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TICKET 2 ENGLISH

Student's Book

*Second
Year Baccalaureate*

Royaume du Maroc



Ministère de l'Éducation Nationale
de la Formation Professionnelle
de l'Enseignement Supérieur et de la Recherche Scientifique

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STUDENT'S BOOK

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How to Use this Book

To the student,

Welcome to TICKET 2 ENGLISH. This textbook provides you with different language activities to improve your English. You will find throughout the book many lessons, tasks and exercises to learn and practise the language. Each unit in the book evolves around a topic of interest to you and provides sufficient practice in the four language skills: listening, speaking, reading and writing.

TICKET 2 ENGLISH also offers you other activities that aim at developing your life skills in general and linguistic ones in particular. Our aim is to help you improve your study skills and become an independent learner, especially because this year you will sit for your Baccalaureate and get prepared for your higher studies.

Each unit contains 7 activities and each activity uses a different background colour. These activities will help you to:

- **Expand your Vocabulary** review vocabulary and learn new words and expressions.
- **Listen and Speak** listen to different texts and boost your communication skills through this activity.
- **Read and Learn** read various texts and develop reading comprehension skills.
- **Study Grammar** review and consolidate grammatical structures and their uses.
- **Practise Writing** practise and develop your writing skills.
- **Study Skills** learn how to learn and develop your study skills.
- **Explore Culture** explore and learn about cultural aspects from different cultures.

After units 2,4,6,8,10 you will find two extra activities to:

- **work out your Project** use what you have learnt in English to produce a project.
- **Check your Progress** check and review what you have learnt in the two previous units.

At the end of your book, you will find four extra reading texts specifically designed for students in the Arts and Humanities streams. There is also a grammar reference, a list of common phrasal verbs, a list of irregular verbs and an index.

We hope that you will find TICKET 2 ENGLISH useful and interesting.
GOOD LUCK!

Map of the Book

UNITS	Interpersonal Communication	Interpretive Communication		Presentational Communication		Language Development		Culture	Study Skills	Work out your Project
		Listening	Reading	Speaking	Writing	Structures	Vocabulary			
Unit 1 The Gifts of Youth	Expressing opinions Agreeing and disagreeing	Listen and guess. Listen for details. Understand and interpret spoken texts. Listen and identify spoken input.	Read and check predictions. Read and take notes. Read and distinguish fact from opinion. Read and infer.	Talk about performances, talents, gifts and endowments of youth.	Write a descriptive paragraph.	Infinitive Gerund	Learn and expand vocabulary related to gifts, and talents of youths, word formation, word association.	Learn about gifted people across cultures. Explore other cultures.	Manage your time. Study how to manage time.	-
Unit 2 Humour	Expressing lack of understanding Asking for clarification Making Requests	Listen for gist. Listen and take notes. Listen for details.	Read for writer's attitude. Read and sequence. Read and scan. Read and locate reference. Read and recall.	Talk about humour.	Write a story.	Modals (present and past)	Learn and expand vocabulary related to humour, word definition, word association, idiomatic expressions.	Learn about Anglo-Saxon humorists.	Study Vocabulary effectively.	Work out an E-magazine.
Check your Progress Units 1 and 2										
Unit 3 Formal, Informal and Non-formal Education	Expressing purpose	Listen and check predictions. Listen for details. Listen and understand spoken input.	Read and check predictions. Read and skim. Read and identify main idea. Read and scan.	Engage in discussion on education and illiteracy.	Write a report.	Past perfect	Learn and expand vocabulary on education, word definition, word forms.	Learn about illiteracy in England and the U.S.A.	Learn about a reading method "SQ4R".	-
Unit 4 Sustainable Development	Expressing cause and effect	Listen and check predictions. Listen and summarise. Listen and take notes. Listen for specific information.	Read and survey. Read and check predictions. Read and skim. Read and transfer information. Read for word meaning.	Talk about sustainable development.	Write a letter of application.	Future Perfect	Learn and expand vocabulary related to sustainable development, word association, collocations, idiomatic expressions, confusing words.	Compare sustainable development worldwide. Connect with other disciplines. Explore other cultures.	Improve your Internet skills.	Produce a booklet.
Check your Progress Units 3 and 4										
Unit 5 Women and Power	Expressing addition and concession	Listen and check predictions. Listen for details. Listen and take notes.	Read and predict. Read and check predictions. Read and take notes. Read and scan. Read and recall information.	Talk about women and power, women and their changing status.	Write a book review.	Passive Voice and its uses Passive with modals	Vocabulary related to women and their situation, word definition, suffixes, word formation, word association.	Talk about women stereotypes across cultures Explore other cultures.	Learn how to think critically.	-

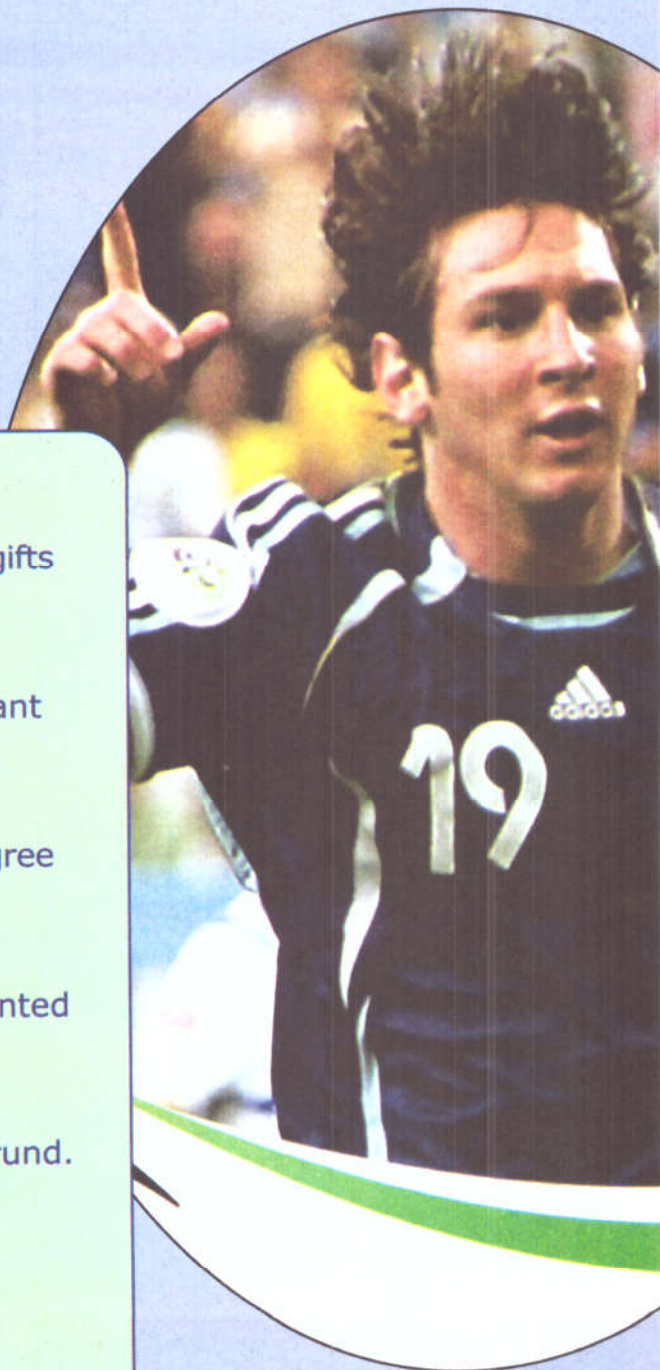
Unit

1

THE GIFTS

This unit will enable you to

- ☞ expand your vocabulary repertoire on gifts and characteristics of youth.
- ☞ listen to youths talking about important matters in life.
- ☞ learn ways to express your opinion, agree and disagree.
- ☞ skim and scan texts about some talented youths.
- ☞ study the usage of infinitive and gerund.
- ☞ write a descriptive paragraph.
- ☞ develop the skill of managing time.
- ☞ learn about gifted people across cultures.



OF YOUTH



QUOTE

*"Youth is not a phase of life –
it is a state of mind,
it is a temper of the will,
a quality of imagination,
a vigour of emotions,
a predominance of courage over timidity,
of appetite for adventure over love of ease."*

Samuel Ullman (1840-1924)

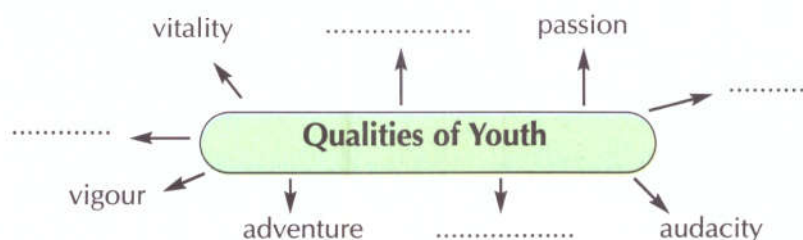
adapted from: www.bartleby.com/73/2099.html (July 2007)

Unit 1

THE GIFTS OF YOUTH

Expand

1. Add more qualities to this spider gram.



2. Read these definitions and decide which qualities are meant.

- the mental ability of forming new ideas: *imagination*
- willingness to take risks :
- intense enjoyment, interest, or excitement :
- a strong desire to do or achieve something ; determination to achieve success:
- physical strength and good health :
- the ability to generate new methods or original ideas :
- the state of being strong and active; a great deal of energy :
- natural aptitude, ability or skill :
- courage ; fearless disposition to do things :

3. Find the adjectives from these nouns.

WORDS	ADJECTIVES
a. Vigour	<i>Vigorous</i>
b. Imagination	
c. Creativity	
d. Adventure	
e. Innovation	
f. Talent	
g. Ambition	
h. Enthusiasm	
i. Audacity	

4. Here are ten characteristics of talented youths. Read them and fill in the blanks from the list.

abstract comprehension skills concentrate conclusions
eclectic well-organised challenge to question motivated

Gifted youths' behaviour differs from that of their age-mates in the following ways:

- Many gifted youths show an extraordinary ability to read. They learn to read at an early age, with better of difficult texts.
- They are also able to understand concepts and ideas.

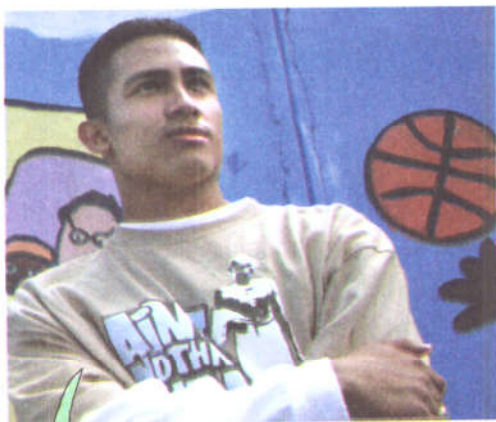
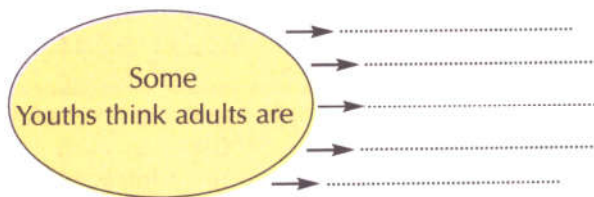
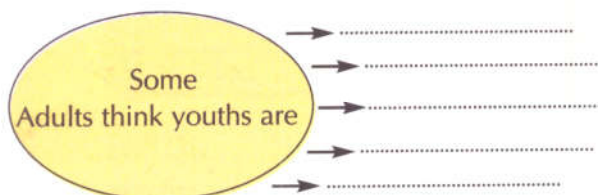
your Vocabulary

- c. Moreover, gifted youths commonly learn basic quickly, and with little practice.
- d. They are often able to interpret messages quickly and draw that other youths need longer time to be able to do.
- e. They take nothing for granted. They tendeverything and ask a lot of how and why questions.
- f. They can work independently at an earlier age and can for longer periods.
- g. They arein their way of thinking. They select the things that are suitable and appropriate to them.
- h. They have unlimited energy, which makes them their capacities and test their abilities.
- i. They are highly as they show great willingness to learn new things and examine unusual ideas.
- j. They tackle tasks and problems in a and efficient manner.

5. Here is a list of adjectives adults and youths use to describe each other's views and behaviours.

rebellious old-fashioned intolerant strong-headed thoughtless severe bossy
careless immature untidy disobedient undemocratic obstinate adventurous
mean nosy authoritarian

Work with your partner and fill in the diagrams below.



You think I'm good for nothing!



You are never satisfied!

Voices of Youth

Get involved

1. Which one of these issues matters to you the most?

- | | |
|-----------------------------------|---|
| ☐ Family | ☐ Study |
| ☐ Politics | ☐ Fashion |
| ☐ Leisure | ☐ Other, specify |

2. Why does it matter to you?

3. These four youngsters were asked the same questions. Can you guess what they answered?



RUTH, 19-ENGLAND



MAMDOUH, 16-EGYPT



SAMANTHA, 17-USA



JAWAD, 19, MOROCCO

Listen and discover



4. Now listen to the four people and check your guesses.

5. Listen to them again and fill in this chart.

	What matters to him/her	Reasons
a. RUTH		
b. MAMDOUH		
c. SAMANTHA		
d. JAWAD		

6. Listen to the four people again and complete these sentences.

- Ruth urges adolescents to
- According to Mamdouh, adolescents become delinquent if
- For Samantha, appearance is important because.....
- Jawad thinks that success

7. Which statement is true?

a. Ruth thinks that

- youths are not interested in politics at all.
- youths are a little interested in politics.
- youths are very interested in politics.

c. Samantha believes

- teens must take a great interest in their looks.
- teens must be moderately interested in their looks.
- teens mustn't bother about their looks.

b. For Mamdouh,

- family life is as important today as it was in the past.
- family life is more important today than it was in the past.
- family life is less important today than it was in the past.

d. According to Jawad, hardworking youths

- shouldn't have leisure.
- should have some leisure .
- should have a great deal of leisure.

Have your say

8. Which of the four attitudes do you agree with? Which do you disagree with? Why?

Express Yourself

1. Listen to the four people and note the expressions they used to express their opinions.
2. The following table contains more expressions. Can you add others?

Expressions used to introduce opinions
I think/guess/believe
As I see it,
As far as I'm concerned,
From my point of view,
It seems to me that

3. This table contains some expressions you can use to agree or disagree with another person. Work with your partner to find more.

Agreeing	Disagreeing
a. I agree with you.	a. I disagree with you.
b. You're definitely/absolutely right.	b. I don't think so.
c. I share the same view.	c. Sorry to say it, but you're wrong.

4. Express your opinion about these issues. Then, invite your partner to agree or disagree with you.

- a. Youths and involvement in politics
- b. Youths and new fashion
- c. Youths and voluntary work

5. Complete the following exchange. Then, practise it with your partner.

Your partner: What's your attitude towards youngsters who drop out of school to emigrate? Are you for or against?

You:
What about you ?

Your partner:

You: Don't you realise that it's too early for them to do such a thing?

Your partner: I see what you mean, but

You:



"What is it like out there?"

Get involved

1. Work in groups and name a few people that have shown talent, gift or genius in sport, music, art, technology...
2. Do you think that genius is inborn or acquired?
3. Here are four passages about some gifted youths. Read the titles, look at the pictures and ask questions you expect the text will answer.

Read and discover

4. Read the passages to check if they include answers for your questions.



Young Moroccan Footballer Elected the Best

Morocco's international foot-ball player, Mbarek Bousoufa won the Belgian soccer award of the year, (Soulief d'Or 2006). The award is granted annually to the most outstanding and talented foot-ball player in the country.

Anderlecht striker, 22, was awarded the title as a result of a vote of journalists and former players. With a total of 283 points, the young player outranked his team-mates, Congolese Mohamed Tchité and Argentinean Nicolas Frutos. Mbarek is the first North African to win the Belgian best player award.

"The prize was no surprise to us!", his manager affirmed. "Mbarek has made proof of unprecedented scoring gift." His manager did not forget to remind the journalists at the award granting ceremony that Bousoufa had last year received the best goal scorer award in Belgium.



Zineb Mouline: The Moroccan chemist who conquered Japan

Zineb Mouline is an assistant professor of organic chemistry at Nagoya Institute of Technology in Japan. The young Moroccan prodigy is part of the select scientists controlling the separation of greenhouse gases.

