chart.
- Students report back their findings the next day. Use their findings as an ice-breaker.

Extend Your Learning Experiences (SB)

- Have students conduct a survey poll and report back the results to the whole class.

Know Another Culture (SB)

- Students read the leaflet and answer questions (1-3).
- Elicit answers.
- Students reread the leaflet and note down five points they have learnt from the leaflet and rank them in order of importance. Circulate around the class and monitor the task.
- Students answer question 2.
- You might want to conduct a discussion on 'gift-giving in Morocco'. Introduce language used in discussion. This language should become part of their repertoire.

How to interrupt

Excuse me...

Sorry, but...

Excuse me for interrupting, but

May I interrupt for a moment?

Can I add something?

Can I say something here?

I'd like to say something, if I may?

Can I ask a question?

May I ask a question?

While conducting the discussion, try to follow this procedure:

- State the rules of discussion, e.g., how to take turns, how to interrupt...
- State your expectations and goals for the discussion.
- Provide sufficient time for discussion.
- Take 'mental notes' of the errors and deal with them at a later stage.
- Summarize the issues just discussed and list out the key points, and ask for comments;
- Give positive feedback.
- Be on the alert against any student monopolizing the discussion;
- Prevent the discussion from turning out into a heated argument.

Make Connections (SB)

- Students read through extracts (1-2) and answer questions (1-3).
- Elicit the answers.
- Draw their attention to the fact that every writer has a purpose/ an intent for writing. This purpose/ intent could be: To explain? To inform? To anger? Persuade? Amuse? Motivate? Sadden? Ridicule? Anger? The writer's purpose in the two extracts is to inform.

Brush Up Your Grammar (SB)**The Past Perfect vs. the Past Perfect Continuous.**

- Have students study sentences (1-8) and exchanges (1-2).
- Have them in pairs answer the questions.
- Check their understanding of the two concepts through questions such as: When did McCarty move to Morocco?
- Have them read sentences (1-5)
- Students discuss what had happened before the two pictures were taken. For Example, picture 2: the driver had been driving very fast before he hit the tree.

Phrasal verbs with through (SB)

- Have students figure out the meaning of the 'through' verbs in sentences (1-5). Elicit answers= 1 communicate with; 2 pass; 3 read carefully; 4 recover; 5 repeat.

UNIT 2

The Gifts of Youth



Expected Learning Outcomes

By the end of this unit, the students 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;

[Interpersonal communication competency]

6. understand and interpret written and spoken texts about youth;

[Interpretive communication competency]

7. write an advertisement on how we can further develop young people's assets;

[Presentational communication competency]

8. demonstrate an understanding about parents' attitude towards their children's schools in other cultures with ours;

[Cultural communication competency]

9. compare proverbs and films about the assets of youth in other cultures with ours;

[Comparisons]

10. gain more understanding about philosophy;

[Connections]

11. gain more understanding about the opportunities given to Moroccan young people to get ahead in life.

[Communities]

Learning to Learn

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

Teaching notes for Unit Two

Improve your communication skills (SB)

Before reading

- Students look through the list and answer the question. You might want to use this list to recycle 'word-formation' through questions such as: What is the adjective from energy/ wisdom/ optimism.
- They answer the question.
- Students in pairs answer questions (1-4)

While reading

- Students still in pairs read the article to check their answers to.
- Elicit answers.

Strengthen Your Vocabulary (SB)

1.

- Students re-read the article and identify words that go with words (1-6).
- Elicit answers.
For example, societal problems, to have higher aspirations.

2.

- Students find synonyms of words (1-6) in the article.
- Elicit answers.

1. go by unnoticed
2. reliable
3. acknowledge
4. aspirations
5. lifeblood
6. heterogeneous



- Students use the words in the article to complete sentences (1-6). Elicit answers.

Talk It Over (SB)

- First, students in pairs answer questions (1-6) and then conduct a class discussion. You might want as a lead-in to the discussion to elicit the meanings of the following from students :
to be resourceful, to empower, to allow, properly valued

Listen To This (SB)

Before you Listen

- Students underline words (1-5) in the list that have the same meanings. Elicit answers:
 1. self-esteem
 2. resolution
 3. confidence
 4. in-depth
 5. skills
- Students match assets (A-D) with definitions (1-11). Move around and check if any vocabulary help is needed.
- Elicit answers:
 - A. 4
 - B. 1, 2, 3, 7
 - C. 5, 6, 8
 - D. 9, 10, 11
- Write on the board:

Having (a, an) is an (extremely) important asset.

Being (a, an) is an (extremely) important strength.
- Students refer to examples of assets (1-11) and make sentences using these patterns. Prompt them to come up with sentences such as:
 - 1) Having self-esteem is an extremely important asset.
 - 2) Being a critical thinker is an extremely important asset.
- Students work in pairs and choose the words or phrases they expect to hear during the interview.

While Listening

- They listen to the interview to check their answers.
- Student A and Student B listen to the interview for specific pieces of information (1-4).
- Students exchange answers.
- Elicit answers.

Script (Audio CD, Track 3)

Interviewer: So, what are the assets of the young people you have been teaching over the last three years?

Interviewee: The assets of young people... of the students I've had in my English classes are: **competence, confidence, and connection** and **character**. I refer to these strengths as the **4C's**.

Interviewer: What is meant by competence, the first asset on your list?

Interviewee: Young people know how to plan ahead and make choices. They have deeper insights into other cultures. And that's very good, isn't it? They know how to resolve conflicts non-violently. I have noticed all that in my English classes. They can resist negative peer pressure and competition. The second asset... Young people are self-confident, too. They themselves say they have a high-esteem. And I believe them, you see.

Interviewer: And And what do you mean by connection?

Interviewee: Young people have good relationships... with each other, with..... their schools, their families, and their neighbourhood..... where they live.

Interviewer: What's 'character' all about?

Interviewee: I am using the word 'character' to mean positive values such as caring and honesty, responsibility, respect for the other and Equality and social justice among many other..... positive values.

Interviewer: Could you give two or three examples that illustrate some of these values?

Interviewee: Let me take 'integrity'. Young people act on convictions and stand up for their beliefs. Young people promote equality and social justice. Equality and social justice is of great concern to them. They are concerned with equality and social justice.

Interviewer: What should be done to help young people to further develop the **4C's**?

Interviewee: Young people in all parts of the world are enthusiastic about participating to improve their countries and..... their own lives. They are highly motivated. They can become more productive members of society. How? By helping them to further develop their skills, knowledge and values. By encouraging them to speak up and make their opinions heard, and to get involved in issues that they are passionate about in their society....

Interviewer: We need to have a strategy, don't we?

Interviewee: Very much so..... Yes, we do. Young people should have arena to exercise leadership, to challenge, to debate..... In other words, they should have a say in everything related to their present and future. When they have a say in everything... their self-worth increases. Just think about it.... Young people do a good job when they feel they are useful ... when they feel you can rely on them.

Interviewer: Is there anything you would like to add about youth?

Interviewee: They are generally happy with their lives and optimistic about their future.

I like your **4C's** = competence, confidence, connection and..... character. Thank you very much for sharing your thoughts with us.

Interviewer: It's been a pleasure.

Use English Communicatively (SB) : Expressing wishes and regrets

- Students notice how wishes about the present, the future and the past are expressed and highlight the verb forms that follow wish.
- Students complete rules (1-3). Elicit answers:

1. To express wishes for unlikely or impossible situations and to express regrets, we use wish that + constructions with would, could, was, were or past tenses.
2. To talk about wishes and regrets about past situations, we use wish with the past perfect.
3. We use wish that + could when we are talking about people's ability to do things and wish that + would when we are talking about things that we would like people to do or not to do.

- Students complete sentences (1-4) with the verbs given. Elicit answers:
1. had begun, 2. were, 3. would work, 4. stopped.
- Students read facts (1-5) about smoking and then add the correct verb forms to statements (1-3).
Elicit answers:
1. knew, 2. would talk, was/ were.

A special note about this activity: its aim is both pedagogical and educational, that is, raising their awareness to the dangers of smoking.

- Students individually write their first five wishes and then in pairs ask and answer questions about them. Prompt them to come up with questions such as: Which language do you wish you had learned at your lower secondary school?

Use English Communicatively (SB) : Hypothesizing

- Students notice the verb forms in sentences (1- 3) and answer the questions that follow each.
- Elicit how Conditional Type III is formed.
- Students notice the tenses in sentences (1- 2) and match them with their functions (A-B).
- Elicit answers: 1 A, 2 B.
- Students complete the text with appropriate Conditional forms.
- Elicit answers: [I could have taken a course in desktop publishing, but I didn't. If I had taken that course, I would have got the job. Just imagine for moment what my life might have been if I had landed the job.]
- Students look through the chart and complete the short answers.
- Elicit answers: 1 had, 2 I hadn't, 3. I had been.
- Have students fill the gaps in sentences (1-6) using the verbs given.
- Elicit answers:
1 will have taken, 2 will have driven, 3 we will have been volunteering, 4 we will have finished, 5 we will have carried out, 6 We will be conducting.
- Students complete exchanges (1-2). Elicit answers.

Compare It

- Students read the extract and compare characteristics of indian youth with those of young Moroccans.
- They present them in class.

Learn How To Learn (SB)

Using a monolingual dictionary (SB)

- Talk students through ways of using the dictionary. Elicit answers to questions (1-7).

Meanings in the dictionary (SB)

- Have students look through the dictionary entry for the verb 'to run'. Elicit answers to questions (1-6).
- Have some dictionaries available in class. Divide the class into groups and give them practice in using the dictionary.

Using an online dictionary (SB)

- Have the students read the instructions.
- Draw their attention to the use of the imperative and Conditional in giving instructions.
- Have them compare the two types of dictionaries.

Homework.

- Students select an article written in English about youth in a magazine or a newspaper and read it. As you do so, they underline ten words in pencil. They look them up first in a paperback dictionary and then in an online dictionary.

Write It Up (SB)

The focus of the lesson is to further expose students to the use a structured approach to produce a piece of persuasive writing, applying features of the genre.

- Remind them that each text has a structure. Talk them through the steps they will have to follow. Use the following steps to guide students in their writing.

Step One: Prewriting Students brainstorm to develop ideas for the issue they will write about.

Step Two: Write a first draft Students write a first draft of their ads. Encourage them to write as much as they can without worrying about the exact organization of their advertisement. Remind them they will have a chance to revise their writing.

Step Three: Revise Students read their ads carefully to see if they would like to change the organization of their texts. Encourage students to add persuasive words. Also encourage them to delete words or sentences that are repetitive.

Step Four: Proofread Students reread their revised ads. Also have them make sure they are no incomplete sentences in their writing.

Step Five: Write a final draft Students copy their texts on a clean paper or word-process their texts as homework.

- Volunteers paste their ads in the classroom for their peers to read when they hand them in.

Compare It

- Student read the extract. Check their understanding. Compare proverbs (1-3) with the Moroccan proverb.

Know Another Culture (SB)

- Students read extracts (1-2) and answer questions (1-3)
- Students conduct short interviews to find out: 1 what Moroccan parents think about the schools their children go to; 2 the purpose of education according to teachers in their schools.
- Students report back their findings in English.

Make Connections (SB)

- Students read the article on philosophy and underline the sentences/words that answer questions (1-4).
- Elicit answers: For example, Ethics is the area of philosophy that looks at values.
- Elicit the most important points students have learned from the article.

Talk It Over (SB)

- Conduct the discussion. You may want to ask questions about the four philosophers.
- Elicit answers: For example, **I think therefore I am** (Descartes).

Brush Up Your Grammar**Future perfect simple vs. Future perfect continuous (SB)**

- Students notice both the form of the future perfect and the reference points in sentences (1-8). Ask concept check questions to check their understanding. For example, Look at sentence number one.

1. Which course are you taking now?
2. How is it going?
3. What will your English like when you finish it?

Have them match sentences (1-7) with the uses (1-3) of the Future Perfect. Elicit answers:

Use 1 = 1, 2, 3, 4, 5,

Use 2 = 6, 7

Use 3 = 8

Project work One

- Students carry out the project work. Talk them through the procedure to follow and tips
- Students in groups answer questions (1-7). Your role is to monitor the process and help with language.

Review and evaluation [Units One and Two]

- Talk students through the content of the self-evaluation grid.
- Students self-assess.
- Elicit whatever suggestions they may have for future units.
- Encourage positive self-evaluation. The value of having students evaluate their progress lies in its being 'learner-centered'
- You may want to go through the tasks with the whole for language reinforcement purposes.

Some key answers:**Grammar exercise 2:**

1. If he had train regularly, he would have won the race.
2. I wish I didn't have to go to the dentist tomorrow.
3. If only I hadn't missed the beginning of the sitcom.
4. I wish the weather were going to change.

Grammar exercise 3:

1. up, 2. along, 3. across, 4. on, 5. up

Advances in Science and Technology



Expected Learning Outcomes

By the end of this unit, the students 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;

[Interpersonal communication competency]

6. understand and interpret written texts such as articles and questionnaires;
7. understand and interpret spoken text ~ an opinion poll about science at school;

[Interpretive communication competency]

8. design, write and present an opinion poll about science and technology.