Students of Mouline believe she's an excellent teacher. What is more, to bridge the communication gap with her students and peers, she was quick to add the Japanese language to her linguistic baggage that was previously composed of Arabic, French and English.

Zineb is also an active member of the Moroccan Business Club in Japan who collects funds for the regions affected by the floods. Her career has earned her a Wissam, handed by HM King Mohamed VI on the occasion of the feast of the throne.



Moroccan-American novelist and scholar

Laila Lalami is a Moroccan-American novelist. She was born in 1968 in Rabat, Morocco. She received her education in the same city and later earned her BA in English from Mohammed V University. In 1992 she moved to Los Angeles to attend the University of Southern California where she graduated with a PhD in Linguistics.

Laila's collection of stories was released in the fall of 2005 and translated into six languages. In 2015, she was a finalist for the Pulitzer Prize in Fiction for her 2014 novel *The Moor's Account*.

Laila inspired her short stories and novels from the illegal immigration stories about people attempting to escape Morocco for a better life in Europe. Lalami was selected in 2009 by the World Economic Forum as a Young Global Leader. She is now a professor of creative writing at the University of California, Riverside.



FNAIRE: Talent and Patriotism

FNAIRE is a group of Moroccan rappers, and they are tremendous. This assessment is based on their song, "Matkich Bladee," which translates roughly into "Hands off my country" or "Don't touch my country." The song was written in response to the 2003 terrorist attack in Casablanca. Morocco's young musicians don't see a problem in combining all kinds of genres with local music traditions such as the popular Chaâbi or Gnawa. Their style is a highly talented combination of Rap, Rock, Reggae and Fusion: A celebration of diversity and creativity.

FNAIRE use lyrics in Moroccan dialect to express the hopes of a whole generation for a better life and a more perfect world. They also express their love to their country as well as a deep love for life and determination to change things to better.



and Learn

5. Take notes from the passages to fill in this chart.

Name	Age	Gift	Awards(if applicable)
-----	-----	-----	-----
-----	-----	-----	-----
-----	-----	-----	-----

6. Read the four passages again and distinguish facts from details. Tick the appropriate column.

Statement	Fact	Detail
a. Boussoufa was the first North African to win the Belgian best player award.		
b. Boussoufa won the title with a total of 283 points.		
c. FNAIRE's lyrics are in Moroccan dialect.		
d. "Matkich Bladee" is FNAIRE's most popular song.		
e. In 2014, Laila wrote her novel The Moor's Account		
f. Laila is a Moroccan-American novelist.		
g. Zineb Mouline is polyglot.		
h. Zineb is responsible for the Tadamoun operation within the Moroccan Business Club in Japan.		

7. Go back to the text and infer what these statements mean. Choose from the options.

A. Boussoufa has unprecedented scoring gift.

1. No other player plays as well as Boussoufa.
2. No other player dribbles as well as Boussoufa.
3. No other player scores goals as well as Boussoufa.

B. FNAIRE's style is a combination of Rap, Rock, Reggae and Fusion.

1. The origin of FNAIRE's music is Rap, Rock, Reggae and Fusion.
2. FNAIRE's music is a mixture of the four styles.
3. FNAIRE's music is not different from the four styles.

C. Laila's novels are reminiscent of immigration stories.

1. Her novels are similar to immigration stories.
2. Her novels are different from immigration stories.
3. Her stories are suggestive of immigration stories.

D. To bridge the gap with her students and peers, Zineb added the Japanese language to her linguistic baggage.

1. She learned Japanese to communicate well with her students and peers.
2. She learned Japanese to reinforce her professional profile.
3. She learned Japanese to impress her students and peers.

Have your say

What do you think should be done by parents, educators and the whole society to help youths develop their talents in sport, music, art, etc?

Do, to do or Doing

1. Read the text and do the tasks below it.

Parents : Primary Advocates for Children

Many parents make it a priority to educate themselves so that they can care for their mathematically talented students. Most parents, however, are disappointed to learn that few programs exist for elementary children. That makes it even more important for them to work with school officials to develop a suitable program of study for their children. It is recommended that parents maintain complete records. Important information should include : reports from previous teachers, notes from parent conferences, copies of letters written to principals, lists of books the child enjoys reading, types of music children love listening to, and also school activities they don't feel like doing.

School personnel are sometimes suspicious of parents opinions and motives. Parents may need to contact outside experts to help them advocate for their child and keep working within the school system. Contacts with private psychologists and university personnel can be very helpful by providing standardised testing and information about challenging mathematics programs.

adapted from: www.gt-cubersource.org/Record.aspx?NavID=2_0&rid=11356 (December 2006)

- Underline all the verbs in the infinitive.
- Circle the verbs ending in -ing.
- Find in the text expressions followed by gerund.

Here are some other expressions followed by gerund or infinitive

Some expressions followed by gerund

can't stand - can't resist
get/be used to
feel like
adore/love/enjoy/
imagine ...
look forward to
....

Some expressions followed by gerund or infinitive with to

continue
begin
remember
hate
love
prefer
start
...

Some expressions followed by infinitive without to

let
help
should-may-will-could-
must-had better- can-
might ...
recommend
let's
...

2. Choose the correct answer to fill in the blanks.

A. Gifted people are used _____ best in every competition.

- to score
- scoring
- to scoring

B. Some Moroccan youth associations recommend the government _____ an institute for talented students.

- to build
- build
- building

C. The best student in the Academy was curious about _____ to the USA to continue his studies.

- going
- to go
- go

D. Students prefer _____ English in multimedia classrooms.

- to learn
- learn
- learning

Grammar

E. The young athlete was upset about _____ the race.

- a. losing
- b. to lose
- c. lost

F. Sami is looking forward _____ the first mark in the Olympiad of Maths organised in Rabat next month.

- a. to get
- b. get
- c. to getting

G. I enjoy _____ novels because I feel transported in the world of imagination.

- a. to read
- b. read
- c. reading

H. Paul is fond of _____ political TV shows.

- a. watch
- b. to watch
- c. watching

3. Give the correct form of the verbs in brackets.

Example : Students must keep on (do) well at school.

→ Students must keep on **doing** well at school.

- a. I can't imagine Sally (play) the saxophone.
- b. The teacher expected Sarah (have) the highest mark.
- c. My parents are looking forward to (celebrate) my success in the baccalaureate examination.
- d. The young inventors agreed (set up) a worldwide association.
- e. This puzzle is easy (answer) by brilliant candidates.
- f. My friend asked me how (fill) in the application form.
- g. The most brilliant students decided (design) a new plan of action in their next school project.
- h. Are you thinking of (participate) in the national contest for young entrepreneurs?



Sally and the saxophone

REMEMBER

There are two types of **infinitive**, an infinitive with 'to' and an infinitive without 'to'.
Example: Governments should help youths **perform** their potentials. Parents should help youths **to perform** their potentials.

Infinitive can be used as a subject or complement of a verb: **To learn** by playing attracts children- His hobby is to play the violin.

Gerund is used after verbs, adjectives or verbs + prepositions and with certain expressions.

Examples: Pat **prefers going** to karaoke Box - They **apologise for being** late - They are **afraid of losing** the match - Jane is **keen on playing** ping pong.

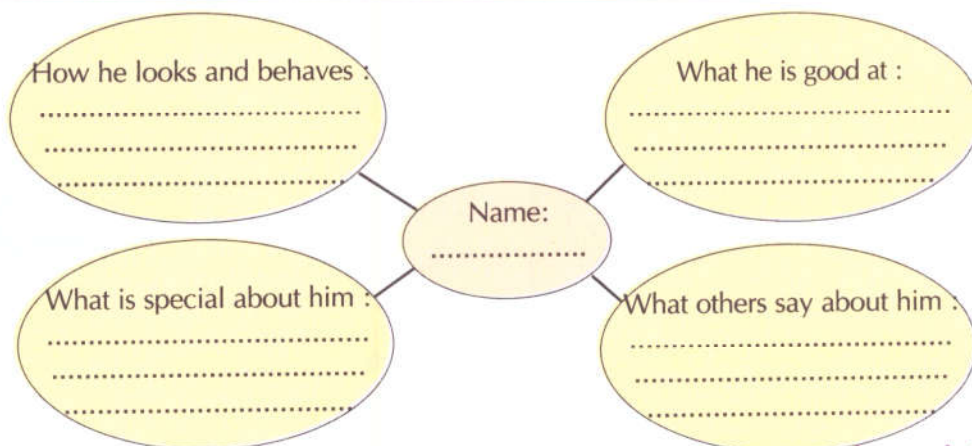
Gerund can be used as a subject or complement of a verb: **Drawing** is my hobby - My hobby is **drawing**.

What a genius he is !

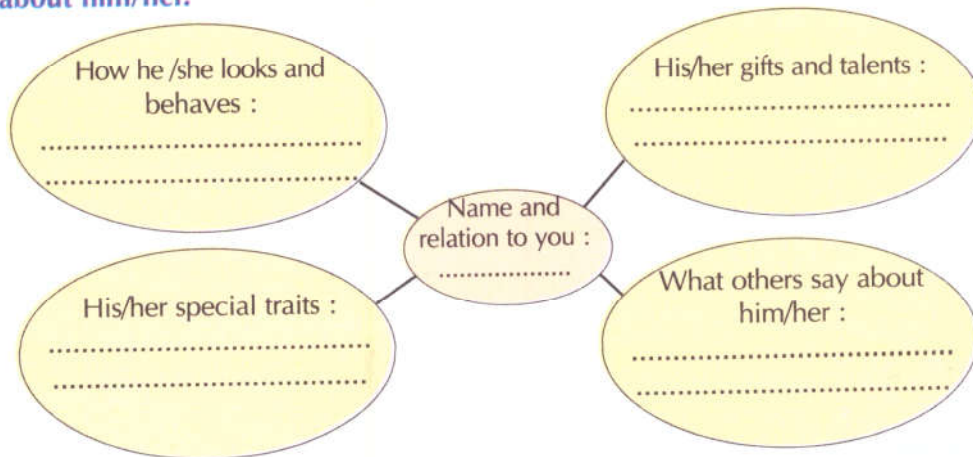
1. Read the following paragraph about a gifted youth, and fill in the diagram below.

My Gifted Friend

Song, my best friend, is really a genius. When he first moved to our neighbourhood, the other guys avoided him. But now everybody wants to keep company with him. What is his secret? He is a brainy boy! He can solve mathematical operations faster than a calculator, and he can memorise things better than any of his peers. He always gets the best grades at school, and he is highly acclaimed by teachers. What makes him even more popular is his being modest, sociable and reliable. Although he is the shortest boy in our group, he is a gifted basketball player. Physically, he is round-faced, pale looking with brown small eyes and short straight hair. He is usually dressed in casual clothes: tight jeans and T-shirts. All those who know him, including classmates and teachers, believe Song possesses the traits of a genius.



2. Think of a gifted person you know (a friend, a classmate, a relative...) and complete this diagram about him/her.



Writing

3. Now, with the information in the diagram, write a descriptive paragraph about the person to your classmates. Here are some useful adjectives.

a. For physical traits:

Height	Build	Age	Face	Eyes	Hair	Clothes
tall	frail	young	round	big	bald	Casual
short	stocky	teenager	oval	round	straight	shabby
medium	slim	middle-aged	wrinkled	blue	curly	smart
	thin	elderly	sun-tanned	small	spiky	tidy
	plump		fair-skinned	narrow	wavy	messy
	fat				black	
	skinny					
	well-built					

b. For abilities and attitudes:

Intellectual ability	Attitudes towards life	Attitudes towards other people
intelligent, bright, clever, smart, able, gifted, talented, brainy...	optimistic, pessimistic, extroverted, introverted, relaxed, tense, sensible, sensitive, practical...	sociable, quarrelsome, argumentative, easy-going, even-tempered, honest, trustworthy, reliable, sincere...

4. Exchange paragraphs with your partner and correct each other's mistakes.

Check if

- ☐ the paragraph includes enough information about the person described.
- ☐ the sentences are short and clear.
- ☐ the verbs are used in the appropriate tenses.
- ☐ the words are spelt correctly.
- ☐ there is correct punctuation.

Do You Manage Time or Does Time Manage You ?

1. Gifted youths usually base their success on time management and organisation in addition to their innate abilities.

It is difficult to set a fixed time table for your life and studies because other factors (like holidays, family and friends, leisure activities) may interfere. Read and follow the suggested steps:

- Plan your weekly timetable so you ensure that time is set aside for study.
- Begin with the fixed commitments set by your school such as the timing set for different school subjects.
- Find a slot in your timetable for out-of-class study (writing assignments, previewing, reviewing, reading, studying for tests and exams...)
- Don't forget to include some time for your social events and leisure activities.



2. Here is a time table, fill it following the previous steps.

	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
7:00							
8:00							
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
6:00							
7:00							
8:00							
9:00							
10:00							
11:00							

3. Share your timetable with your peer and discuss any differences.
4. Set a positive scene or context for your studies. Ask yourself questions like:

Do you prefer to study alone or with peers?
 Do you prefer to study indoors or outdoors?
 Do you study better in mornings or evenings?
 How would you like to learn?



Time is money!

Explore Culture

Did You Know?

1. Despite their world-wide fame as highly gifted, the following people experienced times when they were regarded as “underachievers” , “unqualified” or “unskilled”. Read to find out why.

- a. Chaibia Talal, whose paintings were displayed in the most luxurious galleries, was illiterate.
- b. Mohamed Choukri, a talented Moroccan novelist, didn't learn how to read and write until the age of 20.
- c. Isaac Newton did poorly in elementary school.
- d. When Thomas Edison was a boy, his teachers told him he was too stupid to learn anything.
- e. A newspaper editor fired Walt Disney because he had "No good ideas".
- f. Leo Tolstoy dropped out of college.
- g. Bill Gates, Microsoft founder, dropped out of University.
- h. Louis Pasteur was rated as mediocre in chemistry when he attended the Royal College.
- i. Winston Churchill failed to get the sixth grade certificate.
- j. Einstein was four years old before he could speak, and seven before he could read.

2. What other things do you know about them?

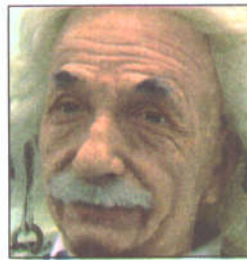
3. What areas did these people excel in when they were young? Do a net search and present what you have found to your classmates.



Mohamed Choukri



Winston Churchill



Albert Einstein



Louis Pasteur

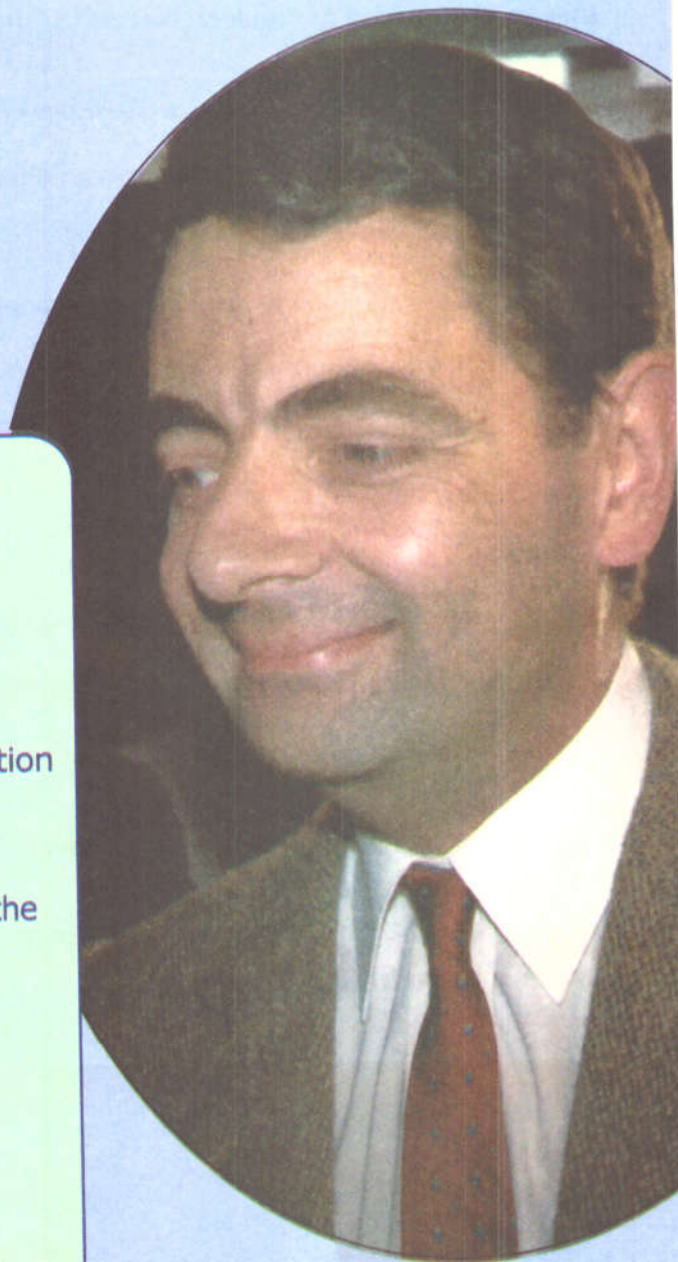
unit

2

HUM

This unit will enable you to

- ☞ enlarge your vocabulary on humour.
- ☞ listen to an artist talking about the qualities of comedians.
- ☞ pick up methods of asking for clarification and ways of expressing a request.
- ☞ take notes and summarise a text about the benefits of humour.
- ☞ review and practise using modals.
- ☞ write a story about a funny incident.
- ☞ improve your skill to learn vocabulary.
- ☞ learn details about two famous Anglo-Saxon humorists.
- ☞ work out an e-magazine.