Learning to Learn

Steps to follow in an opinion poll

Teaching notes for Unit Three

Improve your communication skills (SB)

Before Reading

- Students look at the title of the Unit.
- Ask them: What is another word for advances? [Breakthroughs]
- Students look at the pictures and come up with sentences that describe each.
- Students rank the steps in the right order and compare their ranking.
- Elicit answers:
A= 4, B= 1, C= 2, D= 3
- Students discuss the question. Elicit answers. Seek general consensus over the use of the scientific method in language learning.
- Students think of words they would expect to find in views (1-6).

While Reading

- Students check their predictions. Elicit how many words they got right.
- Draw their attention to the recurrence of 'should' in the views. Elicit the language function used from the class.
- They reread the views and find words with the same meanings. Elicit answers:
 1. benefits
 2. happenings
 3. independently
 4. pseudo
 5. reasoned
 6. informed
 7. literate



Talk It Over

- Conduct a discussion on questions (1-4). You might want to put on the board prompts such as:
 1. I most agree with view as/ because it
 2. One of the advantages of beingis. Another advantage is that A third one is that

Read All About It (SB)

Before Reading

- Students fill out the questionnaire. Move around and help with language.
- Put on the board:

Strongly agree Agree Disagree Strongly disagree

- 1.
- 2.
- 3.
- 4.

Conduct an opinion poll with the class. Ask students to raise their hands if they strongly agree with statements. Tally the number of students. Then ask students to raise their hands if they agree with the statement. Etc. Ask the class to help you convert that data into a poll result, such as: Sixty percent of students strongly agree with Statement Two. Students answer questions (1-2). Elicit answers. Divide the class into pairs= Student A and Student B.

While Reading

Students underline the writer's views on technologies. Still in pairs, they exchange the writer's views. Elicit answers. Individually, they answer the questions in the margins. Elicit answers.

Part One

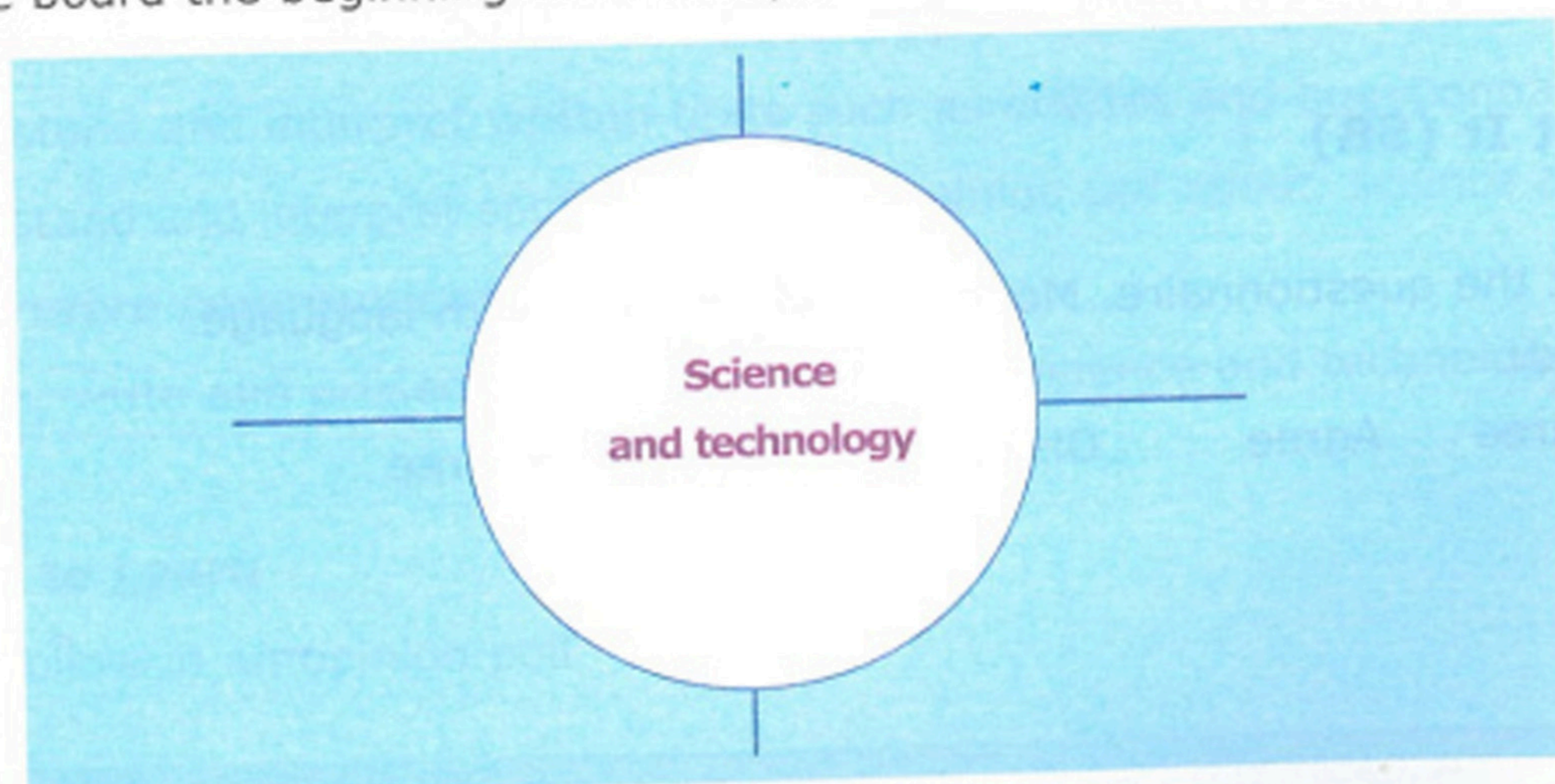
1. the wireless world
2. important
3. the reader
4. to make headways, to make progress
5. the processors
6. online fraud

Part Two

1. for instance
2. A vehicle that uses two sources of power: gasoline and electricity
3. agreement that allows you borrow money from a bank to buy a house
4. to make headways, to make progress
5. science of digitizing information
6. compact fluorescent light bulb

Strengthen Your Vocabulary (SB)

- Students A and B notice phrases (1-4) and match them with types of collocations.
- They refer to the Parts One and Two and identify types of collocation.
- Elicit answers.
- Put up on the board the beginning of this map.



- Have students copy it in their notebooks and have them add more words that are associated with science and technology. Refer them Parts One and Two of the text on page 50 After they have completed their maps, have them give their suggestions. Write them on the board. Make sure they understand the meaning of the words they suggest.

Listen To This (SB)

1. Before listening

- Students read the definition of an opinion poll. Ask them questions about opinion polls such as: Is it common to conduct opinion polls in Morocco? What do you think of opinion polls conducted by telephone services? Which Moroccan newspapers publish the results of opinion polls?
- They look at the cartoon and answer questions (1-3).
- Students look at the incomplete questionnaire. Ask them these questions:
 1. What was the survey on?
 2. Who was asked? [Who were asked?]
 3. How many students were interviewed /asked?
 4. How many questions were asked?
- Ask students to guess the right order in which the five questions will appear in the conversation.
- Have students in pairs compare their guesses.
- Have them listen to the presentation and check their answers.
- Alternatively, write these questions on the board and have students predict the order they will come in the interview.

Script (Audio CD, Track 4)

Part One

Student 1: Fine, Now on to the next question.

Student 2: Question 3, isn't it?

Student 1: Been thinking if we can ask them: 'Will science help you...

Student 2: get a job? Ah, That's a good question.

Student 1: Oh, well, yes.

Student 2: Mmm. Er- So I'll write it down.

Student 1: Read it out, will you?

Student 2: Will science help you get a job?

Student 1: You'll be careful with your punctuation, won't you? You need a question mark there.

Student 2: Yes, yes, I see. And the next one? Perhaps question on the importance of science? Something like erm. Like what?

Student 1: Is science important in your

Student 2: Do you mean how important is science in your everyday life?

Student 1: No, no. We want questions that can be answered by Yes or No, don't we?

Student 2: Oh, yes.Is that question 4?

Student 1: You're not tired yet, are you?

Student 2: Me, no, not yet. The fifth and final question next



Student 1: Yeah, but.....

Student 2: But what?

Student 1: Let me have a look at the four questions on the questionnaire.

Student 2: Question one says "Is school science fun?"

Student 1: I wonder how many students will tick the column Yes.

Student 2: Wait and see..... School science is fun; I think.

Student 1: The second question... is science useful to you?

Student 2: Well; I don't you think that that "Is science is useful to you now?" means the same as question 4 == Is science important in your everyday life? Almost, I think.

Student 1: Let me see. Um er - you're right. We should change question 2 [...]

Student 2: and keep question 4?

Student 1: Yes, yes

Student 2: ... How about this for question 2? Does science help you understand the world around you?

Student 1: Wonderful. Fantastic. Question 5 next.

Student 2: We've spent a lot of time on these questions; haven't we?

Student 1: Yes, Yes, we have. Do you think it'll be ok?

Student 2: I hope so. By the way; are you watching 'The Joy of Being Young' on the telly tonight?

Student 1: Yes, I am. Now..... question 5.

Student 2: Perhaps a question on what science will do in the near future?

Student 1: Something like Um Do you think science will change the world in the near future?

Student 2: That's great. We're doing fine, aren't we?

Student 1: We are indeed.

French teacher: What are you doing, you two? Homework or what?

Student 1: We are constructing a survey questionnaire on science.

French teacher: Can I have a look?

Student 1: Of course, sir.

French teacher: I like question 5 very much.

Student 2: Thank you ever so much, sir.

- Students listen to the conversation once more and identify features of spoken text such as: hesitations, repetition of words, interruptions [This is an awareness-raising activity as to the features of spoken discourse.]
- Elicit answers.

Before listening (SB)

- Students underline some of the language they think the speaker will use in her talk.
- They listen to the presentation and check.
- Elicit answers.
- Students listen to the results of the survey questionnaire twice and note down the totals of Yes and No.
- Elicit the answers:
 1. Is school science fun? Yes: 7 No: 3
 2. Does science help you understand the world around you? Yes: 10 No: None
 3. Will science help you get a job? Yes: 8 No: 2
 4. Is science useful to you? Yes: 10 No: None
 5. Do you think science will change the world in the near future? Yes: 9 No: 1

Part Two (Audio CD, Track 5)

Good morning. You all look great this morning.

Well The results of the survey which Anass and I constructed and used last week are ready. We have pooled them. ... It's a brief survey -- very short indeed. We interviewed ... we asked ten students five questions. They are all Second Year science students --- five girls and five boys. Equality between the sexes, you see. They are all the same age. They're seventeen years old.

Now let me go through the results of the survey. Eight students think that science will help them get a job. This result confirms what most of us at this school already know. We are optimistic about our future careers. That's a good thing.

Seven out of ten think that science is fun. What does this result show? Well, it shows that the majority of school mates enjoy their science classes and are happy about the way science is taught in this school.

The ten students interviewed think They all say science helps them understand the world around us. They also think it is useful to them now.

This finding confirms more than anything else that they all rely on scientific knowledge to explain things and to sort out.... to solve problems. But, nine out of the ten students we interviewed think that science will not change the world in the near future. Nine out ten. That's a lot, would you agree with me?

Well, this shows the vast majority of students in this school are skeptical about the ability of science to solve world problems -- pollution, diseases, overpopulation, global warming..... Science alone can't solve the world's problems, I think. Now and then..... The survey is very brief, but it shows that the majority of students in this school agree on some points about science. Now, raise your hands if you have any questions or comments about the survey.

Write It Up (SB)

- Students look through the questionnaire and notice the do's in a similar opinion poll.
- Students in pairs rearrange in order the eight steps. Elicit answers:

1. H

5. D

2. G

6. C

3. F

7. A

4. E

8. B

- Students design and use an opinion poll questionnaire on one of the topics suggested or on a topic of their own choice.
- They conduct the opinion poll.
- They present it to their class.

Use English Communicatively (SB) = Making and responding to complaints about behavior

- Students notice ways of making and responding to complaints in exchanges (1- 4) and underline those that express complaints and circle responses to complaints.
- They read the exchanges and identify the defiant response and polite ones.
- Elicit answers.
- Students express complaints using situations (1-4).
- Elicit answers.
- Students in pairs complain and respond to complaints.
- Elicit answers.

Know Another Culture

- Students read the letter of complaint and answer questions (1-2).
- Elicit answers
- Draw their attention to how this letter of complaint is organized/ structured:

Expressing complaint

Outlining the problem

Suggesting a solution

- Students read the response to the letter of complaint and answer questions (1-2).

Talk It over

- Conduct a discussion on questions (1-2).

Use English Communicatively: Expressing degrees of certainty

- Students study sentences (1-8) and identify the verbs used in expressing certainty.
- Elicit answers.
- Students match sentences (1-8) with their functions (A-B). Elicit answers=

A 1, 6

B 2, 7

C 5

D 3

E 4

F 8

- Students suggest what they would say in situations (1-3).
- Students

Strengthen your vocabulary Phrasal verbs [1] (SB)

- Students notice the meanings of the italicized particles (A-F).
- Have them complete the exchanges (1-11) using the verbs given.
- Elicit answers :

1. gone

2. bump

3. cheer

4. going

5. turn

6. livening

7. putting

8. calm

9. tone

10. looking

11. finish

12. faded

13. died

14. eased

15. look

16. look

17. dates

18. left

19. look

- Have pairs of students A and B role-play the exchanges.