OUR



POEM

*If we can laugh, our heart-aches disappear!
Our minds become freed of tensions and stress;
If we make others laugh, they lose their fear,
And become dear.
Humour is good for both the young and old;
Humour can turn a foe into a friend.
Humour can help us forget our woes.
Humour can bring an early end to grief.*

Dr John Celes (1957 -)

*foe = enemy
woes = sadness, grief*

www.poemsabout.com/laughter (July 2007)

1. Classify these things from the most to the least humorous for you.

- | | |
|-----------------------------|--|
| a. Jokes | d. TV sitcoms |
| b. Some comedians | e. Comedy films |
| c. Caricatures and cartoons | f. Things that happen to your classmates |

2. Here are words and expressions related to "humour". Match words with definitions.

Words
a. humour
b. a joke
c. humorous
d. an impression
e. to make fun of someone
f. to kid
g. silly
h. witty

Definitions
1. something said to cause amusement
2. an amusing imitation of a famous person
3. to make jokes; to joke with someone
4. funny in an intelligent way; full of fast, humorous responses
5. a short story that causes laughter
6. amusing, funny and laughable
7. tease or laugh at someone in a mocking or unkind way
8. funny in a slightly stupid way; ridiculous



Smile! There's nothing to fret about.

3. Fill in the blanks with words from the exercise above. Watch out for the words forms.

Sandra : By the way, how did you find Jake's moves at the party?

Jan : Oh! He was so amusing! He had a great sense of (a)..... And you?

Sandra : I didn't appreciate his(b)..... . Some of them made me sick.

What about Karen? Didn't you think she was really funny? I was laughing the whole time she was telling the story about her trip to Paris.

Jan : Yeah, her story was quite (c)...., but at times, I couldn't tell if she was (d)..... or being serious.

Sandra : I think she was quite (e)..... her jokes were so intelligent.

Jan : Did you see that guy who was doing the Charlie Chaplain (f)? Wasn't that (g).....?

Sandra : Well, I agree. He was a real idiot! A few people were laughing, but I think that was just because he was making a fool out of himself.



"We had a good laugh!"

your Vocabulary

4. These are some words that express feelings and emotions. Can you distinguish positive from negative ones ?

joy anger gaiety despair delight depression loneliness
 sadness frustration cheerfulness merriment worry vivacity
 calm satisfaction enthusiasm fear optimism jubilation

Positive Emotions	Negative Emotions
joy 	anger

5. Here are some idiomatic expressions used to describe good or bad moods. Put the statements where they belong in the chart below.

- The news of my brother's success really **lifted my spirits**.
- I'm **feeling** quite **down** actually.
- My **heart sank** when I saw the ambulance.
- Things are looking up** today.
- Hind was **in the depths of despair** after she got that terrible grade.
- Sam has been **walking on air** since he won a poetry prize.
- I've been really **low** recently.
- My **spirits rose** when I opened the box and found a nice watch.



She's not in a good mood.

Good mood	Bad mood

Radio Chat

Get involved

1. What do these artists have in common?



Bill Cosby



Rachida Khalil



Gad Elmaleh



Mr Bean

2. Do you know other similar artists?
3. Who is your favourite?
4. What do you like about him / her?

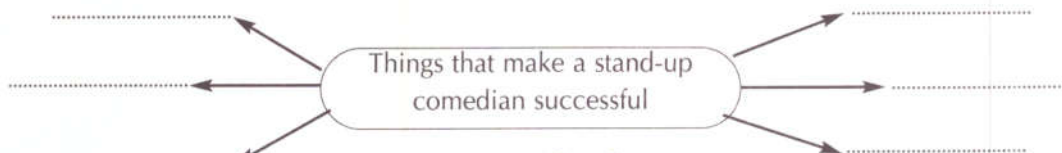
Listen and discover



5. Listen to a radio chat with Joanne Thomson, comedian. Check whether this artist talks m

- a. her life and career as a comedian.
- b. famous comedians throughout history.
- c. the conditions of success for comedians.

6. Listen to the chat again and take notes of th
a successful stand-up comedian.



7. Complete these sentences according to the radio chat.

- a. A stand-up comedian gets the first time he/she gives a live performance.
- b. Even experienced stand-up comedians their acts before they start their shows.
- c. Stand-up comedians learn new and by watching other comedians' shows.
- d. Females have the and to do stand-up comedy, but they prefer other careers.

8. In the radio chat, the artist used informal contractions that people use when speaking casually.

For example, she said : "You gotta have a good sense of humour."

"Gotta" is the contraction of "have got to".

Listen carefully and catch the other contractions.

9. Here are some of the most common informal contractions. Work with your partner and guess from context what they stand for.

- a. Gimme the remote controller, please.
→ "Gimme" =
- b. Are you gonna zap to another channel?
→ "gonna" =
- c. Init a strange story ?
→ "Init" =

- d. It's kinda funny.
→ "kinda" =
- e. Lemme go, dad! It's a great show.
→ "Lemme" =
- f. Do you wanna watch this soap opera ?
→ "wanna" =

Have your say

Do you think females can be successful stand-up comedians? Give some examples.

and Speak

Ask For Clarification

1. While questioning Joanne Thomson, the radio speaker used these expressions. Classify them in the table below. Add more expressions.

Is that so ? Do you mean ...? ... don't they? I can't understand ...
I'm not sure I got your point. Would you clarify that, please ?

Expressions to show Clarification

.....
.....
.....

Expressions to show lack of understanding

.....
.....
.....



"I hope I got it right!!"

2. In pairs, fill in the blanks in the dialogue with expressions from the table.

Sandy : You know what? Lisa is two-faced and she gossips.

George : Sorry,?

Sandy : I mean you can't tell her anything without her telling others about it.

George : My goodness! ?

Sandy : I'm not going to trust her any more because she told me your secret.

George : you'll break up your friendship with her ?

Sandy : No, I won't. But, I'll think one thousand times before I tell her anything from now on.

Do me a Favour, please!

1. Read the exchange and do the tasks below.

Woman: Your music is disturbing the other passengers, would you mind reducing the volume?

Boy : Yes, sure. I wasn't aware it was too loud.

2. Circle the right answer.

- The woman is asking for permission to do something.
- The woman is addressing an order to the boy.
- The woman is asking the boy to do something for her.

3. Which option is correct?

- The boy responded rudely to the woman's request.
- The boy accepted the woman's request.
- The boy declined the woman's request politely.

4. What expression did the woman use? What about the boy?

5. What other expressions can you use to replace theirs? Write them in the table below.

Making Requests	Accepting	Declining
.....		
.....		
.....		
.....		

6. What requests would you make to other people in these situations? Practise with your peers.

- The room where you are sitting is not well aerated.
- You do not know the way to the post office.
- A passenger is smoking in your train compartment.
- You could not hear what a person was saying.

The Magic of Humour

Get involved

Discuss these quotations with your partners.

- "People rarely succeed unless they have fun in what they are doing." Dale Carnegie
- "Find a job you love and you will never work a day in your life." Proverb
- "So long as there's a bit of laughter going, things are all right. As soon as this infernal seriousness heaves up, everything is lost." -D.H. Lawrence
 - a. Do they appreciate 'humour' or not?
 - b. Do you agree or disagree with them? Why?

Read and discover

1. Read the first and last paragraphs of the text. Find out the writer's attitude towards using humour at work and school.



Using humour at work and school is the new wave of this millennium, believing it is healthy, profitable and sometimes necessary. If you are too serious and like to work or study all the time, you may be believing the outdated saying: "If you're having fun, you can't be working." A lot of people believe humour restricts performance at work and school. Logic and experience tell us this is just not the case. People who truly enjoy their work and school can't wait to get there and can't really tell the difference between work and play. This is sometimes confused with being a "workaholic", but the people who are fun loving toward their work are less stressed, do a better job and are filled with satisfaction. They are witty, energetic, creative and positive.

Using your sense of humour at work and school is the perfect tool to get more pleasure out of your day. If you use your humour appropriately, in moderation and if you respect the boundaries of your situation, you will be surprised how quickly it will be embraced and adopted by those around you. In our fast-paced world, people are always looking for solutions to combat stress and fatigue. They often underestimate the power of humour and resort to expensive and sometimes harmful remedies. They fail to realise that humour can produce wonders! To laugh with passion stimulates you mentally, emotionally, physically and spiritually. You feel light, powerful, joyful and at peace with yourself.

Along with those great feelings, come many other benefits:

- Humour reduces stress and boosts morale
- It facilitates change
- It improves communication
- It relieves boredom
- It builds confidence



Always remember to take a break from your work and studies to recharge with fun, smiles and laughter. Being 'over-serious' makes it more difficult to cope with daily tasks.

adapted from: www.humorforyourhealth.com (April 2007)

2. Tick the ideas mentioned in the text. Justify your answers.

- ☐ a. Some people believe that humour should be excluded from work and school.
- ☐ b. People are more productive if they have fun while working or studying.
- ☐ c. Humour and hard work cannot co-exist.
- ☐ d. Humour is sometimes better than medicine.
- ☐ e. Too much seriousness may affect your health.
- ☐ f. Too much humour may hinder people's work or school achievement.

3. Answer these questions according to the text.

- a. What emotional gain do people get if they use humour at work ?
- b. Can you guess from the context what the word 'workaholic' means ?
- c. What are the disadvantages of 'over-seriousness' ?

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

- a. 'there' (paragraph 2) :
- b. 'They' (paragraph2) :

5. Without going back to the text, complete the following table in your own words.

Benefits of Humour
.....
.....
.....
.....
.....
.....

Have your say

Do you approve or disapprove of using humour at school ?

Provide arguments to support your point of view, and share them with your partners.

You must do it!

1. Read the dialogue and answer this question.

Why can't Brahim and Anna meet after the phone call?

Brahim, a fan of Mr. Bean, has just arrived in England to attend a humour festival. Now he is having a phone call with Anna, one of his English friends.

Brahim : Hello, Anna. This is Brahim. How are you doing tonight?

Anna : I'm Fine. I'm so glad to hear you, Brahim. How was the trip to London? You must be tired now.

Brahim : I came by plane.

Anna : I know. Shall we meet now?

Brahim : Not now; I have to get some rest first. We could meet this evening and go to see Mr. Bean's latest show.

Anna : All Right. That's a good idea. I haven't seen it yet.

Brahim : Thanks a lot Anna.

Anna : You needn't mention it. Welcome to London. With the Internet we could stay in contact all the time. Is there an internet connection at the hotel?

Brahim : Unfortunately not.

Anna : You should have booked a wired room earlier. But don't worry. We will arrange things together.

Brahim : Ok Anna. See you soon.

Anna : Ok Brahim. Bye.

2. Read the dialogue again and underline the modals.

3. Read the dialogue again and choose the suitable explanation of the given statements.

A. "Brahim must be tired" means

- a. Brahim is not tired.
- b. Brahim is certainly tired.
- c. Brahim can't be tired.

B. "Brahim should have booked a wired room" means

- a. It was impossible for him to book a wired room.
- b. It wasn't necessary for him to book a wired room.
- c. It was advisable for him to book a wired room.



Thanks a lot Anna

Grammar

C. "We could meet this evening " means

- a. It's impossible to meet.
- b. It's difficult to meet.
- c. It's possible to meet.

4. Fill in the blanks with the following modals.

had to - can't - should have - should - may

- a. Brahim _____ phoned Anna before going to London.
- b. Brahim _____ go to the cybercafé to chat with Ann. There was no Internet connection at the hotel.
- c. Brahim and Anna _____ meet this evening. They aren't sure.
- d. As Brahim is fond of Mr Bean, he _____ miss his show before going back to Morocco.
- e. Brahim told Anna: "To give a comic performance, comedians _____ use their imagination."

5. Choose the best answers to complete the sentences. Justify your choice.

- a. The audience has been watching Mr. Bean's film for more than two hours. The film _____ be interesting.

a. must

b. mustn't

c. can't

- b. I want to watch Mr. Beans' film but the CD player isn't working. The children _____ damaged it.

a. must be

b. mustn't have

c. must have

- c. If Brahim doesn't have a password, he _____ have access to the humorous web sites.

a. can

b. can't

c. couldn't

- d. Yesterday, Brahim and Ann _____ stay late to watch the film.

a. have to

b. have got to

c. had to

- e. "We _____ book the tickets for the next show in advance - they may sell out quickly." Anna told Brahim.

a. would

b. should

c. ought

- f. The man sitting in front of us in the theatre burst into laughter. He _____ enjoyed the show.

a. must be

b. must have

c. mustn't have been

- g. _____ we move to the front seat? We could hear better.

a. Shall

b. Should have

c. Ought to

Tell us the Whole Story !

1. Read this funny story and complete the chart below.

Which Way Home ?

Several years ago, our English teacher tried hard to get us develop some link between what we learned in class and our immediate environment. One day, she proposed that each student make a sketch of the school and then draw a map of the town. After drawing the map, we were to write a short paragraph giving directions from school to home. Youness, one of my classmates, failed repeatedly to figure out how to write the directions to his house despite the teacher's help. Ms Nejjari, our teacher, became angry. She finally asked Youness with a bit of disbelief : "How do you get home after school?" He looked at her with a straight face and a twinkle in the eye, and then said : "Well, I take the bus, Miss!"

Nadia

The main elements of Nadia's story

Date	.....
Place	.....
People involved	.....
Main events	..... ..... ..... ..... .....
Expressions used to link events	..... .....

Writing

2. Fill in this chart with details about a funny incident in your life.

Date of the incident	.....
Place	.....
People involved	.....
Main events	..... ..... ..... .....
What was funny	.....

3. With the information in the chart, write the story of this funny incident for your school magazine.

4. Use this checklist to edit your story.

- Make sure you have mentioned the time, place and people involved.
- Check if the events are logically related.
- Verify your verb forms. Simple past tense is recommended in narrating past events.
- Check your punctuation.

Have fun

Read the exchanges below and answer this question:

What is the boy's ambition?



An ambitious boy

Father: Now, Bill, What would you like to be ?

Bill: I know what I should like- but you wouldn't let me!

Father: What is it? –A lawyer?

Bill: No, it ain't a lawyer.

Father: A surgeon?

Bill: No.

Father: A pilot?

Bill: Nor that either.

Father: What then?

Bill: A clown!

Study Vocabulary Effectively

1. Vocabulary learning is an important skill for communication.

These suggestions can help you learn vocabulary effectively:

- Read, read and read. The more you read, the more words you will learn.
- Use the new vocabulary whenever and wherever it is possible.
- Become familiar with the dictionary entries and be aware that there are multiple meanings for words.
- Use the techniques and strategies suggested later to find out and remember the meaning of words.

2. Tips and techniques to boost your vocabulary:

a. Use context. Consider this sentence about humour:

A lot of people believe humour **hampers** performance at work and school.

The word 'hamper' might be a difficult word. But, if we use the context in which the word appears, we might guess its meaning. Context can provide a synonym, an antonym, a definition, or a description of the word.

b. Use the structure and form of words.

Knowing the parts of words—prefixes, roots, suffixes—helps you understand the meanings of whole families of words. Study and complete this chart.

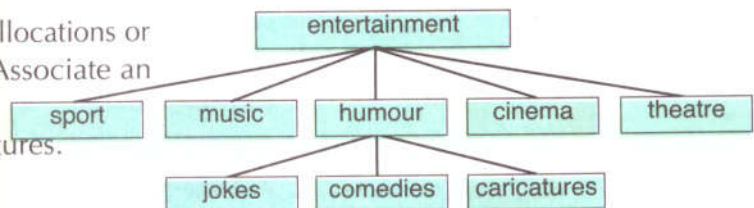
Word	Parts of the word	Meaning
Outdated	Out + dated	Out of date = not current
workaholic		
Underestimate		
Harmful		
over-serious		

c. Use classification processes.

Classify the vocabulary in categories and charts to help you learn and remember it.

d. Use associations.

Associate words together to make collocations or phrases that are easy to remember. Associate an idea or a part of the word with its meaning. Associate words with pictures.



e. Use a dictionary.

To find exactly what a word means look it up in the dictionary. You may find a variety of definitions for a word; go back to the original context in the reading text in this unit to be certain to choose the appropriate sense or meaning. Practise with these words from the same text.

Word	Definitions in the dictionary	Appropriate definition to the context
wave		
boundaries		
embraced		
boosts		

Explore Culture

The Kings of Humour

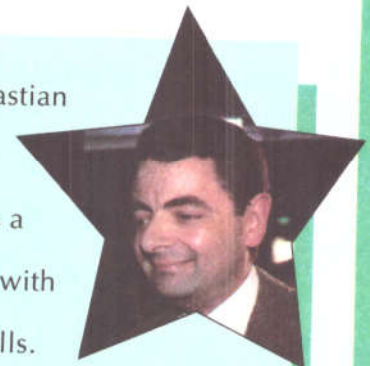
Read the two texts about Charlie Chaplin and Mr Bean, and answer the questions below.



Charlie Chaplin (1889-1977) -the English film actor, director, producer, and composer- achieved universality through his performances

in silent films, and is often called the most creative individual in film history. His full name was Sir Charles Spencer Chaplin.

Chaplin first appeared as a child in music halls and pantomime. In 1910 he toured the United States with a pantomime troupe and decided to remain there. Chaplin appeared on the screen in 1913, wearing baggy trousers, enormous shoes, and a bulky hat and carrying a walking cane. And so was introduced his now world-famous "little tramp" character. He played this classic role in more than 70 films.



Atkinson Rowan Sebastian (1955-), publicly known as Mr Bean, is a comedian and actor with exceptional mime skills.

Very few people know he studied engineering at Newcastle University, and took a higher degree at Oxford University.

With his mobile body and facial grimaces, Atkinson was able to extract humour from the simplest situations. He leapt to national fame when he appeared in *Not the Nine O'clock News* (1979-1982) on BBC2. But, he gained world-wide fame through his funny one-man shows which are still broadcast on TV channels throughout the globe.

1. What new things have you just learned about these two humorists?
2. What have they got in common?
3. What do you like about them?
4. What Moroccan artists do Mr Bean and Charlie Chaplin remind you of? Why?

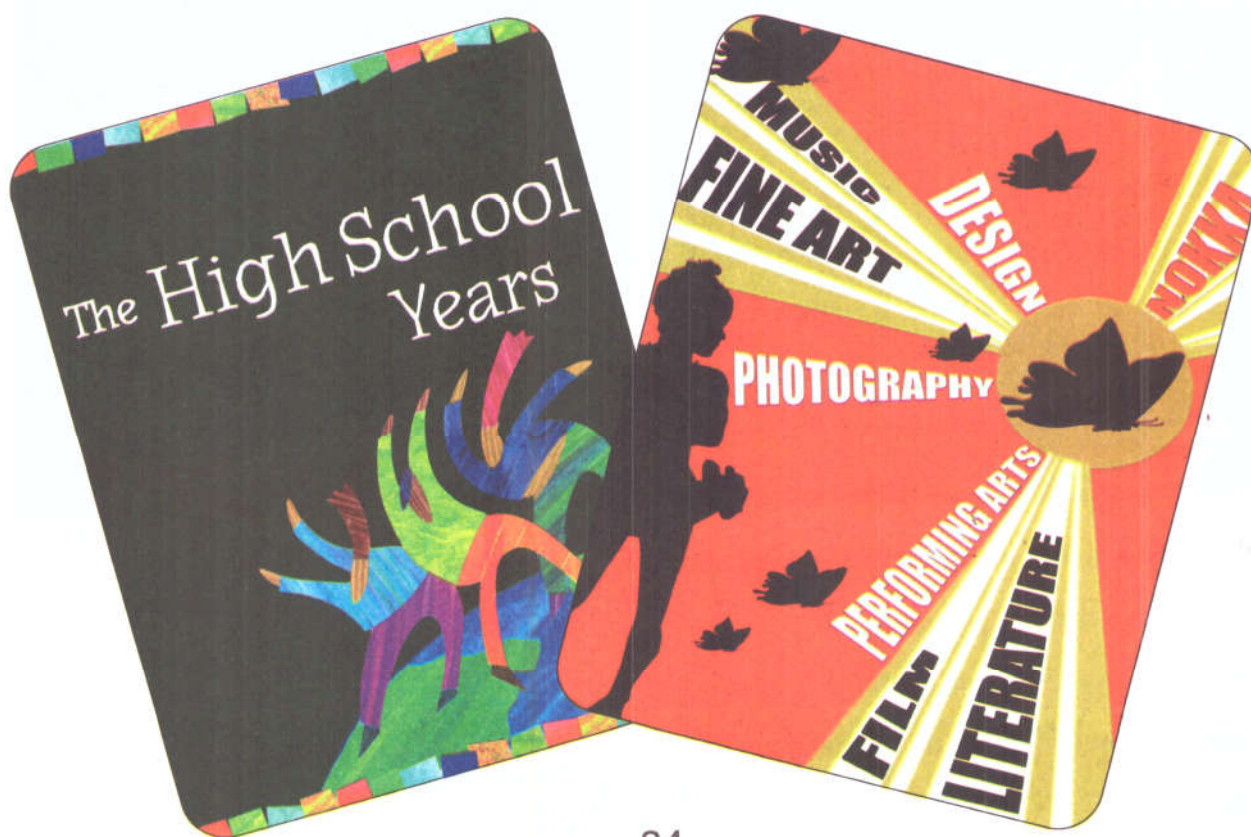
Work out your Project

E-magazine

What makes your talents even more interesting is your ability to share them with others. Keeping your talents to yourself will not make them grow and flourish. You should look for adequate media to express your gift and make the others aware that you have one. A suitable medium may be your school e-magazine. You don't have one? Take the initiative and design one.

☛ **Here is a suggested procedure to design a school e-magazine for your school.**

- Elect your e-magazine staff. Students who will take charge of the magazine should preferably possess some computer skills.
- Agree on an appropriate title.
- Compromise on the magazine's rubrics: poetry, short stories, caricatures, hobbies...
- Hold a campaign to publicise your e-magazine.
- Encourage students to participate.
- Sort out and refine students' contributions.
- Ask your teachers for help and guidance.
- Launch the e-magazine.
- Update your e-magazine regularly.



1. Tick formulas of agreement, cross those of disagreement and circle those of indifference.

- | | |
|---|--|
| ☐ I'm for it. | ☐ I'm opposed to it. |
| ☐ I don't really care. | ☐ I share the same view. |
| ☐ I'm in favour of it. | ☐ There's no way I can accept that. |
| ☐ It doesn't concern me. | ☐ I can't argue with that. |
| ☐ I'm against it. | ☐ I'm certainly with you on that. |

2. Fill in the blanks with: should, has to, don't have to, might, must. (More than one answer is sometimes possible.)

- There's no school tomorrow, so the children go to bed early.
- Lucy feels sick now, so she take her medicine.
- I can't go out tonight. I study for my exam.
- My car doesn't work, so I take the train.
- She wear glasses, otherwise she can't see him.
- You shout because I can hear you.
- We travel tomorrow if the weather is nice.

3. Which words can you associate more with 'GIFT' and which can you associate more with 'HUMOUR'?

*amusement fun expertise skill genius joking faculty entertainment power talent
aptness kidding pleasantry competence light-heartedness laughter*

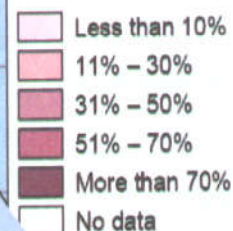
Gift	Humour
.....	
.....	
.....	
.....	

4. Choose the infinitive or the gerund.

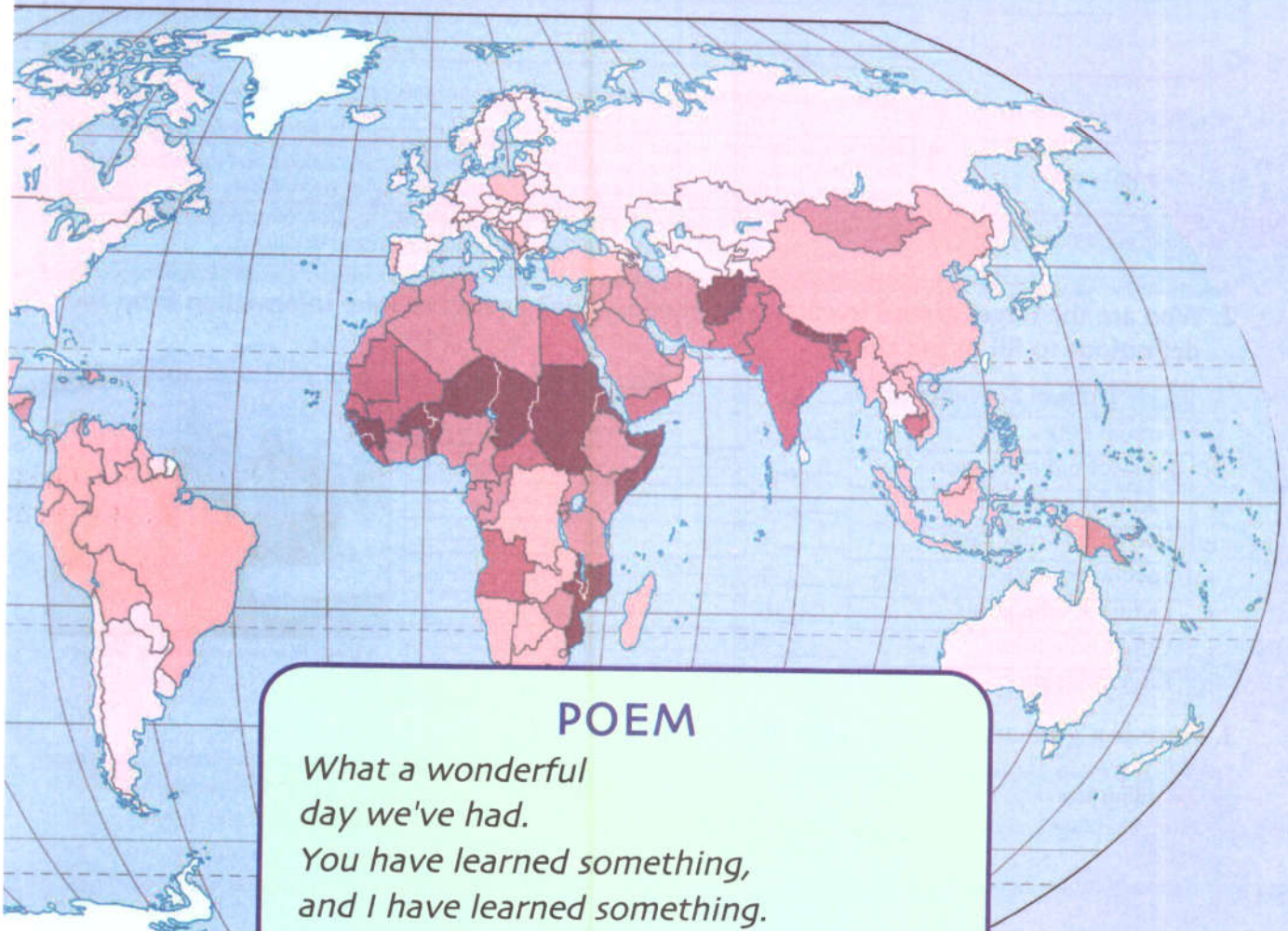
- When you come to the crossroads, stop there.
1- Remember to stop at the crossroads. 2- Remember stopping at the crossroads. 3- Both possibilities are correct.
- Yesterday she read the first pages of her new book.
1- She began to read her new book. 2- She began reading her new book. 3- Both possibilities are correct.
- I was talking to Marc. But when my friend came in, I could not talk to Marc anymore.
1- I stopped to talk to him. 2- I stopped talking to him. 3- Both possibilities are correct.
- I wanted to write a letter, but I didn't know what to write. (So in the end, I didn't write one.)
1- I tried to write a letter. 2- I tried writing a letter. 3- Both possibilities are correct.
- I am sorry now for something I said earlier on.
1- I regret to say this. 2- I regret saying this. 3- Both possibilities are correct.
- The joke was so funny, that he burst out in laughter.
1- He started to laugh. 2- He started laughing. 3- Both possibilities are correct.

This unit will enable you to

- 👉 review and expand vocabulary related to different forms of education.
- 👉 listen to an interview with the Chairman of the UNESCO about illiteracy.
- 👉 review and learn ways of expressing purpose.
- 👉 interpret graphs about illiteracy in Morocco.
- 👉 read a success story about a woman who has combated illiteracy.
- 👉 learn about the structure and use of the past perfect.
- 👉 learn about and practise using a reading comprehension method (SQ4R).
- 👉 explore literacy/illiteracy status in the U.S.A. and England.

**Illiteracy Among Th
15 Years of Age and**

AND NON-FORMAL EDUCATION



POEM

*What a wonderful
day we've had.
You have learned something,
and I have learned something.
Too bad we didn't
learn it sooner.
We could have
gone to the movies instead.*

*(Balki Bartokomous, 1964, a fictional character
on the sitcom Perfect Strangers)
www.mcwilliams.com/books/quotes/qt-l.htm*

Unit 3

FORMAL, INFORMAL AND NON-FORMAL EDUCATION

Expand

1. Do you know these types of education ? Match the type with its definition.

Types of Education		Definitions	
a	Formal education	1	the whole range of educational activities taking place in various settings (formal, non formal and informal), that aim to meet basic learning needs such as reading, writing and arithmetic.
b	Non-formal education	2	is the structured educational system provided by the government for students, running from primary school through the university.
c	Informal education	3	refers to learning and teaching programs that are organized in school-like settings, but are not part of the formal system of education. It provides basic education for children or adults not attending schools.
d	Vocational education	4	is a broad term for special practices, procedures and theories used in the education of children who have been identified as gifted or talented.
e	Special education	5	describes an educational alternative that focuses on the teaching of students with special (behavioural, health, academic or physical) needs that cannot be met using traditional programs or techniques.
f	Inclusive education	6	prepares learners for careers or professions related to a specific trade, occupation or vocation.
g	Gifted education	7	refers to learning that occurs outside of school-like settings in the context of daily life and work. It is a lifelong process whereby individuals acquire knowledge, skills, attitudes and values from daily experience and the educational influences and resources in his/her environment.
h	Basic education	8	is education that addresses the learning needs of children, youth and adults - especially those who are vulnerable to marginalization and exclusion.

2. Who are the target groups in each type of education? Extract or infer information from the definitions to fill in the chart.

Types of Education		Target Groups	
a	Formal education	→ 1	students
b	Non-formal education	→ 2	.....
c	Informal education	→ 3	.....
d	Vocational education	→ 4	.....
e	Special education	→ 5	.....
f	Inclusive education	→ 6	.....
g	Gifted education	→ 7	.....
h	Basic education.	→ 8	.....



A group of women combating illiteracy

3. Here is a glossary of words related to education.

Boarding school : a school where some or all students study and live away from their home and family.

Literacy (opposite : illiteracy) : the ability to read and write. In modern context, a literate person is someone who can use a personal computer too.

Critical thinking : logical thinking that draws conclusions from facts and evidence.

Portfolio : the collection of student work (such as written assignments, drafts, artwork, and presentations) that represents competencies, exemplary work, or the student's developmental progress.

Problem solving : a method of learning in which students evaluate their thinking and progress while solving problems.

Dropouts : students who left school without completing basic education

your Vocabulary

Compulsory : obligatory. If something is compulsory, you must do it.

Skill : an ability, usually learned, to perform actions.