Phrasal verbs [2]

- Students read sentences (1- 10) and identify the meanings of particles. Elicit answers:

- A. along, behind, through, on
- B. across , through, over, between
- C. together, up
- D. in, into
- E. around, aside, off

Make Connections (1) (SB)

While reading

- Students read the article and put the pictures in the order the writer talks about them.
- Elicit answer.
- Students reread the article and underline arguments they agree with.
- Students compare the arguments they agree with.
- You might want to conduct a discussion on the writer's nostalgia for things from the past.

Talk It Over (SB)

Conduct the discussion.

Make Connections (2) (SB)

Before reading

- Students identify scientists. Elicit answers:
A. Robert Eistein, B. Pasteur, C. Ibn Sina, E. Alexander Graham Bell.
- Students read the two extracts on page 60 and find the question each one of them answers.
- They re-read extracts and complete sentences (1-2).
- They read extract B and answer questions (1-2).



F. Bill Gates

UNIT 4

Women and Power



Expected Learning Outcomes

By the end of this unit, the students 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;

[Interpersonal communication competency]

5. understand and interpret texts on feminism;
6. write and present a text about feminism;

[Interpretive communication competency]

7. demonstrate understanding about the roles of women in other cultures;

[presentational communication competency]

8. understand and interpret a text about a feminist from Australia;

[cultural communication competency]

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

Teaching notes for Unit Four

Improve your communication skills (SB)

1. While reading

- Students match pictures (A-B) with profiles (1-5).
- Elicit answers.
- Students re-read the profiles and answer questions (1-4).
- Elicit answers.
- Students notice the verbs that go with an award and a degree and the expressions that go with a struggle
- They scan profiles (1-5) and add more words lists (1-3).
- Elicit answers.
- Students read statements (1-7) and find words with similar meanings. Elicit answers:

1) strengths	5) newsworthy
2) achieve	6) upfront
3) incredibly	7) outstanding
4) no longer	
- Students reread statements and make notes. Elicit answers.

Talk It Over (SB)

- You might want to pre-teach gender gap (Difference in opinions or attitudes between men and women) before you conduct the class discussion.
- Alternatively, divide the class into groups of four. Identify Students A, B, C, D in each group. Have Students A et B prepare a short talk agreeing with statements (1, 2, 3). Have Students C et D prepare a short talk agreeing with statements (4, 5, 6).
- Have students give talks to the rest of the group.
- Conduct a short discussion.
- Conduct a final vote to identify the statement they most agree with.

1. Pre-reading

- Students in groups appoint a pollster to conduct a class survey. The pollster reports the results to the rest of the class.
- Allow students time to discuss and compare their results. Refer them to the language of opinion polls, page ____ . They might want to use some of it.
- Students write five questions they would like to find the answers in the article about Leila Abouzeid.

2. While-reading

- Students read the article and check the answers to their questions.
- They reread the article and answer the questions in the margins.
- Students compare their answers.

- Elicit answers:

- 1) Moroccan women who excel in literature.
- 2) Being a pioneer and the first Moroccan woman writer to translated into English.
- 3) The answer depends on the year you are using , IIE.
- 4) Divorce, the struggle against poverty and family conflicts
- 5) Divorce, the struggle against poverty and family conflicts
- 6) Leila Abouzeid
- 7) Employs the character of a storyteller
- 8) novels

Talk It Over

- Conduct a class discussion on questions (1-2).

Listen To This

1. Before listening

- Students match words (1-6) with their meanings (A-F)

- Elicit answers:

- 1) C
- 2) D
- 3) B
- 4) F
- 5) A
- 6) E

- Students write five questions they would expect the feminist to answer in the interview.
- They listen to the interview to check their answers. Elicit how many they got right.

2. While listening

- Students listen to the interview and tick the appropriate column.

- Elicit answers:

- 1) False
- 2) True
- 3) True
- 4) True
- 5) True

Script (Audio CD, Track 6)

Interviewer: Good afternoon.

Interviewee: Good afternoon. How did the women's rights rally go this morning?

Interviewer: It went very well. The turnout was great. Hundreds of women.....

Interviewer: Where do you stand politically?

Interviewee: First and foremost, I'm a feminist. I strongly believe that all people deserve rights, respect and equal opportunity.

Interviewer: Many women say that being called a feminist is an ... an insult, yet you insist on being called that way. What does the term mean to you?

Interviewee: Well, I insist on being identified as a feminist. What does the term mean to me? A lot, indeed. I deeply believe in the social, political and economic equality of women and... men. Such a deep belief makes me a feminist, doesn't it? And... I've been campaigning for women's rights since I was 16. My campaign will keep on. It won't stop until..... we enjoy equal rights.

Interviewer: You're known for being very vocal, very outspoken on injustice? Is this how you'd like the public to identify you.

Interviewee: I'd like the public to view me as being vocal about all forms of injustice.

Interviewer: What advice would give to young women on becoming politically active?

Interviewee: They should voice their opinion whenever they can. They should have faith that they can make a difference. What I think would be a good idea is to join an NGO or a.... political party. Politics shouldn't scare them off.

Interviewer: Do you feel optimistic about the future?

Interviewee: Yes, I do. I'm overoptimistic.... Um But I also know that societal change will never happen if we don't use our votes and... our voices. We should all be present in the political arena.

Interviewer: Do you think we will ever have a woman prime minister here?

Interviewee: Most likely.... Most likely. We're more powerful than ever. ...

Interviewer: Ikram, Thank you ever so much for sharing your thoughts with us.

Interviewee: You're welcome... You didn't go.....

- Have them answer questions (1-3) as they listen to the interview a second time.
- Discuss with the class the question.

Write It Up (SB)

- Talk students through the structure of the essay and the language they can use. Students choose one of the topics (A, B, C).
- Students notice ways of expressing communicative functions (1-3) and underline the phrases they will use.
- They choose either A or B or C.
- As they write they apply the tips and structure the writing task as suggested.
- Alternatively, use the following steps to guide students' writing:

Step One: Prewriting Talk students through the structure of the essay and the language functions they can use. Have them choose one of the topics (A, B, C).

Step Two: Write a first draft Students write a first draft of their essays. Have them use the structure suggested as a frame of reference.

Step Three: Revise Students exchange papers with partners. Students should give each other feedback. Allow time for students to make revisions based on their partners' comments.

Step Three: Proofread Students reread their essays to correct errors in spelling, punctuation, and grammar.

Step Five Write a final Students copy their essays on clean sheets of paper or word-process them as homework.

Step Six Correct essays. Allow for volunteers to present their essays to the class. You may wish to compile students' essay in a booklet.

Learn How To Learn (SB)

- Talk students through the strategies for inferring the meanings of words.
- Write five words from the text on the board and have students infer their meanings. Move around and monitor their work.

Talk It over (SB)

Conduct a discussion on questions (1-3).

Use English Communicatively (SB) Asking for and giving opinions

- Guide students notice ways of asking for and giving opinions and their degrees.
- Check their understanding of some of exponents.
- Students in groups take it in turns to ask for and give opinions on each of the four issues strongly, neutrally.

Brush Up Your Grammar Reporting statements (SB)

- Guide students to notice how the statement is reported. Check their understanding.
- Have them in pairs ask for and give their opinions about topics (1-6) and report their opinions to other pairs.
- Have students study the list of reporting verbs. Elicit what they have noticed.
- Have them complete sentences (1-10) using the list. Elicit answers:
 - 1) He apologized for being late.
 - 2) My English teacher congratulated me for having successfully passed the exam.
 - 3) My classmate advised me to / that I should/ take up computer science.
 - 4) My classmate offered to help me.
 - 5) My teacher of math ordered me to work
 - 6) The teacher suggested that Anouar should go to university.
 - 7) My friend suggested our going/ that we should go to the library.
 - 8) My mum complained about the freezing cold.
 - 9) The travel agent encouraged me to visit Spain.
 - 10) The headmaster ordered me to hurry up.

- Students study indirect reported speech sentences (1-4) and find out the questions. Elicit answers.

- 1) "Where is the Hassan Tower?" he asked me.
- 2) "Does it run cheap flights to Japan, ?" I asked me
- 3) "Have you bought a Moroccan Arabic phrasebook?" I asked him.
- 4) "How long have are going to stay in Morocco,?"
- 5) "Is Japanese easy to learn," I asked him.

- Students in pairs to ask and answer questions (1-4). They report their partners' answers to the rest of the class. Alternatively, have them interview teachers ---- not necessarily of English, about feminism in Morocco or any other topic of their own choice. Then have them report back their findings in English to the class.

Compare It (SB)

- Have them read the text and answer questions (1-3) Discuss with the class their responses.

Know Another Culture (SB)

Before reading

- Students predict the content of the article.

While reading

- They check their predictions
- They re-read the article and answer questions (1-4).
- They underline events in Vera's life (1-3) and answer questions (1-2).
- They answer the questions. Elicit answers

Project work Two (SB)

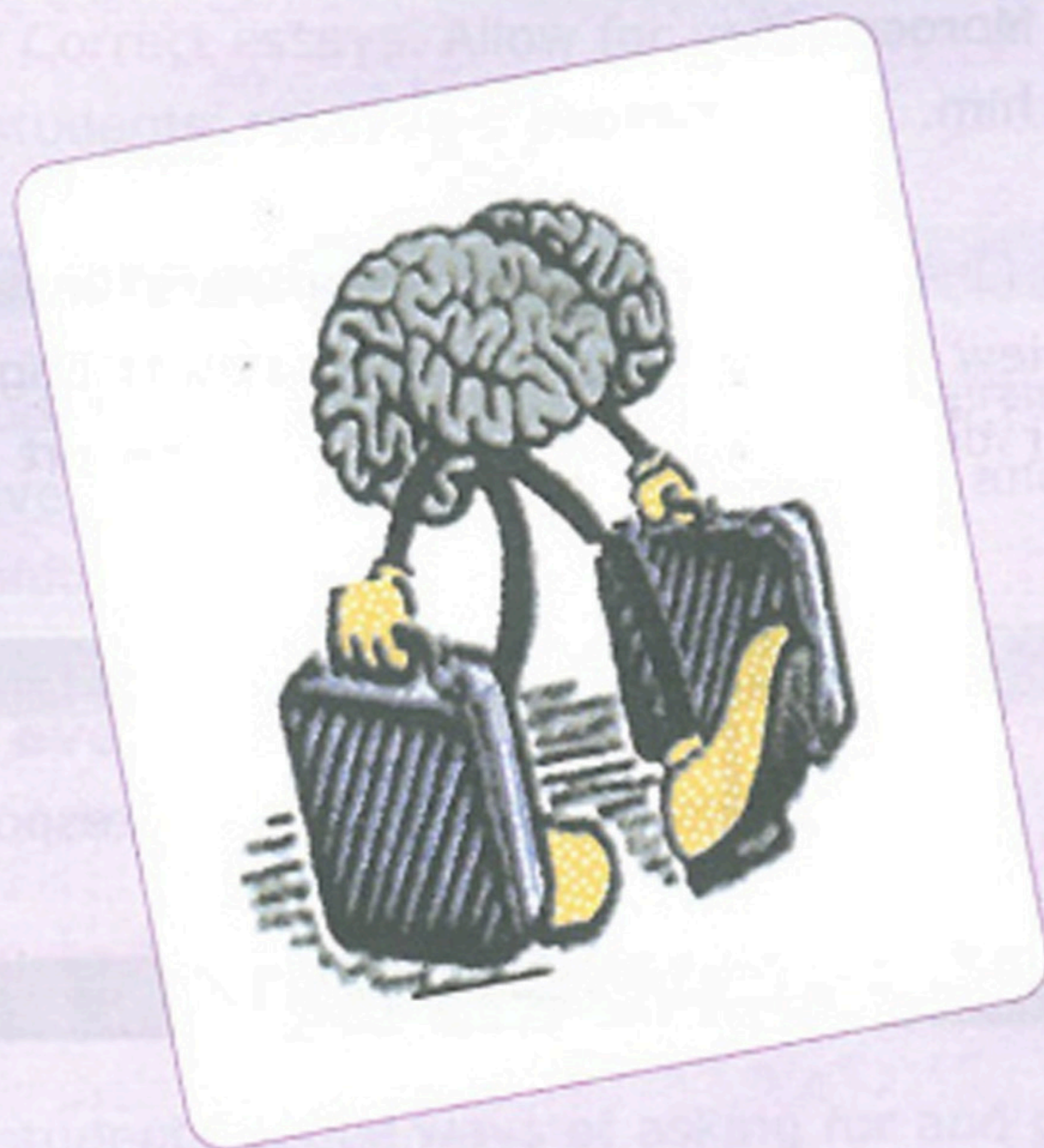
- Students carry out the project work. Talk them through the procedure and tips to apply.
- Your role is to monitor the process and help with language.

Review and evaluation [Units Three and Four] (SB)

- Talk students through the content of the self-evaluation grid.
- Students self-assess.
- Elicit whatever suggestions they may have for future units.
- Encourage positive self-evaluation. The value of having students evaluate their progress lies in its being 'learner-centred'
- You may want to go through the tasks with the whole for language reinforcement purposes.