Note taking: writing pieces of information related to study, in an informal or unstructured manner.

E-learning : learning based on both computer and communication technology. Such devices can include personal computers, CD ROMs, digital television, the use of the internet, email, discussion forums.

Brainstorming : an approach for producing ideas in a group by letting the mind think without interruption.. As ideas come to the mind, they are captured and stimulate the development of better ideas.

Gifted : having superior mental ability or intelligence.

Active learning : students learn by doing things, rather than sitting at their tables reading, doing exercises, or listening to a teacher, inside or outside of school.

Universal values : honesty, integrity, tolerance, and other values believed to be common to all the world's cultures.

Cooperative learning : students of differing abilities work together on an assignment and each student has a specific responsibility within the group.

Partnership : a relation in which two or more people, organisations or countries work together as partners.

4. Fill in the blanks with appropriate words from the glossary.

- a. Nada is considered a student by her teachers; she does all arithmetic operations without using any calculator.
- b. Many NGOs have been actively involved in educational programs to increase adult
- c. A good way of assessing students' development is to have a look at their
- d. As our family used to live in the countryside, I had to go to a
- e. Primary education in Morocco is ; parents must send their children to school.
- f. Our government signed a with many NGOs to work together to combat illiteracy.
- g. is gaining ground over classical learning as more and more technology is used in education.
- h. More efforts should be made to encourage..... to return to school.

Listen to the Chairman of the UNESCO

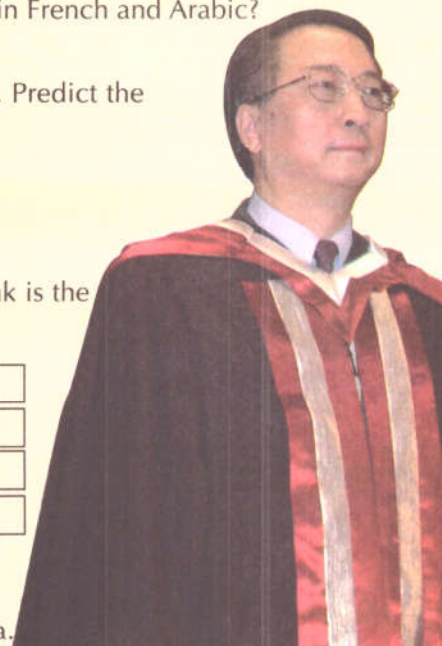
Get involved

1. Do you know what 'UNESCO' stands for? What are its equivalents in French and Arabic?
2. What are some of UNESCO's objectives?
3. You are going to listen to an interview with UNESCO's chairman. Predict the questions the journalist will ask him.

Listen and discover



4. Listen and check your predictions.
5. From the three questions of the interviewer, select the one you think is the most important to
 - someone who is responsible in the Chinese government. → ☐
 - someone from the countryside in China. → ☐
 - an activist against war and instability. → ☐
 - an activist for literacy in Africa. → ☐
6. Work in groups and discuss your selections and arguments.
7. Listen again to the first question and answer from the interview.
Find out how the government was able to reduce illiteracy in China.
8. Listen again to the second question and answer from the interview. How are countries in sub-Saharan Africa similar to rural areas of China?
9. Listen again to the third question and answer from the interview. What are UNESCO's main concerns?



Have your say

10. What conclusions can you draw from the interview to reduce illiteracy in Morocco? Work in groups to make a list of suggestions to our government and organisations.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) was established on November 16, 1945. It is actively contributing to the achievement of the Goals of the United Nations aiming to



- achieve universal primary education.
- reduce the proportion of people living in extreme poverty.
- eliminate gender disparity in primary and secondary education.
- ensure environmental sustainability.
- combat HIV/AIDS, malaria and other diseases.

Express Purpose

1. Notice and study the following sentences.

- The journalist met Mr Zhang **to interview** him.
- The journalist met Mr Zhang **for an interview**.
- This means that we need to double our efforts and our investments **in order to achieve** the same results.
- This means that we need to double our efforts and our investments **so as to achieve** the same results.
- This means that we need to double our efforts and our investments **so that we can achieve** the same results.
- Posters and brochures are used **to convince** people to study.
- Posters and brochures are used **for convincing** people to study.

2. What type of wh- questions do most of the previous sentences answer?

3. Complete the following chart with examples of expressing purpose.

STRUCTURE	EXAMPLES
to + infinitive for + noun for + ... ing	
in order to + infinitive so that + modal so as to + infinitive	

4. Match a sentence from A with a sentence from B to make a new one. Vary your structures.

A

Our government opened new schools.
They use the media.
They make a great effort.
Radio and television are also used.
Adults go to literacy classes.

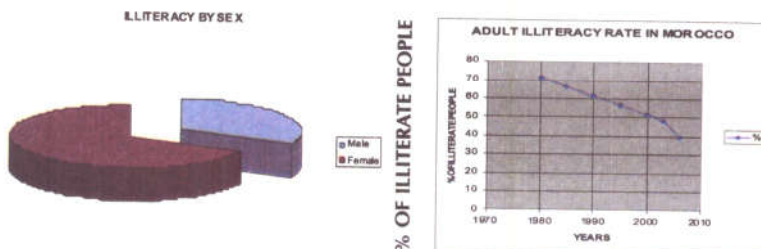
B

They want to learn how to read and write.
They wanted to reach people everywhere in the country.
They wanted to encourage more children to attend school.
They want to reduce illiteracy rates.
They want to sensitise people to the advantages of literacy.

5. Practise with your peer. Think of four why-questions to ask him/her and be ready to answer his/her questions.

Get involved

1. Work in groups and interpret the following graphs. Answer questions like : Is illiteracy increasing or decreasing? Who are the groups mostly affected by illiteracy?....



2. Tell your class about an adult who started studying late in his/her life.

Read and discover

3. Read the subtitles, look at the pictures and predict what the text is about.
4. Skim through the text to check your prediction.

Literacy Lights the Way



Last month, Zahra, a 40-year-old woman stood up in front of a microphone to read a speech that she had written herself. Six years ago, she had to pay someone to read letters for her. The newly-literate woman began her speech: "My name is Fatima Ezahra, but people call me Zahra. I am from a small isolated village in the mountains." Then, with a huge smile on her face and her hands wildly animating her speech, she told the audience about how literacy changed her life.

A Difficult Childhood

"My parents were poor," Zahra says, "and it was hard for us to go to school." But poverty wasn't the only factor keeping Zahra and her sisters from school. Zahra was briefly enrolled in school but never learned to read or write. Two events cut her off from formal education. First, both her sisters dropped out to get married. "This angered my father," she said. "He didn't want to pay for our schooling if we were just going to get married." Then, her mother became ill, and Zahra had to care for her. "In our community, girls work as maids and boys work in the fields," she explained. "Parents just don't send their kids to school."



In the big town

With her few skills, Zahra had trouble finding employment and eventually left for the big city to work in a textile factory. Money was not her only problem, she also lacked confidence. "I was shy and I was ashamed," she told the audience.

Zahra's life changed when her husband encouraged her to join a literacy circle run by an organisation that works in partnership with the ministry of education. The group of 24 people learned to read together, gain livelihood skills, and learn about health and nutrition. The literacy circle works under the assumption that literacy is necessary for greater participation in economic, social and political life. Zahra credited the literacy circle with helping her gain the communication and managerial skills that enabled her to participate actively in her community. She smiles when describing one of her proudest accomplishments – a letter that her circle wrote to a health association asking for medical help for local children. As a result, 55 children who were gravely ill received medical treatment. "Before, we never had the possibility to do something like this ourselves," she added.



An Example to follow

Zahra's success has encouraged other members of her family to start learning too. Her husband is now a part of her literacy circle as are her two teenage sisters. Even her father has been convinced of the importance of learning. And the effects carry on to the neighbourhood. She has become a symbol and an example of literacy success among organisations and ministry officials; they usually ask her to give speeches on her experience to encourage others to learn, study and participate in community life.

Adapted from: Education today, The Newsletter of UNESCO (May 2007)

5. Read the text again and find out the main sentence in each section.

6. Find out if these sentences are true or false. Justify your answers.

- Zahra was enthusiastic while speaking to the audience.
- Zahra dropped from school because her father was poor.
- Thanks to her husband's help, Zahra joined the literacy group.

7. Answer the following questions.

- Why did Zahra have to pay someone to read her letters?
- Who helped Zahra to be confident and have a strong personality?
- How did Zahra and her circle help 55 children receive medical care?
- Is the writer of this text enthusiastic, neutral, or critical towards Zahra's story? Justify.

Have your say

8. Discuss in your class ways you can use to help illiterate people in your area to learn how to read and write.

I had done it before

1. Read the following sentences and underline the events which happened first.

- After my aunt had done a lot of housework yesterday, she went to her literacy class.
- When she met Nadia then, she told her she had learnt her lessons.
- She had never been so motivated before she benefited from this programme.
- She felt tired because she had been working a lot all the week.
- Last month, she got a prize from the association because she had made great efforts.
- Nadia had studied for ten years before she got married.

2. Reread the sentences above and fill in the following table.

Simple Past	Past Perfect simple/continuous
went	had done/had been doing

3. Support the following uses of past perfect with examples from the sentences above.

- The past perfect is used to show that one event happened before another. ☐
- The past perfect is used to show cause and effect. ☐
- The past perfect is used in reported speech. ☐
- The past perfect is used to show that something started in the past and continued up until another action in the past. ☐

4. Put the verbs between brackets in the past (simple or perfect).

- Nadia (never read) such an interesting story before she moved to university in Spain.
- (Nadia - ever - study) Spanish before she moved there?
- She (be) there once as a tourist.
- She only understood the text in Spanish because she (read) it twice.
- She (get) a good mark because he had revised well before.
- She (have) a part-time job for two years before she finished her studies.
- She (read) a novel for ten continuous hours when she went to bed.

Grammar

5. Rewrite these sentences following the example.

Example: We got in the classroom. The teacher started the lesson.

→ After we had got in the classroom, the teacher started the lesson.

→ Before the teacher started the lesson, we had got in the classroom.

- Zahra finished her homework. She went to bed.
- Her father turned off the TV. She finished watching a programme about non-formal education.
- Zahra started to revise her lessons at 5:30. At 6:00, her friend, Nadia knocked at the door.
- Zahra set up a small enterprise. She became an educated woman.
- Many illiterate people got enrolled. The ministry of education launched a literacy programme.

REMEMBER

☞ The past perfect simple is used

1. to clarify the order of two past actions. The first action uses the past perfect. The second action uses that past simple.

Example: I wasn't hungry when I came home from school. I **had eaten** on my way home. (I ate before I came home)

2. to state that an action which occurred in the past was completed before a second action in the past started.

Example: I was very tired when my friends came to pick me up. I **had worked** all day.

3. in reported speech.

Example: Our teacher told us that he **had studied** in Casablanca for 10 years.

4. in conditional type three.

Example: If my grandmother **had gone** to school, she would have had fewer children.

5. to express a past wish.

Example: My grandmother wishes she **had gone** to school.

☞ The past perfect continuous is used to indicate that a process or an activity was/wasn't taking place before something else happened.

Example: Before he retired, he **had been doing** a lot of business in many countries.

Report on Dropping out from School

1. Study the following table about a seminar on students' dropping out of school in rural areas. Then, answer the questions below.

Organisers	Local Education Authorities
Topic	Dropping out in countryside schools: causes and solutions
Date	November 20th
Place	Town Hall conference room
Participants	Educators, parents' associations, political officials
Attendance	200 people approximately
Activities	Mini-lectures, workshops
Main ideas	Some Causes of the phenomenon: ->poverty ->schools situated far from houses ->children needed in farm work and household chores... Recommendations: ->Encourage drop-out students to return to school ->Support poor families to be able to send their children to school ->sensitise parents and children about the importance of schooling...
Evaluation and Reactions	Seminar: fruitful and successful Participants: Some satisfied with results Others call for further action

- What was the Seminar about?
- Who are drop-out students?
- When did the meeting take place?
- Who were involved in the Seminar?
- What were the main recommendations of the seminar?



2. Complete this sample report with information about the seminar.

(title).....

The Town Hall conference room was the destination of hundreds of people last

The occasion was a seminar organised by The seminar revolved around an urgent topic:
..... Participants, including and
..... attended the meeting. The audience reached the estimated figure of

Writing

The activities included and
 The participants agreed that there were three main causes of dropping out of schools in rural areas. The first one is The second cause is
 And the third cause is
 The participants concluded the seminar with urgent recommendations. They suggested that the Ministry should and
 All those who attended the seminar agreed that it was and Most of them were and many others

3. Use the information in the table to write a report about this seminar for your school magazine. Here are tips on how to structure your report:

- Title:** This should be short and precise. It should give the reader a general idea about the content of the report.
- Introduction:** The introduction sets the scene for your report by giving the reader details (date, place, participants.)
- Body:** The body is the main part of your report. It should include the main ideas it is usually limited to one paragraph.
- Conclusion:** In the conclusion, you evaluate the success of the event and the reactions of the different participants.

4. Now that you have finished your first draft, exchange it with your peer.

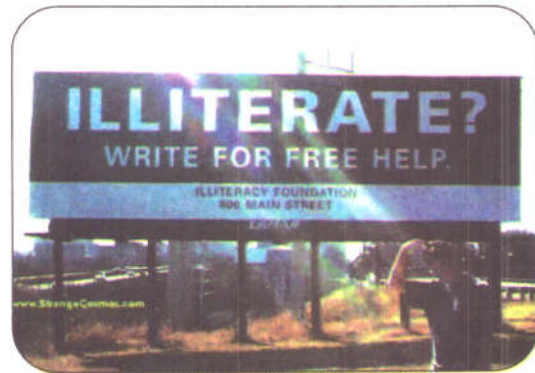
5. Check if

- | | |
|--|--|
| ☐ the report includes a precise title. | ☐ the verbs are in the right forms. |
| ☐ the introduction includes enough details. | ☐ the spelling is correct. |
| ☐ the body is clear and informative. | ☐ there is enough punctuation. |
| ☐ the conclusion is short and relevant. | |

Have fun



Caricature by Jeff



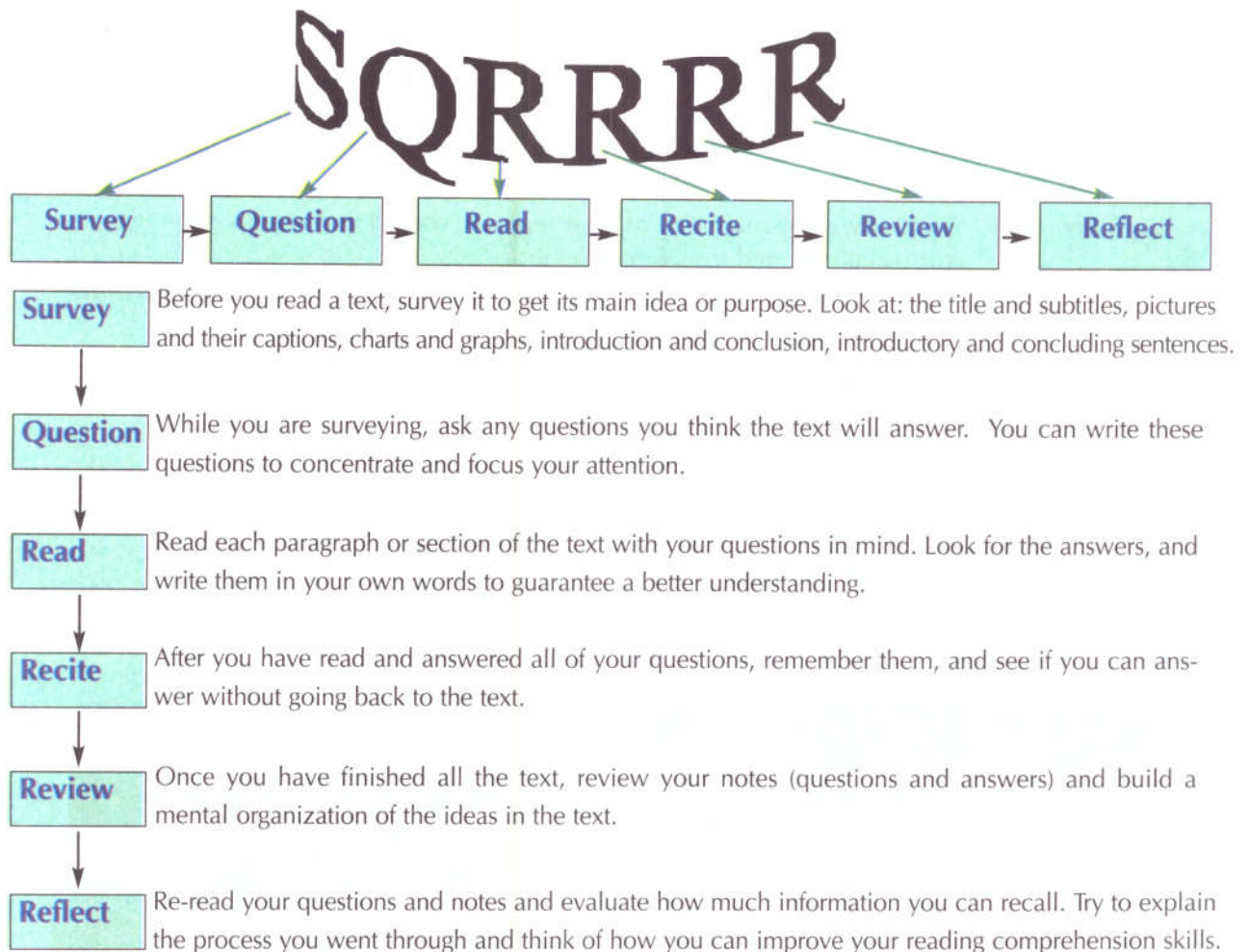
Can an illiterate person write?!

Improve your Reading Skills

1. Below are ideas that some people have about reading. Read each statement and then decide if you agree ☒, disagree ☒, or don't know ☐.

- a. To understand a text you must understand all the words in it. ☐
- b. While reading our eyes must identify letter by letter and word by word. ☐
- c. Reading comprehension depends on our personal abilities which can't be controlled or improved. ☐
- d. Reading comprehension depends on what the reader already knows about the topic. ☐
- e. You should read a text from the first word to the last word to identify its topic. ☐
- f. The only way to find out the meaning of a new word is to look it up in a dictionary or ask the teacher. ☐

2. Here is a method (called SQ4R) that can help you improve your reading skills. Discuss it in class.



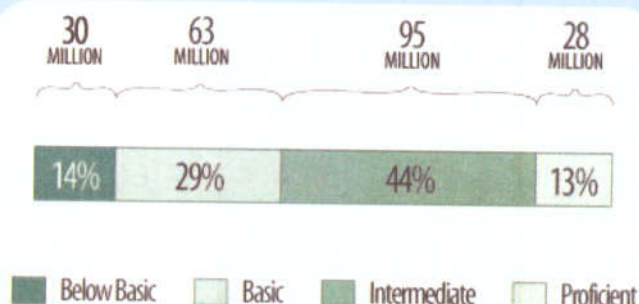
3. Read the text "Promoting your talent" (page 156) and apply the SQ4R method.

Explore Culture

Adult Literacy in the U.S.A and England

1. Notice and Study. Is illiteracy high or low in both countries?

Literacy levels among 16 to 65-year-olds in the U.S.A.



Below Basic: no more than the most simple and concrete literacy skills
Basic: can perform simple and everyday literacy activities
Intermediate: can perform moderately challenging literacy activities
Proficient: can perform complex and challenging literacy activities

The 2003 National Assessment of Adult Literacy

Literacy levels among 16 to 65-year-olds in England.



Cambridge Harvard Square

Level		%	number
An adult classified at this level...			
Entry level 1 or below			
Understands short and simplified texts on familiar topics.		3	1.1m
Entry level 2			
Understands short straightforward texts on familiar topics.		2	0.6m
Entry level 3			
Understands short straightforward texts on familiar topics accurately and independently		11	3.5m
Level 1			
Understands short straightforward texts of varying length on a variety of topics accurately and independently		40	12.6m
Level 2 or above			
Understands a range of texts of varying complexity accurately and independently		44	14.1m

(Skills for Life national needs and impact survey, DfES, 2003)

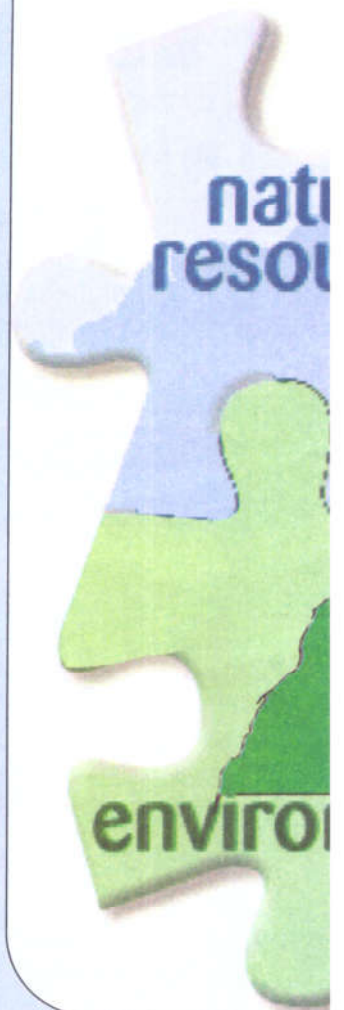
2. Discuss in class the previous figures. Compare and contrast literacy in England and the U.S.A.
3. Compare these figures with Moroccan ones.

Unit

4 SUSTAINABLE

**This unit will
enable you to**

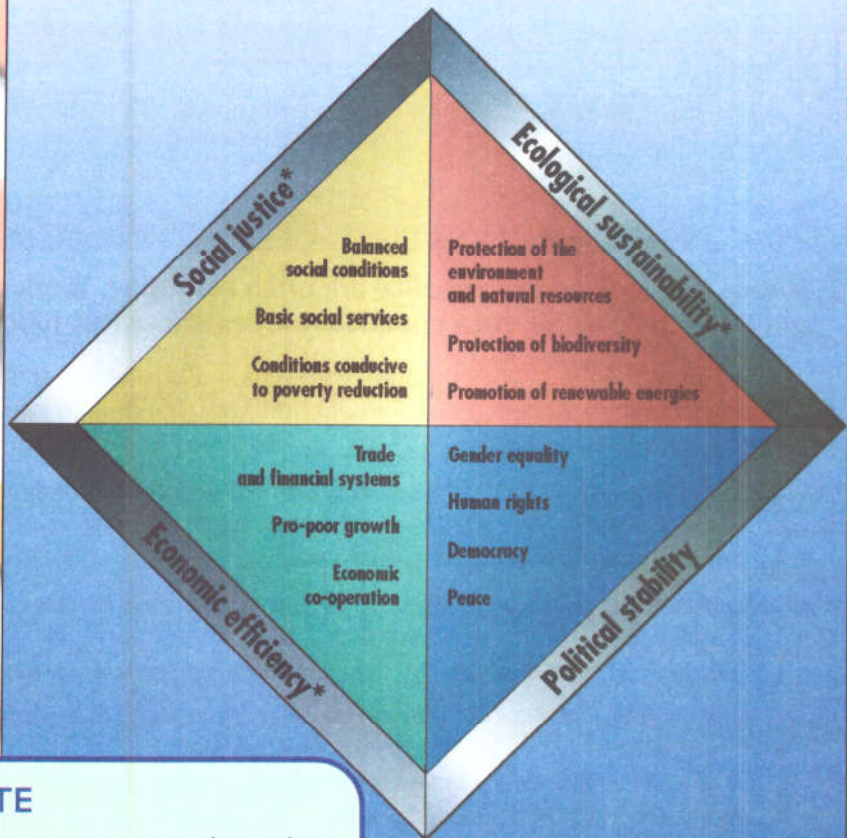
- 👉 learn and expand vocabulary about sustainable development.
- 👉 listen to a press conference and take notes.
- 👉 express cause and effect.
- 👉 survey, read and take notes from a text.
- 👉 learn and use the future perfect.
- 👉 write a formal letter.
- 👉 learn how to navigate the Internet.
- 👉 explore culture and read about sustainable development across the world.
- 👉 produce a booklet.



DEVELOPMENT



**Social, economic, ecological
and political development go together**



QUOTE

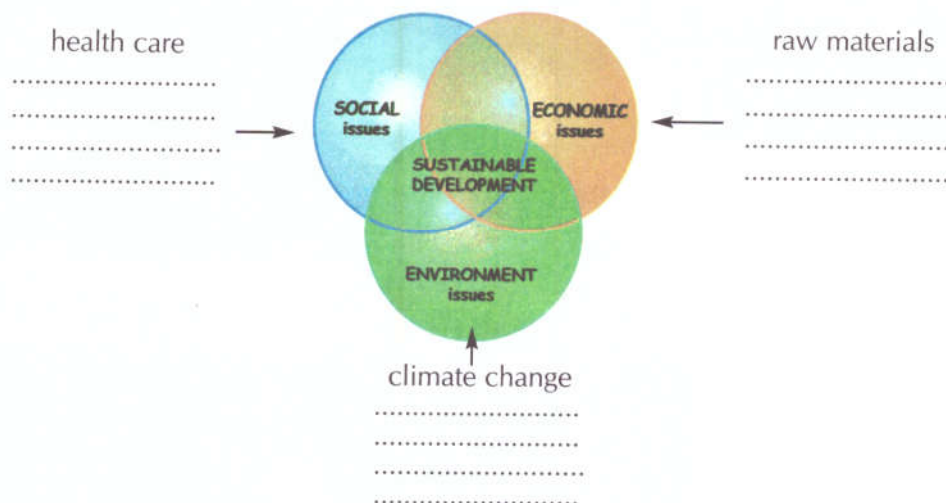
*"We do make a difference - one way or the other.
We are responsible for the impact of our lives.
Whatever we do with whatever we have, we leave
behind us a legacy for those who follow."*

Legacy = inheritance

Stephen Covey (1932 -)

http://www.sustainable.org/information/quote_archive.html(May 2007)

1. Categorise the phrases in the box below into three sets as shown in the diagram.



health care
water pollution
social justice
climate change
raw materials

micro enterprises
money investment
forest preservation
ecological crisis
poverty elimination

energy preservation
recycling waste
transport infrastructure
property rights
equal pay for women

2. Words that look and sound alike are often confusing. Work with your partner to match (a) and (b) with (i) or (ii), then complete the sentences that follow with the correct word.

- A { a. capitol (i) money with which a business is started
b. capital (ii) parliament building; building in which the United States Congress meets
My friend needs a big _____ to invest in his new business.
- B { a. collaborate (i) confirm to be true; reinforce; certify
b. corroborate (ii) work together
With the help of micro-credits, rural women _____ with each other and set up small enterprises.
- C { a. affluent (i) stream flowing from a river or lake, discharge of sewage from a factory
b. effluent (ii) wealthy
The U.S.A is one of the most _____ nations in the world, yet some Americans live in extreme poverty.
- D { a. indigent (i) native; belonging naturally to a place; originating from a place
b. indigenous (ii) poor; impoverished
In order to sustain development in rural areas, the government should be concerned about _____ people who lack basic necessities.
- E { a. compulsive (i) uncontrollably urged to act
b. compulsory (ii) obligatory
Education in Morocco is _____ to the age of 16.
- F { a. assistance (i) aid, help
b. assistant (ii) one who aids, helper
Some Moroccan serious associations get _____ from international NGOs.

your Vocabulary

3. A collocation is a pair of words that frequently occur together. Look carefully at these words related to sustainable development and make 5 collocations.

civil
non-governmental
sustainable
renewable
urban

organisation
development
areas
society
energies

4. Fill in the blanks with the collocations you have just made.

- a. _____ is concerned with society's needs and well being in the short, medium and long term.
- b. Non-governmental, non-profit organisations, and voluntary associations make up what is referred to as _____.
- c. One way to sustain development is to link _____ with rural ones.
- d. _____ are forms of energy that are renewed as quickly as they are used (ex. solar energy, wind, etc) .
- e. Greenpeace is a _____ that works for environmental conservation and the preservation of endangered species.

5. An idiom is a phrase where the words together have a meaning that is different from the dictionary definitions of the individual words. Examples: "I am all ears" means "I am listening carefully". "Keep in touch" means "stay in contact".

Choose the correct idiom from the list to replace expressions in brackets. Make any necessary changes in the sentences form:

1. " (what is happening) _____ ?" Brad said as he is entering the room.
a. What's on b. what's up c. what's done is done
2. " (what do you mean) _____ ?" Asked my friend who really didn't get my message.
a. What have you been up to b. what can I say c. what are you driving at
3. My friend (without hurrying) _____ to read the novel that I lent him.
a. took his time b. took his leave c. took his life
4. After one month of negotiations, an agreement was (certain) _____ between our association and an entrepreneur to build a leisure center.
(a) watered down (b) in the bag (c) read between the lines
5. We read everything (exactly) _____ before we signed the contract.
(a) fifty-fifty (b) off the record (c) to the letter

A Sustainable Development Approach

Get involved

1. In small groups, answer these questions.

- What ways can you suggest to improve the environment?
- What actions should the government take to ensure the well-being of people in rural and urban areas ?
- What urgent needs can you address to someone who is responsible for sustaining development in your area?

2. Read this introductory paragraph and predict the questions the journalists will ask.

OKPALA, from Kenya, is a Chief responsible of Urban Economy and Finance Branch at the UN headquarters. He is in a press conference in Marrakech to answer journalists' questions.



JOURNALIST 1



JOURNALIST 2



JOURNALIST 3



JOURNALIST 4

Listen and discover



3. Listen to the whole conference and check your predictions.

4. Listen again and find out who asked about:

- the advantages of the rural-urban linkage approach
- the significance of rural-urban linkage
- the disadvantages of urbanisation
- the implementation of the approach

5. Listen again and take notes to fill in this chart.

Meaning of rural-urban linkage	Benefits of rural-urban linkage approach	How to implement it	Drawbacks of urbanising rural areas

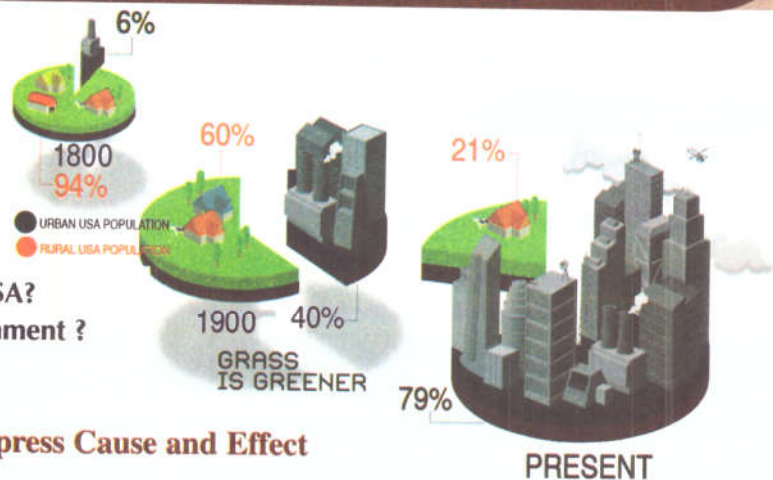
6. Listen to the whole conference and jot down words synonymous to

- more and more
- without doubt
- suitable

and Speak

Have your say

Look carefully at this picture about urbanisation in the USA and answer these questions.



- Is urbanisation slow or fast in the USA?
- What effects does it have on environment?

Express Cause and Effect

1. Study these sentences carefully.

- Many developing nations are in debt and poverty due to drought and lack of rain.
- One cause of underdevelopment is illiteracy.
- One effect of illiteracy is large family size.
- Educated women have fewer children because they plan their family. As a result, they have better personal life and nutrition.

2. Underline the expressions of cause and effect and copy them in the space provided below.

Expressions of Cause	Expressions of Effect
.....	
.....	
.....	

3. Using expressions from this table, make sentences expressing cause and effect, orally then in writing.

Cause	Effect		
The cause of / the reason for is X is / are caused by / due to	The result/effect/consequence of is		
	.....	Because of this, Consequently, As a result As a consequence, So,	.....

- Cities have grown so large / There is an increasing industrialisation.
- Factory jobs attracted people / Cities become overcrowded.
- People emigrate from countryside to city / There are no places of leisure, entertainment, and culture in the countryside.
- Better schools attract families to move to the city / Classes become crowded.
- Schools are far from students in rural areas / Absenteeism increases.
- City life appears more interesting / People draw away from rural communities.