UNIT 5

Brain Drain



Expected Learning Outcomes

By the end of this unit, the students 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;

[Interpersonal communication competency]

4. understand and interpret written and spoken texts about brain drain;

[Interpretive communication competency]

5. design, write and present a poster outlining the pros and cons of the brain drain;

[Presentational communication competency]

6. use English to learn more about sociology.

Learning to Learn

Taking notes

Teaching notes for Unit Five

Improve your communication skills (SB)**Before reading**

- Students read definitions (1-5) and notice the words used to define brain drain and highlight the reasons for brain drain. Elicit answers.
- They read the meaning of the English proverb.
- Students look at the caption. Guide students to notice that the fence has been replaced by the border. Elicit what it means.
- Have students copy the grid in their notebooks and fill the first two columns before they read the encyclopaedia entry. Set a time limit. Move around and monitor the activity.
- Elicit answers through questions such as:
 1. What do you know about brain drain?
 2. What would you like to know about brain drain?
- As students make suggestions, write them on the board under these headings:

What I know about brain drain	What I would like to know about brain drain

- Students read the entry to find whether it contains what they wanted to know about brain drain. Have them fill in the last column.
- Discuss with the class what they have learned from the extract.
- Have them answer questions (1-7). Elicit answers.
- Students read the entry and answer questions (1-5).

Before reading

- Students take a class survey on brain drain.
- They copy the grid in their notebooks.

While reading

- Students complete the grid as they read.
- Elicit answers.
- Draw their attention that the same grid can be used when reading texts on problems.

Talk It Over (SB)

Conduct a discussion on questions (1-9).

Before reading

- Students answer questions (1-3). Elicit answers.

While reading

- Students underline .
 1. the view that the sociologist does not agree with.
 2. the reasons of Canadians being brain drainers
 3. the most effective solution to the brain drain from his point of view.

Strengthen your vocabulary (SB)

- Talk students through the strategy. Have them match sentences (A-F) with sentences (1-6).
Elicit answers:

1. C, F 2. A 3. B 4. E 5. F

- You may want to choose one of the texts in _____ and have students apply the strategy. Move around and monitor the task.

Before reading (SB)

- Students look at the map of Canada.
- They answer questions (1-3).

While reading (SB)

- Students read the transcript and highlight.
- Students evaluate the content of the interview through answering.
- Have them list the points they agree or disagree with and include examples in support of their views. Elicit answers.
- They re-read the transcript as they listen and underline the views that surprise them the most.

Script (Audio CD, Track 7)

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 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.

Brush Up Your Grammar (SB) : Linking words

- Students match linking words (1-8) and their alternatives (A-H). Elicit answers:

Apparently = It seems

Undoubtedly = It is certain that

Consequently = As a result of this,

Nonetheless = Despite this

Therefore = as a result of this,

Understandably = It is easy to appreciate / grasp/ see/understand that

By contrast = In comparison to this

Personally = As I see it

- Choose five linking devices and have them build sentences using them. Alternatively, have them refer to the text they have written so far and add linking words where appropriate. Encourage them to use them in subsequent writings.

Write It Up (SB)

Before writing

- Students discuss what the picture suggests. [Instead of draining water from the sink he is draining his brain into the sink.]

Pre-teach vocabulary:

1. a diaspora (A dispersion of a people from their original homeland).
2. PhD (abbr. Latin. Philosophiae Doctor (Doctor of Philosophy)).

- In pairs, they read the facts about brain drain in Africa. They ask questions (1-2).
- Talk them through the language they may use and the tips for poster design and have them highlight the phrases they will use.
- Have students in group of four design a poster outlining the positive and negative effects of brain drain.
- Talk them through the tips for poster design.
- Have them present their poster in class.

Compare It (SB)

- Students compare the language used to describe brain drain. They report back their findings in English to the rest of the class.

Make Connections (SB)

- They read the article.
- Elicit answers to questions (1-5)



Extend Your Learning Experiences (SB)

- Students gather information about some Moroccan sociologists using a source of their own.
- They report their findings to the rest of the class.

SAMPLE TEST (UNITS 1 → 5)

SCORING: 40 POINTS

Today's generation will be the one to decide. They are the first generation to grow up with personal computer available to them. How do they feel about it? How do they feel about having "computer power"? What exactly is that "power"? But do they really want "computer power"?

Personal computers certainly don't look like much. At first glance, the computer with its keyboard may look like a typewriter. And it can't do anything without your help.

The trick is to press the right button on the keyboard. Then you can get the central processor "the brains" of the computer going. And it will deal with numbers or words at tremendously high speeds—accurately and logically.

It will arrange words or numbers according to any set of pattern (or program) you can devise. If you are clever enough, the computer is a machine that you can use for any purpose at all. The very same electronic device can be

programmed to print checks, to play a game of chess, to monitor the temperature in your oven till dinner is cooked and the computer turns your oven off, automatically. But first you must tell it how—you must learn the computer's

language. Is it worth the effort? Some people find computer boring—they think they are more trouble than they are worth. Others find human-machine communication a challenge—fun challenge- you may even call a child's

play. "First," says one high school student, Brett Smith, 'you get Atari because you want to play the games; then you learn BASIC (a computer language) for programming and suddenly, you're into it.' But what exactly are you

into? What does computer power mean to you? A worse, or better, world?

"The thing is I can't see anything negative about them," Brett adds. "Computers are good. They're just tools; that's all they are. They're not going to take over our society. There's nothing secret or special about what we know. It

is no big deal. It's just knowledge of a different tool!" Another student, Warren Chao, regularly uses his family's computer to do his homework. This is what he says: "I am not sure how different we will be. Tell me, did the kids

in the 1950's know at all what the impact of television was going to be?" No one can predict the future.

(Adapted from Science World, Sep.3 1982)

I. Comprehension (15 points)

A. Which of the following would be the best title for this article?

1. Where will the computer revolution take us --- and how far?
2. Have computers become a necessity?
3. Computers are getting cheaper and cheaper.

B. Are these sentences True or False? Justify.

1. Today's generation will not decide where the computer revolution will take us.
2. For some people computer are not enjoyable.
3. There are two different views on computers.

C. Answer these questions.

1. How did Brett become enthusiastic about computers?
2. Why must learn computer's language?
3. Why is Brett positive about computers?

D. Complete the following sentences

1. The writer does not know whether computer power is _____.
2. No two computers _____.

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

1. They
2. Others.
3. The very same electronic device.

II. Language (15 points)**Vocabulary (6 points)****A. Match the words that go together.**

- | | |
|----------------|-----------------|
| 1. It is worth | a hundred words |
| | Computer |
| | the price |
| | nothing |
| 2. High | |
| Low | speed |
| Normal | |
| Inaccurate | |

B. Find in the text words with the following meanings:

1. It has value.
2. gain control.

C. Complete these sentences with the appropriate words.

1. The prices of computers are coming _____ 1 _____ all the time. You can afford one.
2. The invention of the computer dates _____ 2 _____ even further to 1939.

Functions (6points)**A. Match sentences (1-4) with their functions (A- C)**

1. If I were you, I wouldn't do that.
2. If only I were away somewhere now.
3. If only I had participated in the project
4. If I had applied for the scholarship, I would have got it.

- A. Expressing wishes
- B. Hypothesizing
- C. Giving advice

B. Complete these exchanges.

1. A: What is one of the effects of smoking?
B: (Respond)
2. A: (Express your opinion on hooliganism strongly)
B: (Agree)

Grammar (6points)**Rewrite these sentences as suggested.**

- I don't know much about how to prevent computer viruses.
I wish I _____.
- I didn't read the manual. I didn't know how to install the computer.
If I
- I am taking a course on computer programming. It will finish this week.
By next week, I _____.
- I bought this computer. I rushed home.
As soon as I
- Coady studied cultural anthropology for four years. He then graduated.
He before.....
- I was not feeling well for two days. I then went to see the doctor.
By the time, _____.

III. Writing (10)

An English-speaking friend of yours would like to know if Morocco faces brain drain. Respond to her e-mail. Talk about the reasons for brain drain in Morocco. Mention in your e-mail that some of the Moroccan brain drainers return home and the reasons why they do so.

KEY ANSWER**I. Comprehension**

- A.**
- Where will the computer revolution take us --- and how far? Is the best title.
- B.**
- False (It is up to today's generation to decide)
 - True (Some people find computer boring)
 - True (Two views: One view sees it as being worthwhile; the other view as being worthless)
- C.**
- Through games and BASIC.
 - In order to use the computer properly
 - Because he thinks computers are just tools at our disposal.
- D.**
- The writer does not know whether computer power is better or worse world for young computer users.
 - No two computers are alike/ similar/ dissimilar/ identical/ the same.
- F.**
- Today's generation
 - Other people
 - The computer.

II. Language**Vocabulary****A**

1. It's worth a hundred words/ the price/ nothing.
2. high / low/ normal speed

B.

1. It is worth
2. to gain control

C.

1. down
2. back

Functions**A. Matching**

1. Giving advice
2. Expressing wishes
3. Expressing wishes
4. Hypothesizing/ expressing regrets

B. Exchange completion

1. B: Smoking results in/ causes, etc. (See Student's Book, page 70).
2. A: I strongly believe that (See Student's Book, page 85).

Grammar

1. I don't know much about how to prevent computer viruses.
I wish I knew.....
2. I didn't read the manual. I didn't know how to install the computer.
If I had read
3. I am taking a course on computer programming. It will finish this week.
By next week, I will have finished
4. I bought this computer. I rushed home.
As soon as I had bought this computer, I rushed home.
5. Coady studied cultural anthropology for four years. He then graduated.
He had been studying cultural anthropology before he graduated
6. I was not feeling well for two days. I then went to see the doctor.
By the time I went to see the doctor, I had not been feeling well for two days.

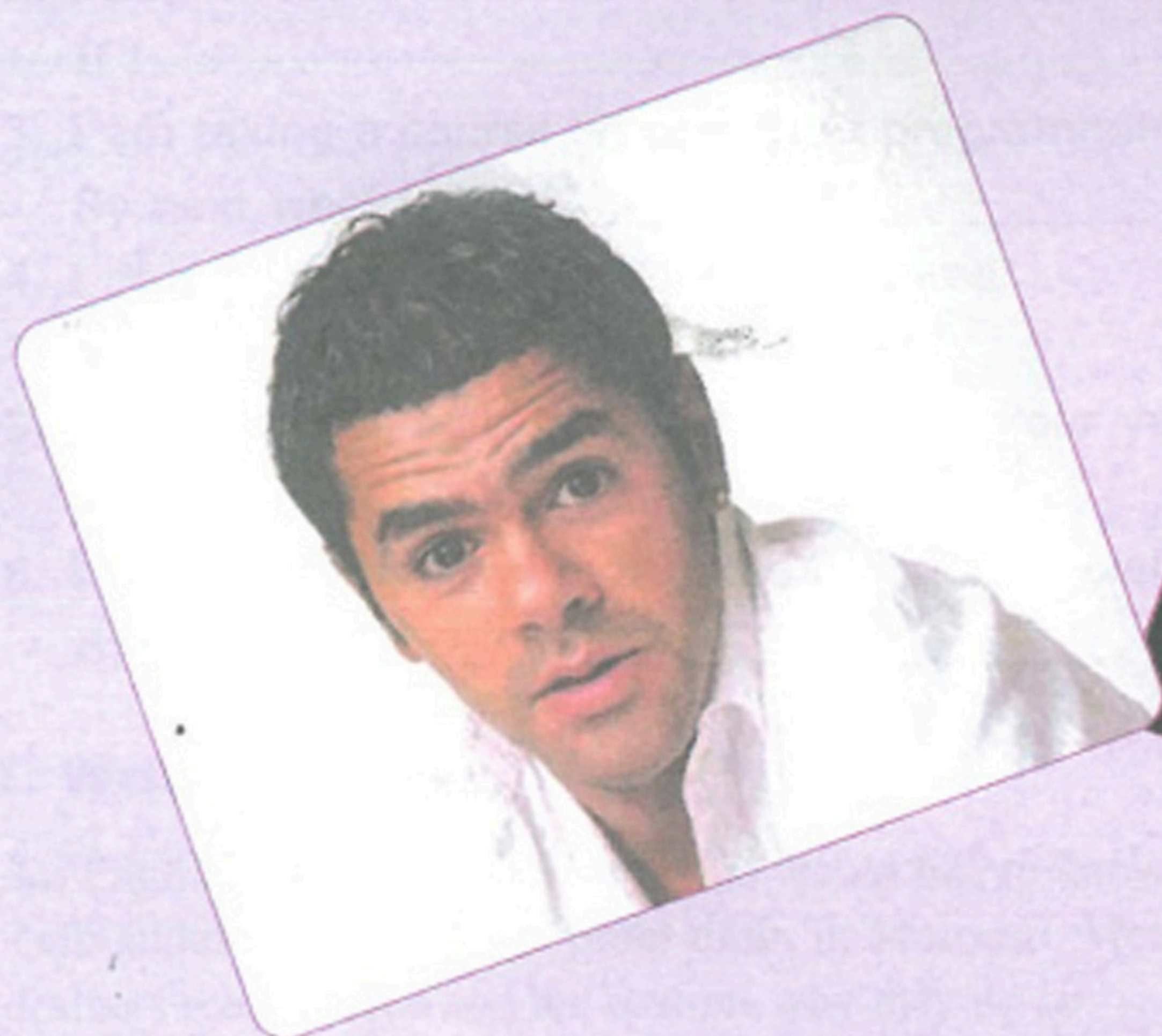
III. Writing

The scoring method should be analytical and could include the following elements:

- Relevance of content to the topic (3 pts)
- Appropriateness of vocabulary (2 pts)
- Coherence and cohesion (2 pts)
- Accuracy of grammar (2 pts)
- Mechanics (1 pts)

UNIT 6

Humour



Expected learning outcomes

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

1. talk about humour, laughter and jokes;
2. express cause and effect;
3. respond to good and bad news.