Moroccan NGOs seek the Empowerment of Women and Youth

Get involved

1. Do you know any Moroccan or international NGOs concerned with sustainable development?
2. What are their objectives? Give examples.
3. Read the introductory paragraph and answer these questions.
 - a. Who is Nouredine Ayouch?
 - b. What are "Zakoura" and "DABA 2007"?

Nouredine Ayouch is one of the most active participants in Moroccan civil society. In an interview with Magharebia, he discussed his two associations, the Zakoura Foundation (founded in 1995) and DABA 2007. These organisations aim to empower the women and youth of Morocco, whom Ayouch considers to be the country's future. Micro-credit allocated by the association has allowed many Moroccan women to start their own projects. Ayouch launched the DABA 2007 association to involve Moroccan youths in the political life of the country.



Read and discover

4. Survey the interview by reading the words in red bold type and choose the correct answer.

Zakoura and Dabba 2007 are interested in

 - a. environment and ecology.
 - b. education and mass media.
 - c. sustainable development and politics.
5. Read the whole interview and check your choice.



Women benefiting from Zakoura foundation

Magharebia : Zakoura began ten years ago. How is it doing today?

Nouredine Ayouch : Zakoura is doing well. Moreover, Morocco has been ranked the top country in the world in issuing **micro-credit** by the World Bank and the UN.

Zakoura is doing extraordinary work in Morocco. We have 1,150 employees at 765 sites throughout the country. Zakoura not only provides micro-credit, but raises awareness of the importance of fighting corruption, being dignified, respecting women, and **voting**.

Magharebia : Moroccan women seem to benefit most from Zakoura's micro-credit. Is this merely a coincidence?

Ayouch : At the start, Zakoura wanted to reach both men and women. But since the first year, we have noticed that our female clients are more serious and show more solidarity. We have therefore decided to devote ourselves more to women, who today are receiving 90 per cent of the micro-credit. I cannot emphasise enough that women are the future of this country. Our country will truly change the day they are given economic, cultural, social, and political power.

Magharebia : Has women's status benefited from the latest modifications to the Moroccan **family code** (Moudawana)?

Ayouch : The changes made to the family code constitute a major shift in the Arab world. Unfortunately, the 'Moudawana' is still poorly applied, because many habits have not changed. **Education** and **communication** are essential to better explain the reasons for this reform.

and Learn

Magharebia : Speaking of change, is it true Moroccan youths are shunning politics?

Ayouch : A recent survey by "L'Economiste" found that 92.5 per cent of young Moroccans no longer believe in their country's political parties and no longer think about voting. The majority of Moroccans continue to criticise political parties, the government and the parliament. This same majority thinks democracy does not exist in Morocco and subsequently refuse to "politicise themselves".

Young people say this, intellectuals repeat it and as a result only 50 per cent of Moroccan people vote. It will take more time to find solutions and say "I am going to do something for my country; I am going to participate in the political parties instead of denigrating them".

Every Moroccan should play a role in the political process and no longer be content as a mere spectator. That idea is the focus of DABA 2007.

Magharebia : So what does DABA 2007 do?

Ayouch : We have created three committees. The first prepares young people to engage themselves politically and to vote. It will address young people in the Moroccan Arabic dialect as well as in Tamazight.

The second committee addresses the economic and intellectual elite who have "thrown up their hands" and no longer believe in the parliament or political parties.

The third committee will be devoted to understanding the ideologies, political programmes and future visions of political parties. The mission of this committee will be to convince them to create welcome environments for youth and elites and to engage them, instead of allowing parties to withdraw from society.

www.magharebia.com (June 2006)

6. Answer these questions according to the interview.

- Why do Moroccan women benefit from micro-credit more than men do?
- How can we improve the status of women and empower them?
- Why are some young people unwilling to participate in the political parties in Morocco?
- According to DABA 2007, how can we convince youth to engage in political life?

7. Read the interview again and fill in the chart.

Name of Foundation	Objectives
- Zakoura	
- DABA 2007	

8. Pick up words in the interview meaning almost the same as the following.

- graded:
- consciousness:
- dedicate:
- turning away from:
- criticising:
- retreat from:

Have your say

How important are NGOs in empowering young people, men and women, to be active members in our society?

I will have done it by then

1. Notice and study this example situation.

Today is Sunday. Peter wants to meet Brahim this week but he doesn't know what day he is free.

Peter: Is that alright if I come to see you tomorrow?

Brahim: No, I am afraid I am busy these days. I will participate in a campaign on poverty. We will have to work from Monday to Thursday.

Peter: Well, what about Friday?

Brahim: Fine. The campaign will have ended by then.

2. Underline the verbs in the future and put them in this space.

- a.
- b.
- c.

3. Fill in this table with the verbs you have copied.

Future action completed before another (Future Perfect Simple)	Future action (Future Simple)
.....	
.....	
.....	

4. Fill in the blanks choosing the correct verb form.

- A. My father is setting up his first business after retiring. He _____ by the end of the year.
 - a. will have completed his mission
 - b. will complete his mission
- B. By the end of the second decade, Moroccan big cities _____ by highway.
 - a. will be linked
 - b. will have been linked
- C. She _____ again if she has more time.
 - a. will have travelled
 - b. will travel
- D. By the end of 2010, the world population _____ substantially.
 - a. will grow.
 - b. will have grown.
- E. Countries have promised they _____ the problems of immigration and urban growth.
 - a. will have tackled
 - b. will tackle
- F. Global warming means that storms and hurricanes _____ more widespread.
 - a. will have become
 - b. will become

Grammar

5. Put the verbs between brackets in the correct form.

Sophia: How long (you decide) _____ to stay in Morocco?

Jane: I have decided to stay there for a couple of weeks.

Sophia: Why did you choose Morocco for your holidays?

Jane: I love it, it is undergoing noticeable development. May be I (stay) _____ there for an extended period of time. Once I return home, we (go) _____ somewhere else.

Sophia: Wow, that's quite a wonderful vacation! You (visit) _____ so many places here and there by the end of the month. Ok Jane, enjoy yourself then. Bye for now.

Jane: Thanks Sophia. Bye.

6. Put the verbs between brackets in the correct form (future simple or perfect).

Not many Moroccan NGOs are concerned with sustainable development. But by the year 2010, the number of these associations (double) _____. If they continue making women and youths aware of getting engaged in political life, they (help) _____ promote their educational potentials. Consequently, many people (become) _____ able to play their role in society in a short time. As a result, by the end of this decade, young people (regain) _____ confidence in political parties, women (become) _____ more educated and the elite (be) _____ convinced to participate in development instead of withdrawing.

7. Change the following sentences to the future perfect tense. Use expressions like 'ever', 'more', or 'even more' as shown in the example.

Example: The situation of women has changed greatly.

By 2030, the situation of women will have changed even more.

- Developing rural areas has become a necessity. (By 2030, developing rural areas)
- Some men have begun to help women in the housework. (By the end of this decade, more men ...)
- Some women have become aware of their roles in society. (More women by 2030)
- Some youths have started to take part in political life. (By 2027, more youths)
- Thanks to women's education, families have become smaller. (In a short time from now, families)
- Thanks to the Initiative for Developing Human Resources, the government has launched some interesting workshops. (By 2030, the government)

REMEMBER

We use the **future perfect** to refer to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed some time later than now. It is often used with a time expression using **by + a point in future time**.

Example: By the end of June I **will have finished** high school studies.

Apply for a Grant

1. Read this municipal communiqué and answer the questions below.

Ministry of Interior
Municipality of
February 16th

Communiqué

Would you like to contribute to the development of your community, but you don't have the budget to finance your project?
The local municipality is offering grants or funds to projects that would benefit the population and the environment.
Grants will be given to projects on these areas:

- ❖ Environment Preservation
- ❖ Literacy
- ❖ Sustainable Development

To get a grant for your project:

Deposit an application and a detailed description of your project at the municipality hall.

- a. What is the communiqué about?
- b. What project areas are suggested by the municipality?
- c. What should interested people do to get a grant?

2. Work in groups and think of a project. Discuss it, and then fill in this chart with your project specifications.

Project Area	.....
Goals of the Project	..... ..... .....
Activities	..... ..... .....
Requirements	..... ..... .....
Estimated Budget	..... ..... .....

Writing

3. Now, write a letter to the local municipality to ask for a grant for your project.
You may use this framework.

Ministry of Interior
Municipality of
The President of the Municipality

(Your address)
(Date)

Dear Mr President,

In reply to the municipal communiqué issued on February 16th, we would like to apply for

.....

Our project works on, and it aims at

.....

Our main activities would be

.....

To implement this project, we would need

.....

The project also needs a budget that can be estimated at

For more details, we are enclosing a technical card of our project.

Yours Sincerely,
(sign your letter)

4. Before depositing your application, edit your letter.

Here is a checklist to help you edit your letter.

- Include your address and date at the top right-hand corner.
- Write the recipient address at the left-hand corner.
- Greet your addressee properly: use *Dear Sir* or *Madam* or *Dear Mr* or *Ms...*
- Introduce the purpose of writing in the beginning of your letter.
- Include in the body of the letter any necessary details, information or facts.
- End your letter respectfully: use *Yours sincerely*, *Yours Faithfully*, or *Best regards*.

Navigating the Internet

1. An Internet screen page has several basic elements. Study this picture and complete the chart as shown below .



a. The drop down menu	is what you click on to return to the last page you viewed.	.....
b. The back arrow	is what you get when you click on an item on the menu bar that runs at the top of the screen You may find lists of commands that would trigger a certain action.	4
c. The forward arrow	is what you click on to return to the page that appears each time you start your browser.	.....
d. The home button	is what you click on to move forward one page.	.....
e. The address area	help you move down or across a document if it is wider than the screen shows. You may scroll down or across to access various parts of the document.	.....
f. The Favourite or bookmark button	is the space provided to write the URL (or Uniform Resource Locator). Each Web page has its own unique address. Most URL's start with http://www.....	.....
g. Scroll bars	is what you click on to add a web page to your list of favourites pages. Any time you want to open that page, just click the favourites' button on the toolbar, and then click the shortcut in the Favourites list.	.....

2. Practise these functions. Log on to www.maroc.ma and navigate to the page shown above. Read about the National Initiative for Human Development. How does this initiative promote sustainable development?

Explore Culture

Sustainable Development across the World

1. Here are two stories about sustaining development worldwide. Read only one story, answer the questions below, and then exchange answers with your partner to learn about the other story.

A few years ago Johannes escaped the war that was ravaging the island of East Timor in Indonesia, a country in Southeast Asia. He found himself in Bekasi, a city of 2 million people just east of the capital city of Jakarta. To support himself, Johannes started a button-selling business. He had almost nothing when he first started this business.



Today, after three years of hard work, he has four employees. With the small loan of 500,000 Rupiah, he bought a load of zippers and sold them out within days. His second loan of 400,000 Rupiah will allow for additional expansion. The support offered by the GERHATI program is far better than that of the local loan bank.

After Joy's husband died of malaria, she found herself alone, taking care of six children in the Kabale District of Uganda, a country east of Africa, near the Rwanda border. Instead of giving up to despair, she started a brick-making business.



With a small loan of \$150 from Five Talents International and some savings, she was able to purchase a small piece of land and employ eight people to make bricks. In just four months, she sold \$150 worth of bricks with an inventory worth \$400 available for sale.

Since 2003, she has got several additional loans to enlarge her brick-making business. She also has expanded into growing potatoes and operating a small store. The profits from her business allow her to provide for her children's education and to hire 13 employees who now can support their families as well.

Adapted from: www.fivetalents.org/content.asp?pl=478&contentid=477 (March 2007)

Questions	Answers
a. Who is the story about?	
b. Where is he/ she from?	
c. What type of business does he/she run?	
d. What foundation helped him /her start the business?	
e. Is this foundation a local one?	

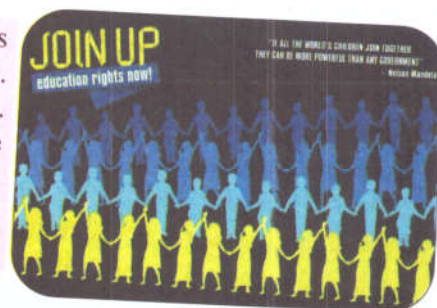
2. Can you compare this foundation to any Moroccan ones?
3. Is there a person (in your family, your neighbour ...) who has had a similar experience?

Tell your partners about him/her.

Join UNESCO's Campaign Education for Sustainable Development

The UNESCO launches every year a campaign to promote education. This year the campaign's slogan is "Education for Sustainable Development". The UNESCO invites individuals, groups, and NGOs to join the campaign. These can produce a poster, a booklet, a leaflet, a web site,... to be submitted for competition. The winners will be granted money to realise their projects and distribute them nationally and internationally.

JOIN THIS CAMPAIGN BY PRODUCING A BOOKLET.

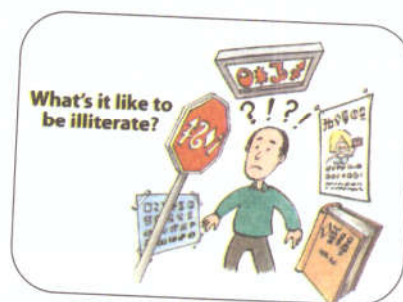


Before you start your project

- talk to your friends and peers in class and form a work team.
- involve your teachers and headmaster in your project.
- organise a meeting to discuss different aspects of your project. You can use the following suggestions and adapt them to your situation.

Include in your Booklet

- official statistics, facts and figures about illiteracy in your country.
- a simple survey within the population around your school showing statistics about illiterate people. You can also use any statistics available about your area or town.
- testimonies of illiterate people showing how difficult their lives are.
- drawings or photos of children who work rather than go to school.
- cartoons, caricatures, jokes, anecdotes,... on being illiterate.
- essays written by students showing how education promotes sustainable development.
- stories of people who succeed in their lives through combating illiteracy.
- collages that show the qualities of education.



What your booklet will look like

The booklet should be attractive with a colourful cover, and contain a variety of different types of information as shown above. It should be in a medium format with a limited number of pages.

Think of how to finance your project

- Contact your headmaster and convince him/her of supporting your project.
- Contact your parents' association for possible help.
- Apply for grants to other associations or official institutions. Review 'practise writing' in this unit on how to apply for a grant.

What you will do with booklets

- Some will be handed to all people involved in your project.
- Some will be delivered to the delegation, academy or other high-level officials.
- A well-designed copy will be sent to the UNESCO's headquarters to enter the competition.

Check your Progress

Units 3-4

1. Match each word with its synonym and antonym.

word	synonym	antonym
literacy	official	attendance
skillful	Be present at	discourage
formal	lasting	illiteracy
attend	worldwide	temporary
lifelong	absence	informal
truancy	education	increase
reduce	support	miss
universal	decrease	unskillful
encourage	competent	national

2. Here is an extract from UNESCO's Newsletter about education in rural areas. Fill in the blanks with appropriate words. (education, world, rural, conditions, distance, drinking, circle, areas)

Today in many parts of the, growing up in aregion often means growing up without a decent School attendance is generally low and absenteeism is high, mainly among girls. This is not surprising, considering themany children have to walk daily, only to find a school in precarious....., without furniture, learning materials,water or toilets, and sometimes even without a teacher. Ruralare often caught in the viciousof having no access to the services and opportunities that might lift them out of poverty.

3. Link the following sentences. Make any necessary changes.

- The headmaster called the participants in the literacy circle. He wanted them to start the first session.
- One participant took a taxi. He didn't want to be late.
- Another participant was in hospital. He apologised.
- The teacher worked on his lesson plans. He wanted to be ready.

4. Read the situations and write sentences using the words in brackets.

- Nadia didn't want to buy the literacy textbook. (she/already/buy/one last year)
- Her peer was embarrassed taking the pen. (she/never/write/before)
- Aicha arrived late the first session. (the lesson/already/begin)
- The teacher offered her a notebook. She didn't take it. (the headmaster/already/offer/her one)

5. Put the verbs between brackets into the correct form.

Nick and Jamal are talking about their future careers.

Nick: I just have two more courses before I graduate from university. By this time next year, I (graduate) ----- and I will be looking for a job.

Jamal: Does that scare you? Are you worried about the future?

Nick: Not really. I (go) -----to a career counsellor and get some advice on how to find a good job.

Jamal: That's a good idea.

Nick: I am also going to do training in a bank so that when I leave school, I (complete) ----- my university courses, and (work) ----- in the real business world.