[Interpersonal communication competency]

4. understand and interpret texts about humour and laughter;

[Interpretive communication competency]

5. write a humorous story;

[Presentational communication competency]

6. demonstrate understanding about appropriate and inappropriate humour;

[Cultures]

7. demonstrate the ability to compare English school jokes with ours.

Learning to learn

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



Teaching notes for Unit Six

Improve your communication skills (SB)

Before reading (SB).

- Students answer questions (1- 6) explain the meaning of the proverb.
- Elicit answers: 1. A.
- Ask them if they think of an equivalent one in their native languages. We have the same proverb.
- Students describe types of humour using the words given. Elicit answers:
 1. Linguistic humour : the language used in this type is funny.
 2. Cultural humour = pokes fun/ make fun of the people of a specific culture.
 3. Political humour makes fun/ pokes fun at politicians.
 4. Professional humour is specific to a particular profession or occupation
- Talk students to SQ5 R. Point out that they can use this study method in the reading of texts in other languages.
- Have them underline the tips they want to remember.
- Have them apply it while reading 'Laugh a little to help relieve stress '.
- Have them evaluate the method.

Strengthen Your Vocabulary (SB)

- Students in pairs underline the suggested words and work out their meanings if they are unfamiliar to them.
- They complete sentence (1-5). Elicit answers:
 1. contagious
 2. humanness
 3. lighter side
 4. a misfortune
 5. bitterness.

Listen To this (SB)

An interview with a humorist (SB)

- Students match words (1-6) with their meanings (A-G).
- Elicit answers :
 1. B
 2. E
 3. F
 4. A
 5. G
- Students make predictions about what the interviewee might talk about.

While listening (SB)

- Have them listen to the interview to check their predictions.

Script (Audio CD, Track 8)

Latif Marih has had a varied writing career, including covering cultural events for a daily newspaper, as well as writing freelance articles for a magazine. In addition, he has written a biography. I recently had the privilege of interviewing him and this is what I found out.

Interviewer: How did you start in writing humour?

Interviewee: Well, the editor-in-chief of *The Events* where I was working asked me to do a humour column. I liked the idea very much. Um I had been the class clown at the journalism school, you see.

Interviewer: It is said that humour is the most difficult genre to write. You would agree, wouldn't you?

Interviewee: Yes. I think that humour is the most difficult genre. Humour requires some kind of physical response from the audience... some kind of physical response from readers; that's laughter!!! My readers expect my column to make them laugh.

Interviewer: How do you decide what to write about?

Interviewee: I sometimes get inspiration from what is happening around me. I look for something that makes me angry such as news stories. What surprises me goes into my humour column. I also use personal failings and behaviour as a source of story ideas.

Interviewer: What is the one talent you wish you had that you envy in others?

Interviewee: I wish I could translate jokes as perfectly as some people do.

Interviewer: Some people say that humour should be used in the teaching of foreign languages. What is your view?

Interviewee: I am of the same opinion, you see... Personally, I believe the use of humour significantly improves foreign language teaching. Nobody made me laugh harder than one of my ex-teachers of English. Her lessons were humorous. She was great, really. We learnt a lot in her class. You can tell, can't you?

Interviewer: Your English is excellent... Um... Do your family and friends ever get annoyed when mention them in your humour column?

Interviewee: No. They're a good sport, but I rarely poke fun at them. It usually doesn't work out. Self-depreciation is better. I made jokes about myself. I make jokes about my shortcomings. Self-deprecation is the type of humour I like best.

Interviewer: What makes you laugh personally?

Interviewee: People's attitude towards mobile phones. I have often seen people walking along with a mobile phone to their ear and not saying a word. That makes me laugh. I have written a humour article about it. The title was: *Cell phone or Hell phone?*

Interviewer: Do you get a lot of e-mails from readers?

Interviewee: Yes, I do. Hundreds of them a day.

Interviewer: Are you surprised at your success as a humour writer?

Interviewee: Yes, I am. I... I try to live up to the expectations of my readers.

Interviewer: Do you have any advice you'd like to pass on to the aspiring humour writer?

Interviewee: Try to pull humour out of real social situations. There is some humour in every social situation. Go for the truth.

Interviewer: Thank you ever so much for sharing your thoughts with us.

Interviewee: My pleasure. Cheers...

- Divide them into pairs. Have them listen for specific information. Have them compare their answers.
- Have them listen a third time to the interview to check answers. Elicit answers.
- Discuss with the class questions (1-2).
- Put up the board:

Each culture has its own unwritten rules of what is appropriate in humour.

- Discuss with the class what unwritten rules are and some examples of these.

Talk It Over (SB)

- Conduct a discussion of questions (1-3). You may want to have them rewrite some the quotes (1-5) in their own words.

Write It Up (SB)

Before writing

- Pre-teach : To laugh one's head off, disrespectful. To get someone to do something
- Students read the advertisement and answer questions (1-3).

Use the following steps to guide students' writing:

Step One: Prewriting Have students read the ad. Talk them through the questions they should keep in mind while writing their humorous story.

Step Two: Writing a first draft Have students write a first draft.

Step Three: Revising Have students exchange humorous stories with a partner. Allow time for students to make revisions based on their partners' comments.

Step Three: Proofreading Have students reread their stories to correct errors in spelling, punctuation, and grammar.

Step Five Writing a final draft Have them write titles for their stories. Have them copy their stories on clean sheets of paper or word-process them as homework. Allow for volunteers to present their stories to the class. You may wish to compile students' stories in a booklet after you have edited them.

Use English Communicatively (SB) Responding to good and bad news

- Students read the exchanges and underline the responses in each.
- Students in pairs read and respond to news (1-3).
- Students identify the expressions that are not used to express the language function. Elicit the answers: a, e, h.
- Pairs of students break and respond to bad news.

How do you use humour (SB)

- Guide students to score their completed questionnaire. This will give them further listening practice:

Students, this is how to score your completed questionnaire. Start with the numeral 14 and add your answers for questions 1 and 9, then subtract your responses to questions 5 and 15. We have here a put-down humor [People with this type of humour are fun to have around]

Start with the numeral 7 and add your answers for questions 3 and 10, then subtract your responses to questions 6 and 14. The type of humour we have so far is the bonding humour [This type of humour is aggressive, offending and very bad, to say the least]

Add your answers to questions 2, 12, 13 and 16. Hate-me humor. We have here hate-me humour. Right? [People with hate-me humour are the butt of people's jokes. People laugh at them. They poke fun at them. To poke fun at You've come across it in a text, haven't you?]

Start with the numeral 3. Add your answers for questions 4, 7 and 8, then subtract your response to question 11. The score that you've come up with relates to the laughing- at- life humour [You see life from a nice, light-hearted perspective]

Now, how about you yourselves. How do you use humour?

Well, You could consider yourselves high in any category if your score is above 17, average if it is between 11 and 17 and low at 11 or under. Note your highest score, please. This score will reveal how you often use humor.

Cause and effect (SB)

This part will further expose students to, and give them more practice in the use of, cause and effect relationships.

- Have students identify the cause and effect in the exchange. Elicit the answer.
- Guide them to notice the cause and effect relationship in sentences (1-5).
- Have them identify sentences that emphasize the cause and those that emphasize the effect. Elicit answers.
- Have them read the text and identify the cause and effect.
- You might want to refer them to some the texts that they have written so far to add or alter sentences expressing cause and effect relationships.

Learn How To learn (SB)

- Talk students through the procedure suggested for outlining.

Compare It (SB)

- Students read the two jokes. Have them compare them with any equivalent ones they may have.

Make Connections (SB)

- Students read the text on measures of electricity and do the tasks. Elicit answers:
 - American
 -

Appliance	Volts	Amperes	Watts
Sewing machine	240	5,4	1,296
Vacuum cleaner	120	6,0	720
Radio	220	0,45	49,5
Hair dryer	220	2,1	462
Stereo	220	1,1	242

- 12.5 amperes.
- 2,750.

Project work Three (SB)

- Students carry out the project work.

Review and evaluation [Units Five and Six] (SB)

- Talk students through the content of the self-evaluation grid.
- Students self-assess.
- Elicit whatever suggestions they may have for future units.

Linking words.

Answers:

- however
- although
- in order to
- As/because
- yet
- Therefore



Expected Learning Outcomes

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

1. talk about citizenship;

[Interpersonal communication competency]

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;

[Interpretive communication competency]

4. understand and interpret texts about citizenship;

[Presentational communication competency]

5. write and present a text about citizenship.

Learning to learn

1. Building your vocabulary
2. Giving a presentation

Teaching notes for Unit Seven

Improve your communication skills (SB)

Before reading (SB)

- Draw students' attention to collocations/word-combinations and functional expressions before the discussion:

Collocations:

Feel patriotic

Respect the national anthem

Functional expressions:

How do you feel when.....?

Who was it by?

Is having important?

Who were they by?

- Students discuss questions (1-4)
- They answer questions (1-3).
- Elicit answers: 1. 1956, 2. 1956, 3. Ali Squalli Houssaini, 1970.

While reading

- Students read the lyrics of the Moroccan National Anthem and answer the questions. Elicit answers.
- You might want to pre-teach some of the words before they read. Alternatively, Have them bring in the Arabic version of the anthem. Have them look at the two versions. Ask them questions such as:
 - What is the Arabic word for fountain?
 - What is the English word for '.....'?
- Have them listen to the English version once more.
- Have them answer the question. Elicit answer. Put on the board

Similar visual images	Different visual images

(Audio CD, Track 9)

- As students suggest answers, write them in the appropriate column. Tally the number of each. Have them draw a conclusion. The aim of this activity is to have students choose the visual images that represent the text to the self-connections they have made.
- Students listen as they read the lyrics. They answer the question. [The aim of this question is to elicit whether hearing a national anthem trigger off the same feelings or not.
- Students find words with the same meanings in the lyrics. [This could be left if you are planning to pre-teach those words.]. Elicit answers.
- They match definitions (A-C) with examples (1-5).
- Elicit answers: 1, 5 A 2, 4 B 3 C

*Fountain of freedom, Source of Light
Where sovereignty and safety meet,
Safety and sovereignty May you ever combine!
You have lived among nations with title sublime,
Filling each heart, sung by each tongue,
Your champion has risen and answered your call.
In my mouth and in my blood
Your breezes have stirred both light and fire.
Up! My brethren, strive for the highest.
We call to the world that we are here ready.
We salute as our emblem
God, Homeland, and King.*

<http://www.everything2.com>

- Reread the definitions and underline the expressions used to define citizenship. [Further exposure to how the communicative function is expressed]
- They look through the definitions again and underline the words that go together.
- Elicit answers.

Before reading (SB).

- Students in groups appoint a pollster to conduct a class survey. Allow students time to discuss and compare their results.
- The pollster of each group reports the results to the rest of the class.
- Students fill out the questionnaire ' How good a Moroccan citizen' and check their scores. Note: This activity should be carried out light-heartedly. A good citizen would answer YES to the twelve questions as is indicated on the questionnaire.
- They find words with the same meanings in the questionnaire. Elicit answers:
 1. conscious
 2. abide by
 3. keep abreast of
 4. altruistic
 5. to be proud of
- Students read The Constitution of Morocco and decide which articles are about rights (1-8). [You might want to check their understanding of some of the concepts before they read.]
- Elicit answers.
- Draw their attention to 'legalese' language such as 'shall', which always means must
- As a 'connections activity', have them refer to the Arabic version of the Constitution of Morocco on www.mincom.gov.ma for comparison purposes.
- Students answer questions (1-4) as they read. Elicit answers:
 1. Organize and represent citizens
 2. Any Moroccan citizen of age enjoying his or her civil and political rights can vote.
 3. No
 4. In case of a disaster

Take It Over (SB).

- Conduct a discussion on the questions (1-6).

Listen To This (SB)

- Check their understanding of vocabulary. You can have them identify words with the same meanings: enhance, promote and foster and chunks of languages such to play a role in..... [Alternatively, encourage them to infer the meanings of the unfamiliar words.]
- Students discuss in groups the statement: " All Moroccan students know what active citizenship is all about" following the steps suggested in SB.
- Students copy the grid. Talk them through the incomplete questionnaire. Check their understanding of " to respond, response, a respondent"

- They complete the grid as they listen. Elicit answers:

Questions	Reponses	Percentage of the respondents
1 What does citizenship mean to ?	Top responses: 1. Fair and equal treatment for all 2. Being a good citizen 3. knowing legal rights and responsibilities of citizenship. Bottom responses: 1 Being active in their own community. 2 Voting, politics and government.	35% 33% 27% 15% 10%
2 What does it mean to be an active citizen in schools?	Having a say about school life.	100%

- Students listen to the talk again and decide whether statements (1-6) are True or False.
- Elicit answers:

1. F, 2 T, 3 T , 4 F, 5 T , 6 T

Script (Audio CD, Track 10)

Good morning to you all. It's a particular pleasure to be with you here this morning. Well.... I recently conducted an opinion survey with a group of Second Year students--- all of them do English as a foreign language. They are from all parts of Morocco. I will report the results of this survey.

Um.... I asked them two specific questions. The first question I asked them was: What does citizenship mean to you? I knew they had been exposed to a variety of definitions of the concept 'citizenship. Their top responses were as follows:

- ✓ Fair and equal treatment for all. 35%
- ✓ Being a good citizen. 33%
- ✓ Knowing legal rights and responsibilities of citizenship; that is,
- ✓ obeying the law, knowing their rights, and voting. 27%

As to the bottom responses, they were as follows:

- ✓ Being active in their own community 15%
- ✓ Voting, politics and government 10%

The second question was: What does it mean to be an active citizen in schools? Um, They hadn't expected such a direct question. Active citizenship in their own schools!!! But then..... The response

was, as I had expected myself:

✓ Having a say about school life: 100 %.

Now and then.... I actually elicited what they meant by having a say about school life. Um..... This is what they wanted.... This is what they wanted..... they wanted their views, their opinions about their education heard. They wanted to be consulted about what should be taught and how. the curriculum, the programme and the like, which is fair enough.

The conclusion we can draw from this survey is that:

All students understand what active citizenship both inside and outside school is all about. What do I mean by active citizenship?

Active citizenship implies working towards the betterment of one's community through participation, volunteer work, and efforts to improve life for all citizens.

Right..... If you have any questions or queries about this survey, I will be pleased to answer them.

Write It Up (SB)

- Put up on the board this grid:

Citizenship?	Why are students interested in voluntary work?	How can they become volunteers?

- Students read the part of the brochure and answer the questions. Make this information –transfer activity interactive through eliciting further answers. Can you think of another definition of citizenship? Can you think of other reasons why young people want to volunteer? Etc.
- Students highlight the tips they want to remember and apply when giving a presentation or a talk. Move around and monitor the activity. Draw their attention that most people get nervous if they have to speak in front of an audience—even if it is only small, responsive groups of friends or classmates and have them look through 'general advice' as a way to fend off nervousness.
- Students choose either A or b or C. Talk them through instructions (1-4).

Use English Communicatively (SB)

- Guide students to notice the modals how they are formed and their possible time reference in sentences (1-10). They underline the verb forms.
- Have them match sentences (1-11) with their functions (A-D)
- Elicit answers:
 - Probability 2, 6, 9, 11
 - Ability: 1, 5, 10
 - Making deductions 7, 8
 - Obligation 3, 4,

- Check their understanding of the concept through comprehension questions such as :
Sentence 5: Can I play football well now?
Sentence 11: Did I send my friend an e-mail? Could I do it?
- Have students answer questions (1-4) using the modals indicated. Elicit answers.
- Have them take it in turns to ask and answer questions (1-4).
- Have them complete the conversation. Elicit answers:
 1. may/might
 2. He must be having
 3. He might have had talks
 4. He may be resting or he may be talking.

Learn How To Learn Building your vocabulary (SB)

- Choose a set of words from any of the texts in this textbook. Put them on the board.
- Refer them to the text and have them check the suffixes/suffixes using the guide and see if this helps them with the meanings of these words.
- Have them make a list of ten-fifteen words from a text of their choice. It could from an English newspaper/magazine/an online article and work out their meanings.

A Special Note : Students have been exposed to suffixes and prefixes receptively throughout ; for example, pseudo = pseudo-claims/belief in UNIT 3.

Compare It (SB)

- Pre-teach: catchy :
 1. attractive or appealing: a catchy idea for a new television series.
 2. Easily remembered: a song with a catchy tune.
 3. Tricky; deceptive: a catchy question on an exam.
- Students read the extract on slogans.
- Students find out some of the Arabic advertising slogans and compare them with the three slogans. Do these slogans use a question as is the case of the slogan by Microsoft? Describe the service = Nokia (Connecting people), Acer: (Empowering people).
- A Special Note : This raises the students' awareness as to the language used in slogans in Arabic and English.
- Students read parts of articles from different constitutions (1-3) and decide whether the statements are True or False. Elicit answers: 1 F, 2 T, 3F, 4 F.

UNIT 8

International Organizations



Expected Learning Outcomes

By the end of this unit, the students 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;
- [Interpersonal communication competency]**
4. understand and interpret spoken and written texts about organizations;
- [Interpretive communication competency]**
5. write a text about an organization.

Learning to learn

Learning collocations/word-combinations.

Teaching notes for Unit Eight

Improve your communication skills (SB)**Before reading**

- Ask students to look at the picture of the United Nations on page 114. Ask them these questions:
 1. Where are the headquarters of the United Nations based? (New York, USA)
 2. What is the name the current secretary general / secretary-general of the UN? What nationality is he/ where does he come from?
 3. Does Morocco have an ambassador to the UN? What is his/her name?
 4. Have them look at the UN emblem. Ask them: What are the olive branches associated with? Elicit the answer: Peace.
 - Elicit names of former UN Secretary Generals.
 1. Boutros-Boutros Ghali, 2. Kofi Annan, 3. Dag Hammarskjold, 4. Kurt Waldheim, 5. De Cuellar
 - Students answer questions (1- 3). Elicit answers:
 1. An organization with at least three countries. They agree on certain things. It is worldwide or regional such as the Maghreb Arab Union.
 2. Morocco belongs to many international nations such as the UN, the Arab League, etc.
 3. Different answers.
 - Students read the introduction and answer questions (1-8). Elicit answers:
 1. To tell us what the article is about.
 2. administer
 3. conventions, recommendations, drafts
 4. write
 5. to approve, to accept
 6. to present
 7. thoughtful
 8. It is considered right, a good thing. It is not legal.
 - Students answer questions (A, B, C). They should justify their answers.
- While reading (SB).
- Students read the article and match questions (A- D) with answers (1-4). Elicit answers.
 - Students still in pairs re-read answers (1-4) and do tasks (1-4). Elicit what they have come with.
 - Students individually read answers (A-D) and underline the words that go with the phrases suggested. Elicit answers:
 1. peacefully
 2. succeeding / future
 3. for peace
 4. fundamental
 5. a proposal
 6. ... a prominent
 7. play/ take
 8. development
 9. voluntary
 10. highly
 11. represent a particular

Talk It Over (SB)

- Students read the statements (1-8) and decide which one (s) they agree with.
- Each student suggest what they would do if he/she would do he/she do ...?
- Talk students through the chart which shows how the UN works.
- Have them compare the UN and how their local community organization works through answering questions (1-4).

Strengthen your vocabulary (SB)

- Students look through the acronyms/ abbreviations tick the appropriate column. Ask them questions such as: 'What does NATO stand for?' Is Morocco a NATO ally? [Morocco is a major non-NATO ally of the United States].
- Elicit answers:

	<i>Abbreviations read as individual letters</i>	<i>Abbreviations read as words</i>
1. WHO (World Health Organization)		✓
2. NATO (North Atlantic Treaty)		✓
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 (SB).**Before listening**

- Students read the introduction to the talk on the UN. Elicit answer: The lecture states what she is going to talk about.
- Students predict the content of each part and discuss idea with each other.

While listening

- Students listen to the talk and check their predictions.
- Students in pairs listen for the answers to questions (1-3).
- Elicit answers.
- They choose the sentences that would describe the lecturer. Elicit answers.
- Students complete sentences with verbs: Elicit answers: 1 prevent , 2 set up, 3 settle, 4 agree, are allowed.

Script (Audio CD, Track 11)**The search for peace**

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.

After the First World War, the United Nations and Britain agreed to set up an organization for international cooperation whose aim is to prevent another world conflict. A "League of Nations" was formed in 1919 and 41 countries attended its opening in the following year. Other nations joined the League of Nations in 1930s. Yet, the League could not prevent fascism in some countries.

When the Second World War broke out in 1939, the League ceased its activities. Towards the end of this war, The United States, Britain and the former Soviet Union, later joined by China, agreed to set up a new international peacekeeping organization. In 1945, The United Nations Charter was signed in San Francisco. Since 1945, the United Nations has carried out peacekeeping operations in many international crises.

However, in recent years, the United Nations has been criticized by many countries. They say that it spends too much money on the bureaucracy of the organization. Another problem is that the General Assembly and the Security Council have very little power to take real action if there is an international conflict. UN soldiers are armed, but, they are only allowed to shoot in self-defense. True, there have been many wars that the UN has failed to stop. Yet, we must bear in mind that the UN is the only truly international body for settling disputes. Personally, I believe that its real value lies in its social and economic work, of which you are all familiar. This is beneficial to millions of people around the world. We have to recognize that there will never be real peace in the world if human poverty is ignored. And one final comment = A peaceful world is only possible if we are tolerant of each other.

Talk It over (SB)

- First, check students' understanding of the expressions they use while discussing an issue.
- Then conduct the discussion on their opinions on the UN.

Write It Up (SB)

- Students write as part of a letter or an e-mail, a brief description of The Alaouite Organization for the Protection of the Blind. Talk them through the procedure. Alternatively, use the following steps to guide students' writing:

Step One: Prewriting Students search for information about the organization in advance. Suggest the structure they should keep in mind and the questions they should answer while writing the part of the letter or e-mail.

Step Two: Writing a first draft Students write a first draft.

Step Three: Revising Students exchange their parts with a partner. Students should give each other feedback as to how the structure of the part. Allow time for students to make revisions based on their partners' comments.

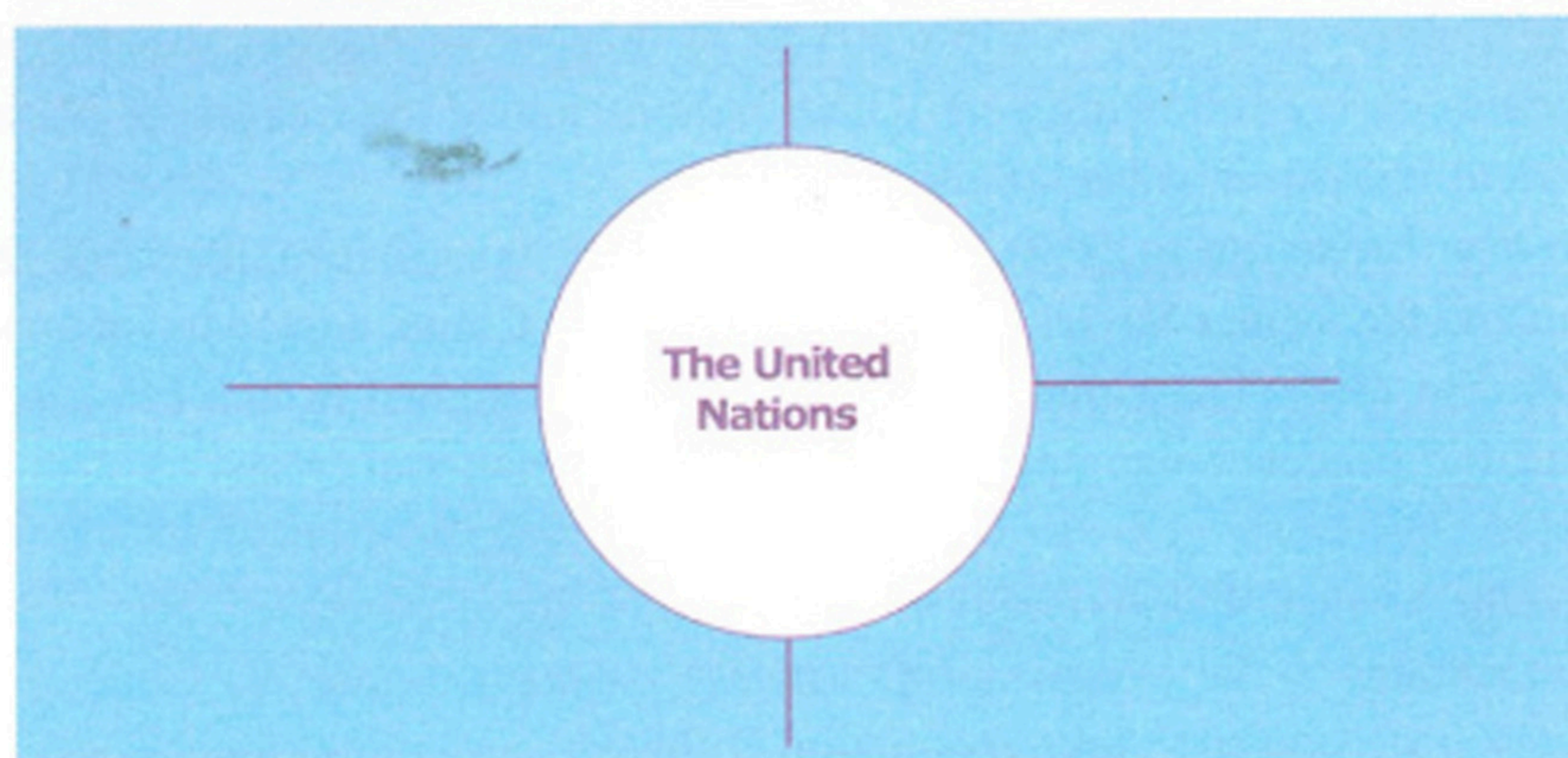
Step Three: Proofreading Students reread their parts to correct errors in spelling, punctuation, and grammar.

Learn How To Learn (SB)

- Talk students through the strategies for strengthening their vocabulary. Raise their awareness of their being useful in learning Arabic and French or any other language.

Extend Your Learning Experiences (SB)

- Put up on the board this semantic map.



- Students copy the semantic map on their notebooks and then add words and phrases associated with MRC as they read Extract 1. Move around and monitor the task. After students have completed their maps, have them give their suggestions. Write them on the map. Make sure they understand the meanings of the words they suggest.
- You might want to use the same activity for Extracts 2 and 3.
- Students read extracts (1-3) and choose a title for each. Elicit answers and have students justify their choice. Extract 3: On becoming a volunteer. The others could go with Extracts 1 and 2.
- They reread the extracts and answer questions (1-5). Elicit answers.
- Students find words with the same meanings. Elicit answers:
 1. prompt
 2. non-profit
 3. renowned
 4. the needy
 5. without regard as to
 6. vulnerable
 7. due to

Brush Up Your Grammar : The Gerund (SB)

- Students read the article about Malhoun and notice the use of the Gerund and underline the -- ing form. Elicit by drawing their attention to; for example, the use of ing after prepositions, involve... ing
- Have them look through the list of verbs/ phrases (1-14). Make sure they know the meaning of each.
- Students complete sentences (1-9). Elicit answers.
- Students take it in turns to ask and answer sentences (1-6).
- They role-play the suggested scenario.

Gerund or infinitive (SB)

- Guide students to notice the uses of the Gerund and infinitive in sentences (1-11).
- Have students match pairs of sentences and their meanings. Elicit answers.
- Encourage them to make up eleven sentences expressing of the four uses through contexts.
- Students pair up sentences (A, B, C) with their meanings elicit answers:
A 1 b, 2 a; B 1 a 2 b; C 1 a , 2 b.

Project work Four (SB)

- Students carry out the project work. Talk them through the procedure to follow.

Review and evaluation [Units Seven and Eight] (SB)

- Talk students through the content of the self-evaluation grid.
- Students self-assess.
- Elicit whatever suggestions they may have for the next two units.
- Again, encourage positive self-evaluation. The value of having students evaluate their progress lies in its being 'learner -centered'
- You may want to go through the tasks with the whole for language reinforcement/ recycling purposes.

Vocabulary**Key to exercise 1:**

1. reception
2. personal
3. logical
4. pronunciation
5. nervousness



UNIT 9

Formal, Informal and Non-Formal Education



Expected Learning Outcomes

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

1. talk about formal, informal and non formal education;
2. express addition;
3. ask for and give information;

[Interpersonal communication competency]

4. understand and interpret written and spoken texts about formal, informal and non-formal education;

[Interpretive communication competency]

5. write an e-mail applying for admission to a school;
6. write a letter of application and a CV.

Learning to Learn

Writing an e-mail and letter of application.

Teaching notes for Unit Nine

Improve your communication skills (SB)

Before reading

- Students in groups appoint a pollster to conduct the class survey. Allow students time to discuss and compare their results.
- The pollster of each group reports the results to the rest of the class.
- Students read the introduction to the interview and answer questions (1-3). Elicit answers.
- Students copy the grid in their notebooks.

While reading

- Students complete the grid. Move around and monitor the task helping with vocabulary.
- Elicit answers.

Reading and listening (SB)

- Students read and listen to the interview simultaneously and underline sentences that imply the interviewee's traits and view on education. Elicit through questions; for example, which sentence shows that the interviewee is highly optimistic over the future of education in Morocco?
- Check their understanding of vocabulary through:

Synonymy: is referred to, refer to, high priority, top priority

Focussing on both, fighting on two fronts

combat illiteracy eradicate illiteracy

occur, happen

Antonymy: formal, informal, voluntary, compulsory literacy illiteracy.

Script (Audio CD, Track 12)

Interviewer: First, I'd like you to define the terms formal, informal and nonformal 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 top priority issue in Morocco. Well, that's a point I should emphasize. Nonformal 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 nonformal 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 nonformal 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 nonformal 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 questions, 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.

A special note:

- The aim of this discussion is to further raise their awareness of types of learning.

Before reading (SB)

- Talk students through 5W's+ 1H. Draw their attention to the fact that they can use it while reading news stories in other languages such as Arabic and French.
- Have them read the news story (Investing in our schools) and underline the sentences that answer the 5W's+ 1H. Elicit answers.
- As an "Extend Your Learning Experiences" task, you might want to ask the class to log on to <http://www.map.ma/eng> to read news stories in English and apply 5W's+ 1H.

Talk It Over (SB)

- Students first read the introduction and the profiles. Check their understanding of vocabulary.
- Conduct a discussion. Have them justify their choice (s). This discussion should be conducted lightheartedly.

While reading (SB)

- Have students look through the questionnaire. Encourage them to ask for clarifications about and meanings of some of the words in the questionnaire.
- Students take the questionnaire. The inclusion of this scoring in TB aims to give the class further practice in listening:

Students this is how to score the questionnaire:

Give yourself 5 points for every answer in which you responded with A.

Give yourself 3 points for every answer in which you responded with B.

Give yourself 0 points for every answer in which you responded with a C.

If you scored 50 to 60 points you are ready to take an online course. You work well independently

and have the knowledge and competencies to do well.

If you scored between 40 and 49 online courses may work for you, but you may need to change your schedule and study habits to succeed.

Scoring under 40 you'd better forget about online courses now.

- Students answer questions (1-2).

Write It Up

Before writing

A special note: Your University (YU) is a fictitious university.

- Students read the advertisement. And answer questions (1-5). Elicit answers.
- They find words with the same meanings. Elicit answers:

- | | | |
|-----------------|------------|--------------|
| 1. tuition fees | 3. pride | 5. on-campus |
| 2. affordable | 4. enhance | |

- Talk students through the instructions.
- Students look at the template. You might want to check their understanding of the terms used on the template such as 'save a draft', Cc: (carbon copy) means a copy of the e-mail is sent to everyone in the 'Cc' box.
- Refer students to instructions on letter-writing on page 139 to check they have been applied in whether the incomplete e-mail.

While writing

- Use the following steps to guide students' writing:

Step One: Prewriting Have students search for information about the organization in advance. Talk them through the structure they should keep in mind and the questions they should answer while writing their part of the letter or e-mail.

Step Two: Writing a first draft Have students write a first draft.

Step Three: Revising Students exchange their news stories with a partner. Students should give each other feedback on the structure of the e-mail. Allow time for students to make revisions based on their partners' comments.

Step Three: Proofreading Students reread their news stories to correct errors in spelling, punctuation, and grammar using the checklist.

Step Five: Writing a final draft Students write the e-mail on clean sheets of paper or word-process them as homework. Allow for volunteers to present their e-mails to the class. You may wish to compile students' e-mails in a booklet after your having edited them.

Make connections (SB)

Before reading

- Students in pairs answer questions (1-4).

While reading

- Students read the article to check their answers. Elicit answers.
- Students underline linking words (1-11) in the article and identify the alternative linking words from Box B. Elicit answers.

Write It Up (SB)**Before writing**

- Students read the classified ads and identify words that go together. Elicit answers:
 1. a part-time, a full time job
 2. on a full-time, part -time basis
 3. apply, contact , send
 4. CV and salary expectation
 5. job seekers
 6. in English , Arabic
- Ask students the following questions:
 1. Which of the five jobs would appeal to you, if you were a university graduate/ fulfilled the required?
 2. Why would it appeal?
- Students read the two CVs and decide who should get the job. Have them justify their choice.
- Draw the students' attention to the structure of a CV:
 1. Personal details
 2. Qualifications
 3. Work experience
 4. Additional skills
- Have students look ahead ten years and write their CVs. This writing activity should be conducted lightheartedly
- Students match sentences (1-3) with parts (A-C).

While writing

- Students write letters of application for a job of their choice in accordance with their fictitious CVs.

Use this procedure:

Step One: Prewriting Students brainstorm ideas. They reread instructions on page 139 and use them as a reference.

Step Two: Writing a first draft Students write a first draft.

Step Three: Revising Students exchange their letters. Students should give each other feedback on the structure of the structure of the letters. Allow time for students to make revisions based on their partners' comments.

Step Three: Proofreading Students reread their letters of application to correct errors in spelling, punctuation, and grammar using the checklist.

Step Five: Writing a final draft Students write letters on clean sheets of paper or word-process them as homework. Allow for volunteers to present their e-mails to the class. You may wish to compile students' letters in a booklet after your having edited them.

Use English Communicatively (SB) : Expressing addition

- Students underline the linking words used to express addition they know.
- They match linking words (1-10) with their functions (A-B). Elicit answers.
- Students complete sentences (1- 6). Elicit answers.

Talk It Over (SB)

A special note: The aim of the two tasks is to raise the students' consciousness of these types of learning

- Conduct the discussion through having students answer questions (1-5).

Brush Up Your Grammar (SB) : Non-defining relative clauses

- Have students notice sentences (1-2) and decide which one is non-defining and which one adds essential information.
- Students read sentences (1- 7) and identify the referents. Elicit answers. You might want to have them draw an arrow to the referents.
- Students use non-defining clauses to combine sentences (1-5). Elicit answers.
- As a homework assignment, students write sentences about a Moroccan writer of their choice.
- Students exchange sentences.



UNIT 10

Sustainable Development



Expected Learning Outcomes

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

1. talk about sustainable development;
2. express concession and contrast;

[Interpersonal communication competency]

3. understand and interpret written and spoken texts about sustainable development;

[Interpretive communication competency]

4. write a letter to the editor about sustainable development;

[Presentational communication competency]

5. demonstrate deeper understanding of the concept of 'sustainable development'.

Learning to learn

Exam-taking

Teaching notes for Unit Ten

Improve your communication skills (SB)**Before reading**

- Students read the two definitions. Check their understanding of the examples accompanying the definitions.
- Students answer questions (1-2).
- They copy the questionnaire in their notebooks and fill it out.
- When they have finished, put on the board:

	A great deal	Quite a lot	Some	Very little	None	No opinion
1.						
2.						
3.						

While reading

- Students in pairs look through the scheme and answer questions (1-4).
- Elicit answers.
- Students in pairs read the article and decide in what ways it complements the scheme. Elicit answer: It explains / illustrates/ give evidence.
- Still in pairs, they re-read the article and answer questions (1-5). Elicit answers

1. The world is a crucial point.
2. Global problems: Climate change, the damage to ozone layer, the extinction of wildlife species.
- 3, 4, 5: different answers from students.

Strengthen your vocabulary (SB)

- Students find words in the article and use them to complete sentences (1-8).
- Elicit answers:

1. extinction [You might want to teach : to become extinct]
2. threat
3. frightening
4. rewarding
5. squander
6. pursue
7. valuable
8. relies

- You might want to give the students further practice in vocabulary through

1. Inferring from context;
2. Synonymy
3. Word analysis.
4. Antonymy.

- Or have them make a list of the words that are associated with 'sustainable development'. Put up a semantic map on the board. Invite students to generate as many words as possible that relate to 'sustainable development'. As they suggest words add them to the semantic map.

Take It Over (SB)

- Conduct a discussion with the whole class using questions (1-5). Write some of the class ideas on the board.
- Have students comment on them, justify, give reasons.

Listen To This (SB)

Before listening

- Have students look at the headline "Sustainable development: Combining economic progress with social and environmental justice".
- Refer them to the article and have them get ideas.
- Conduct the discussion.
- Students read the definition and answer the questions. Prompt them to come up with ideas.

While listening

- Students listen to the first part of the interview and complete sentences in their notebooks.
- Elicit answers.
- In pairs, they listen to the interview once more and make short notes. They compare their notes. Elicit answers.
- As a post-listening activity, you might want to ask them to outline three or new points about sustainable development they have learned from the interview.

Script (Audio CD, Track 13)

Interviewer: Good afternoon.

Interviewee: Good afternoon to you.

Interviewer: You're just back from a conference on sustainable development, aren't you? How did it go?

Interviewee: Very well, indeed.

Interviewer: Umm... What is sustainable development all about?

Interviewee: Sustainable development has been variously defined. The most frequently used definition when talking about sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Interviewer: What does that mean in practical terms? How can we achieve sustainable development?

Interviewee: By living sustainably. As simple as that. For the time being, we have limited resources. With a growing world population, we will compromise the needs of tomorrow if we don't live sustainably. We should protect our environment through living a sustainable lifestyle at home and at school. For example, to be environmentally conscious we should reduce our water consumption and our... water bill, for that matter--- and keep our rivers healthy. Simple changes in our behaviour can make a big difference. I am arguing that environment protection is vital to sustainable development. We should also be more energy efficient. We should ensure a better quality of life for everyone now and for future generations to come. How? By living sustainably.

Interviewer: Which aspects of sustainable development should we take into consideration?

Interviewee: Environmental protection, social harmony, economic development.

Interviewer: What do you mean by 'social harmony'?

Interviewee: social quality and social justice results in social harmony. An example of a country of social harmony is a country where people enjoy social quality and social justice.

Interviewer: A question which I should've asked you earlier. Um When did the concept of sustainable development emerge?

Interviewee: In the 1980s when we realized that human activity and a growing population was threatening the natural resources. Since then, many conferences on sustainable development have been held across the world.

Interviewer: Ok... How can we achieve sustainable development in Morocco?

Interviewee: By integrating the three pillars of sustainable development I have already mentioned: economic development, social harmony and environmental protection. A point I would like to make is that everyone has a contribution to make. Thank you ever so much. It's been great talking to you.

Interviewer: I appreciate it.

- As a post-listening activity, you might want to ask them to outline three or new points about sustainable development they have learned from the interview.

Talk It Over (SB)

- First, check their understanding of vocabulary : empower, prioritize, two sides of the same coin (different but closely related)
- Conduct the discussion.

Write It Up (SB)

- Draw the students' attention that 'A letter to the editors/ Letters to the editor' is a regular column in some newspapers/ magazines. Check their understanding of vocabulary.
- Students read the 'letter to the editor' and answer questions (1-3).

Use this procedure:

Step One: Prewriting Students discuss 'A letter to the editor'. They brainstorm ideas using the article on page 144. They agree or disagree with the ideas in 'the letter to the editor'.

Step Two: Writing a first draft Students write a first draft.

Step Three: Revising Students exchange their letters. Allow time for students to make revisions based on their partners' comments.

Step Three: Proofreading Students reread their letters to correct errors in spelling, punctuation, and grammar using the checklist.

Step Five: Writing a final draft Students write letters on clean sheets of paper or word-process them as homework. Allow for volunteers to present their letters to the class. You may wish to compile students' letters to the editor in a booklet after you have edited them.

Use English Communicatively (SB) Expressing concession and contrast

- Students notice the use of the italicized connectors and underline the surprising pieces of information.
- Students contrast pieces of information using concession/ contrast connectors. Elicit answers.

Learn How to Learn (SB)

- Students read the tips and underline the most useful ones to them. Have them justify their choice.

Write It Up

Before writing

- Students underline the questions they want to remember.
- Students read the review of the fictitious film to check if it answers the questions they have underlined.
- Students re-read the film review and rank (A- E) in the order they are the film. This activity raises their awareness to the film review as a genre and how it is organized.
- Students write a review.

Use this procedure:

Step One: Prewriting Students brainstorm ideas about a film.

Step Two: Writing a first draft Students write a first draft.

Step Three: Revising Students exchange their film reviews. Allow time for students to make revisions based on their partners' comments.

Step Three: Proofreading Students reread their film reviews to correct errors in spelling, punctuation, and grammar using the checklist.

Step Five Writing a final draft Students write film reviews on clean sheets of paper or word-process them as homework. Allow for volunteers to present their film reviews to the class. You may wish to compile students' film review in a booklet after your having edited them.

Brush Up Your Grammar The Passive voice [1] (SB)

- Have students study the table and answer the questions. Have them complete sentences (1-2) about the uses of the passive voice. Elicit answers:
 1. ... when it is more important to draw attention to the doer.
 2. ... when the doer in the situation is not important
- Elicit when we use by? [when we want to say who the doer is]
- Students rewrite questions (1-7) in the passive. Elicit answers.
- Students write down the answers they think the NGO secretary-general gave. Encourage them to be imaginative.
- Have students complete sentences (1- 6) using the verbs given.
- Elicit answers.

Passive voice [2] (SB)

- Guide students to notice the verb forms and uses of the passive with modals.
- Elicit answers.
- Have them match the differences in function (A-C) with sentences (1-3).
- Elicit answers.
- Have them rewrite sentences (1-7). Elicit answers.

Project work Five (SB)

- Students carry out the project work. Talk them through the procedure to follow and tips
- Students in groups answer questions (1-7). Your role is to monitor the process and help with language.

Review and evaluation [Nine and Ten] (SB)

- Talk students through the content of the self-evaluation grid.
- Students self-assess.
- Students A and B read their respective articles and ask each other's questions.
- They evaluate Units Nine and Ten.
- Students in pairs design and present a poster evaluating the course.



Supplementary reading texts



Cultural issues and values

Read All About It

Before reading

- Students look at the definition and answer the question. Elicit the answer.
- Conduct a discussion on questions (1-3)

While reading

- Students read the article and answer questions (1-6). Elicit answers:
 1. language
 2. discriminatory language
 3. condescending
 4. effects of discriminatory language.
 5. The writer expects us to agree...
 6. Tolerance, respect for other etc....

Post-reading activity

- Students arrange words. Elicit answers.

<i>Discriminatory language</i>	<i>Non-discriminatory language</i>
a man of science	a scientist
a chairman	a chairperson
The elderly, geriatrics	Senior citizens
Every teacher will give his students	Teachers will give their students
Victims of AIDS	AIDS sufferers
Everyone should return his assignments	Everyone should return their assignments
Mankind	humankind
Epileptics	people with epilepsy

Strengthen Your vocabulary (SB)

- Students underline words in the article and figure out the meanings those that are unfamiliar to them. Check
- Students match the words they have underlined with their meanings. Elicit answers:
 1. demean = debase
 2. merely = only
 3. genuine = real
 4. disrespect
 5. exclude = reject
 6. continually = indefinitely
 7. outmoded = obsolete
 8. traditionally = customarily

Talk It over (SB)

- Students reread the two articles. Conduct a discussion on the questions.

Values

Read All About It

Before reading

- Pre-teach the following vocabulary items:
 1. Home-oriented
 2. untrustworthy
 3. a wheelchair user (Draw students' attention to the use of 'wheelchair user' as being a non-inclusive language phrase.
 4. unethical
- Students read the two definitions.
- They underline the sentences that answers questions (1-2).

- Elicit answers.
- Students take the survey included within the text to find out whether they are themselves prejudiced or not.

The gifts of Youth

Read All About It

Before reading

- Students identify the word that answers each question (1-8). Elicit answers:

1. self-distrust

4. quality

7. brave

2. desert

5. innermost core

8. contract

3. faith

6. temper

- Students predict the content of the poem using the title.

While reading

- They read the poem and check their predictions.
- They reread and answers questions (1-2). Elicit answers.

Talk It Over

Conduct a discussion on the following questions:

1. In your opinion, how can building on the gifts of youth makes a difference?
2. Why do you think adults should have a positive attitude towards young people?
3. What are some of the values that help us to stay young the rest of your life?

Women and power

Before reading

- Pre-teach or check vocabulary.

While reading

- Students read the article and make notes about Meryem chadid's:

1. main achievement

2. her childhood

3. personal qualities

- Elicit answers.
- Students answer the second question.
- Students volunteer to present to the similarities to the rest of class.

Sustainable development

Before reading

- Conduct a short discussion on the following questions:
 1. In your opinion, has sustainable development solved the world's most pressing problems?
 2. Why do you think that it is an irreversible process?
- Pre-teach: panacea, alleviate, expectation (s), to live up to someone's expectations.

While reading

- Students answer questions (1-4) as they read. Elicit answers.

Talk It Over

- Conduct a discussion on the following questions:
 1. Why does the author suggest redefining the concept of sustainable development?
 2. Why do you think that a move towards a more sustainable development could be a panacea for the world's problems?

SCORING: 40 POINTS

Online degrees becoming more common, accepted

By Samira Jafari

Associated Press Writer

MONTGOMERY — Getting a college degree seemed almost out of reach for Rebecca Fossett, a young bride working a full-time job in a small North Alabama town. Fossett, who lives in Section, was more than an hour away from the closest four-year colleges, but she had ambitions for bachelor's and master's degrees in business. She quickly found a solution with a few clicks on her computer: the Internet. Now Fossett is graduating next month with a bachelor's degree in business management from Athens State University, taking the bulk of her classes online, sometimes never stepping into a classroom for months. She is not alone. Online degree programs — once limited to community colleges and online universities — are now popping up at well-known four-year colleges nationwide, including Boston University, Indiana University, Seton Hall University, the University of Oklahoma and The University of Alabama. Fossett's only complaint is that Athens State, which recently joined a few other Alabama four-year colleges by adding its first four online degree programs, didn't make the move sooner. Without online classes, "it would have just made life harder on me — much, much harder," said Fossett, who works at the First National Bank at Scottsboro and is eyeing an MBA program at Troy University, which sits 200 miles away in South Alabama. While online courses of various types are available at almost all public universities, many four-year colleges are hesitant to offer online degrees for fear of tarnishing their decades-old reputations as respectable, traditional colleges, where a student's interaction with classrooms and campus life is an integral part of the experience. "We do not at all want to compromise quality for convenience," said Margaret Gunter, director of communications for the Alabama Commission on Higher Education. But, Gunter noted, the traditional college freshman is no longer an 18-year-old with few responsibilities — more military personnel, single parents and workers in remote areas want advancement. And with the cost of tuition going up every year and an increasingly competitive job market, working and studying have become co-dependant. "Education must meet those changing needs," Gunter said. "First there were more classes at nights and weekends. Now the next phase of that is distance learning." While such programs boast convenience and flexibility, experts warn that the programs demand a great deal of self-discipline and commitment, which often makes them more challenging than traditional classes.

Different, not easier

"Some students do go into a course thinking it's easier because there isn't face-to-face time," said Al Zainea, director of off-campus undergraduate programs at Central Michigan University. "The reality of that is those courses are just as demanding if not more demanding because of the need for time management." Kaplan Inc., which specializes in test preparation and distance learning, asks students considering online degrees to determine whether they are comfortable with writing and computer technology, have self-motivation and self-discipline, and are willing to devote up to 15 hours a week to online studies. Prospective students should also be able to work independently and have "enough of a support system in their lives so they don't need that part of the traditional classroom," said David Harpool, who was dean at Webster University in St. Louis in the early 1990s.

I. Comprehension (15 points) Base your answers on the article.

A. Are these sentences True or False? Justify.

1. Fawcett applied for admission to the online course through the phone.
2. She will graduate from university this month.
3. Some universities can't decide yet to offer online courses.
4. The fees of online courses are coming down.
5. For some students online courses are easy.
6. If you can't work independently, online courses are not for you.

B. Answers these questions.

1. Why must Rebecca be self-disciplined?
2. Why is Rebecca on this course?
3. When does Rebecca take this online course?

C. Complete the following sentences

1. Because of the Internet, we can.....
2. Online courses are becoming popular because.....
3. We need support to

D. What do the following words in the article refer to?

1. She (line 4)
2. Their (line 18)
3. Them (line 29)

II. Language (15 points)

Vocabulary (6 points)

Select the one word or phrase that most closely matches the meanings of the underlined words.

1. to damage
2. not anymore
3. to speak loudly
4. emerge quickly
5. dedication
6. allocate-allot

Grammar (6 points)

A. Give the correct form of the words in brackets.

1. Online courses should receive (recognize) for their convenience.
2. As Rebecca is very ambitious, she has applied for (admit) for the online course.



B. Rewrite the following beginning with the words given.

1. We can accept only ten students on this online course.
Only ten students.....
2. To be on this online course is a good thing.
It's worth
3. Congratulations! You have passed the online course test.
My friends have
4. I did not apply before the deadline. My application was turned down.
If I

Functions (3 points)

Match sentences (1-4) with their functions (A-C).

1. You can't be serious.
2. You have to wear a tie for the interview.
3. I think you should apply for admission to Your University (YU).

- A. Expressing obligation
B. Giving advice
C. Making deductions.

III. Writing (10 points)

Write an article to your school magazine arguing that sustainable development should be the concern of all Moroccans because of its benefits to us all.

KEY ANSWER

I. Comprehension

A. True/False statements.

1. False (online/through the Internet)
2. True (She will be awarded a bachelor's degree in business management next month).
3. True. (They are hesitant to offer online degrees for fear of tarnishing their decades-old reputation)
4. False. (The cost of tuition is going up every year).
5. False. (They think they are whereas they are not)
6. True. (Online courses require that you work on your own)

B. Answers these questions.

1. In order to manage time effectively as she a young bride and has a full-time job.
2. She has ambitions for higher degrees in business.
3. When she is free/ off work.

C. Referents

1. Rebecca Fossett.
2. Many four-year colleges.
3. Prospective students.

II. Language**Vocabulary**

- | | |
|------------------|---------------|
| 1. sully, damage | 4. pop up |
| 2. no longer | 5. commitment |
| 3. speak proudly | 6. devote |

Grammar**A.**

1. recognition
2. admission

B.

1. Only ten students can be accepted
2. It is worth being on this online course.
3. My friends have congratulated on passing
4. If I had applied before the deadline, my application would not have been turned down.

Functions

1. making deductions
2. Expressing obligation
3. Giving advice.

**III. Writing**

The scoring method should be analytical and could include the following elements:

- Relevance of content to the topic (3 pts)
- Appropriateness of vocabulary (2 pts)
- Coherence and cohesion (2 pts)
- Accuracy of grammar (2 pts)
- Mechanics (1pts).

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