6. The following words have been deleted from the definitions below. Restore them in the appropriate blanks.

Sustainable development
Globalization

Social justice
Ecological crisis

Developed world
Developing world

Micro credit
Health care

- refers to countries with a low standard of living.
- is a process of interaction and integration among the people, companies, and governments of different countries.
- is a development that meets the needs of the present and future generations.
- refers to countries with a high standard of living.
- means preventative, diagnostic, therapeutic, and maintenance care of an individual's body.
- is phenomenon that occurs when the environment of a species or a population changes in a way that destabilises its continued survival.
- is the extension of very small loans (micro loans) to the unemployed, to poor entrepreneurs and to others living in poverty.
- is the ideal condition in which all members of a society have the same basic rights, security, opportunities, obligations and social benefits.

Unit

5

WOMEN

This unit will enable you to

- 📖 learn and expand vocabulary about women and power.
- 📖 listen to an interview with a Moroccan woman author.
- 📖 express addition and concession.
- 📖 predict, read, take notes and recall information about a text.
- 📖 learn and use passive forms.
- 📖 write a book review.
- 📖 learn how to think critically.
- 📖 explore culture and learn about women stereotypes.



AND POWER



A strong woman

works out every day to keep her body in shape...

isn't afraid of anything...

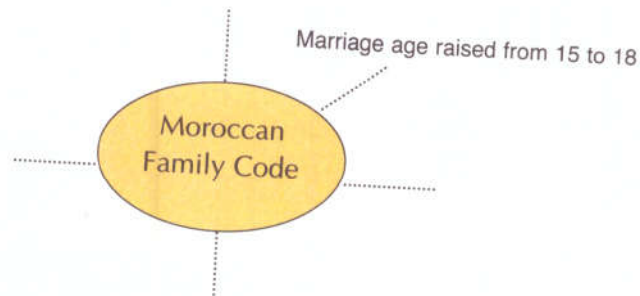
won't let anyone get the best of her...

makes mistakes and avoids them in the future...

has faith that she is strong enough for the journey...

<http://ruthshaven.com/poetry/strongwomen.html> (January 2007)

1. The new family code in Morocco has introduced new changes. Complete the spider gram below.



2. Match the definitions on the left with the words on the right.

a. a movement which advocates the rights of women to have equal opportunities to those possessed by men	1. stereotype
b. freeing someone socially or politically	2. violence
c. having more than one spouse	3. feminism
d. actions or words which are intended to hurt people	4. self-confidence
e. an exaggerated or wrong image of the characteristics of a particular group	5. International Women's Day
f. male or female	6. emancipation
g. an occasion celebrated by women's groups around the world on March 8	7. polygamy
h. A belief in one's own abilities and skills	8. gender

3. Complete the sentences, choosing from this box.

stereotypes emancipation polygamy
self-confidence family code humanitarian

- Negative _____ are obstacles that hinder women's advancement in different domains.
- Thanks to the new Moroccan _____, the status of women has noticeably changed.
- According to the new 'Mudawana', _____ can't be practised without the first wife's approval.
- All over the world, women have always had a continuous struggle for _____.
- Women need to have _____ and other social and intellectual abilities.
- The Red Crescent organisation provides _____ aid for people in need, especially women and children.

your Vocabulary

4. Add appropriate suffixes to these words and complete the table below.

dominate	feminine	resist	criticise	responsible
differ	ignore	active	equal	confer
organise	united	improve	repudiate	manage
govern	globalise	inferior	participate	dependent

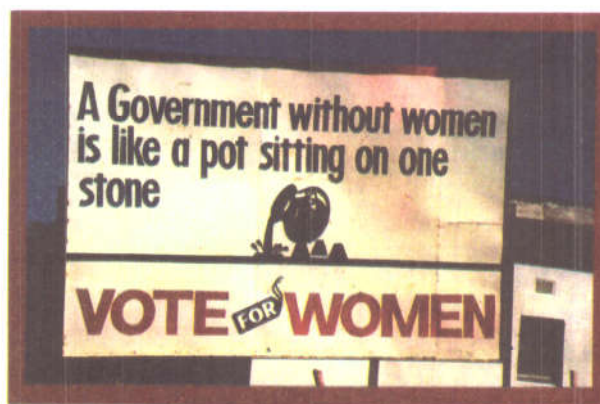
--ation	--ment	--ance /ence	--ism	--ity
emancipation	requirement	assistance	terrorism	security
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----
-----	-----	-----	-----	-----

5. Complete the following sentences with the appropriate nouns from the table above. (More than one answer is possible.)

- The fourth world _____ about women took place in China in 1995.
- Within the past two decades, _____ has created a great impact on the lives of women in developing nations.
- Many human rights associations call for _____ between men and women in public and political life.
- Women's illiteracy and _____ are linked together.
- In Morocco, there are many human rights _____ that combat violence against women.
- I can't imagine why some women feel a complex of _____. They are as equal as others.

6. Fill in this table with the appropriate nouns or adjectives.

Nouns	Adjectives
power	.....
.....	strong
.....	feminist
pregnancy	.....
.....	literate
law	.....
existence	.....
.....	prominent
heroine	.....



Women may make the difference!

A Moroccan Author Discusses her Book

Get involved

1. In small groups discuss the following questions, and then report your findings to the whole class.
 - a. Do you think the situation of women in Morocco has changed? How?
 - b. In what domains have women shown brilliance and leadership?
 - c. Give examples of famous Moroccan women.
2. Read the introductory paragraph and think of two questions the reporter will ask Loubna Skalli.

Moroccan author Loubna Hanna Skalli has recently published a book entitled *"Through a Local Prism: Gender, Globalisation and Identity in Moroccan Women's Magazines"*. In her book, she addresses gender, poverty and globalisation. She had an interview with a reporter for Magharebia.com in Washington.

Listen and discover



3. Listen to the interview and check if your questions have been answered.
4. Listen again and tick the correct answer.

A. Loubna left for USA

- ☐ a. to write a book.
- ☐ b. to continue her studies.
- ☐ c. to get married.

B. Loubna targets

- ☐ a. Moroccan women's use of newspapers.
- ☐ b. Moroccan women's use of books.
- ☐ c. Moroccan women's use of magazines.

C. Loubna taught in Morocco for

- ☐ a. 15 years.
- ☐ b. 16 years.
- ☐ c. 17 years.



Moroccan author Loubna Hanna Skalli

5. Listen and answer these questions.

- a. What reasons have motivated Loubna to write her book?
- b. How do illiterate women benefit from magazines?
- c. What does Loubna relate poverty to?
- d. Why did Loubna return to teach in Morocco?

6. Listen again and fill in the blank with one word from the interview.

- a. Moroccan women's publications address topics with a lot of freedom and -----.
- b. Moroccan women's magazines are criticised for being ----- and focusing on urban issues.
- c. The situation of rural women is still precarious because of -----.

Have your say

- a. Give examples of Moroccan women magazines.
- b. What are the common topics in these magazines.
- c. Who is interested in reading these magazines?

and Speak

Express Addition and Concession

1. Read the quote carefully and answer the questions below.

Loubna told the reporter: "Women have demonstrated considerable leadership in community, as well as in public office. However, they still suffer from negative stereotyping".

- What other words can you use instead of the underlined ones?
- What do these words express?

2. Study these expressions of addition.

Expressions of Addition	Examples
In addition – Moreover – Also	Loubna's book is about gender and cultural dimensions of globalisation. Moreover, it addresses the production and use of women's magazine.
as well as	Moroccan rural women need education as well as health care.
Along with	Along with being busy with her professional career, Loubna manages her family life.
not only but also	Moroccan women's magazines are not only criticised for being elitist but also for focusing on urban issues.

3. Study these expressions of concession.

Expressions of Concession	Examples
Although – Though	Although globalisation has a positive impact on Moroccan women's situation, there is still fear of losing local tradition.
However – Yet	Some Moroccan women are illiterate. However, they benefit from pictures in magazines.
Despite – In spite of	In spite of being illiterate, some women use the magazine's pictures as resources for dressmaking.

4. Complete the sentences using the appropriate words listed above.

- _____ Helen Keller couldn't see or hear, she was able to feel people's hands.
- _____ being serious in her work, she also showed respect and self-esteem.
- _____ having two handicaps, Helen Keller learned to milk a cow and make bread.
- Helen lectured to support the blind. _____, she wrote numerous books and articles.
- Helen said: "The world is full of trouble, _____, as long as we have people fighting trouble, we have a pretty good world.
- She was a woman of luminous intelligence, high ambition and great accomplishment. _____, she devoted her life to helping others.
- Helen Keller was _____ a self-made person _____ she was _____ ready to lend a hand.



H. Keller

5. Link the following sentences using the words given.

- Educated women have a big influence on society. They contribute to the welfare of their families. (*moreover*)
- Educated women look after their houses. They work outside their homes. (*also*)
- Working women spend much time at work. They are able to perfectly manage their households. (*despite*)
- It's true that a lot of women and girls in Morocco have access to education. Their situation is far from perfect. (*however*)
- Globalisation has a positive impact on women's status. They are still regarded as inferior in some societies. (*although*)

Women at the Top

Get involved

1. Make a list of women who are leaders in different fields (arts, sports, music, science, politics, ...)
2. Look at the photos of these women. What do you know about them? (country, interests ...)

Read and discover

3. Now read the four texts and check your answers.

Angela Merkel

Merkel, born as Angela Dorothea Kasner in Hamburg, is Chancellor of Germany. As chairwoman of her party, she leads a big coalition with other parties formed after the 2005 federal election. Merkel is the first female Chancellor of Germany, the first former citizen of the German Democratic Republic to lead the reunited Germany and the first woman to lead Germany since it became a modern nation-state in 1871. She is also, as of 2006, the youngest person to be chancellor since the Second World War. Merkel was considered by the Forbes Magazine to be the most powerful woman in the world, and is the third woman to serve on the G8 (The Group of Eight most powerful countries in the world) and, in 2007, will become the second woman to chair a G8 summit after Margaret Thatcher.



Nawal El Moutawakel

Adapted from :[http:// en.wikipedia.org](http://en.wikipedia.org)(December 2006)



Nawal El Moutawakel (born on April 15, 1962 in Casablanca) is a Moroccan athlete, who won the inaugural women's 400 m hurdles event at the 1984 Summer Olympics, thereby becoming the first Muslim and African female Olympic champion. His Majesty the King declared that all girls born the day of her victory were to be named in her honour. Her medal also meant the breakthrough for sporting women in Morocco and other Muslim countries. In 1995, she became a council member of the International Amateur Athletic Federation, and in 1998 she became a member of the International Olympic Committee. When she returned to Morocco in 1989, she was appointed inspector at the Ministry of Sport and Youth and then became the national sprint and hurdle coach for both men and women. In 1997 she became secretary of state for sport and youth.

[http:// en.wikipedia.org](http://en.wikipedia.org)(July 2007)

Shirin Ebadi

Shirin Ebadi, born in 1947 in Hamadan, Iran, is a human rights and democracy activist. She is a lawyer, who was awarded 2003's Nobel Peace Prize for her work promoting the rights of women and children in her country. She is the first Iranian and the first Muslim woman to receive the prize. Ebadi received a law degree from the University of Tehran and became the first female judge in Iran. She has taken a number of controversial cases including those concerning human rights, journalistic freedom, and child abuse. Among other accomplishments, Ebadi is co-founder and president of the Human Rights Defence Centre. Ebadi campaigns for peaceful solutions to social problems. She has displayed great personal courage as a lawyer defending individuals and groups of people whose rights have been violated here and there.



Adapted from http://nobelpeaceprize.org/noble_prizes/peace/laureates/2003/ebadi-autobio.html (February 2007)

Margaret Thatcher



Margaret Hilda Thatcher was born on October 13, 1925. She was former Prime Minister of the United Kingdom from 1979 to 1990. She was leader of the Conservative Party from 1975 until 1990. She was the only woman to have held the office of Prime Minister of the United Kingdom. Thatcher was the longest-serving British Prime Minister and was the first woman to lead a major political party in the UK.

Thatcher was educated at the local grammar school and at Oxford where she studied chemistry. She graduated with a degree and worked as a research chemist to help develop methods for preserving ice cream. She also became president of the University Conservative Association.

Thatcher's first two years in office were not easy. Unemployment was very high, but the economy gradually showed improvement. She brought more of her supporters into the Cabinet, and increased her reputation by leading the country to war against Argentina in the Falkland Islands.

One great difficulty during her time in office was the issue of Europe. Her long-serving foreign secretary, Sir Geoffrey Howe resigned in November 1990 in protest at Thatcher's attitude to Europe. His resignation speech started events which led to Thatcher's downfall later that month.

Adapted from <http://en.wikipedia.org> (April 2007)

and Learn

4. Complete the following chart with information from the four texts.

Name	Position / Responsibility	Country	Achievements and / or Awards

5. Read the texts again and answer the following questions.

- Who is concerned with human rights?
- Who was interested in politics?
- Who excelled in sport and served as a government official?
- Which woman has attracted your attention most and why?
- Who has achieved the highest position?

6. Work with your partners and correct the following statements. When you finish, go back to the texts and check your corrections.

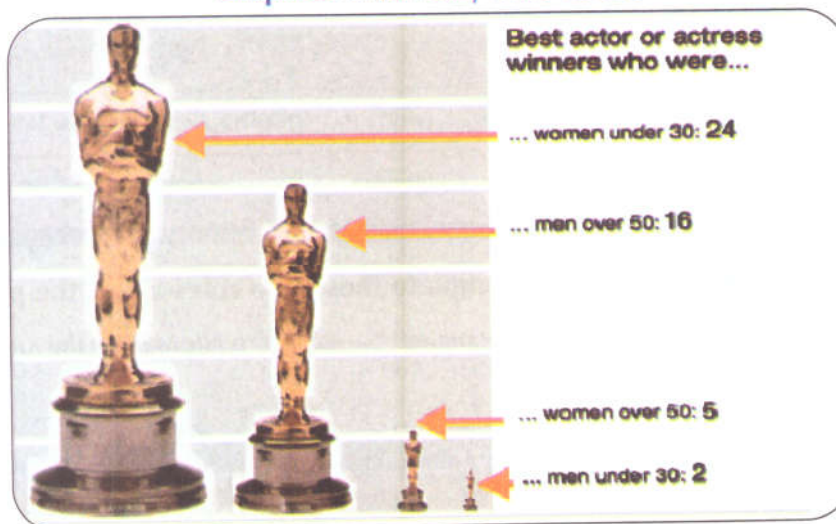
- Angela Merkel was the first woman who participated in the summit of the G8.
- Nawal El Moutawakel was a coach before becoming an inspector at the ministry of education.
- Shirin Ebadi was awarded the Nobel Peace Prize for advocating democracy in Iran.
- Thatcher's downfall was due to the war against Argentina.

Have your say

7. Look carefully at the graph and discuss the questions.

- Who wins Oscars more? (Men or women, elder or younger?)
- Why do you think so?

Graphics: Who really wins Oscars



<http://film.guardian.co.uk/> (December 2006)

8. Prepare a short presentation about an outstanding woman in Morocco or elsewhere. Share it with your partners.

Made in Morocco

1. Notice these situations and answer the questions.

- Celin Dion's songs are sung all over the world.*
- The G8 summit was chaired by Angela Merkel.*
- Fatima Mernissi's books have been translated into many languages.*

Questions

- Who sings Dion's songs?
- Who chaired the G8 summit?
- What are the forms of the auxiliary 'to be' in the three examples?
- What form of the verb follows 'to be'?



Fatima Mernissi

2. Go back to the reading text in this unit and underline an example of passive voice in each passage.

3. Work with your partner to complete the table with the appropriate tense and verb forms.

Present Simple	Many associations (to be) (direct).....by women.
.....	A Nobel Prize was (give) to Marie Curie.
Present Perfect	Celin Dion (to be)..... (admire) for some decades.
.....	More micro credits will be (grant) to unskilled women by Zakoura Foundation.
should	More opportunities (to be) (offer) to women.
must	Housewives (to be)..... (give) a helping hand by husbands.

4. Now work again with your partner and complete these two rules about the passive voice.

Zolikha Nasri was appointed advisor to His Majesty the King

↓ ↓ ↓

→ **With tenses :** Object + +

More importance should be given to women

↓ ↓ ↓

→ **With modals :** + modal + + Past Participle

Grammar

5. Rewrite the following sentences in the passive form.

- Fatima Fihriyya founded the University of Al-Qarawiyyin in Fes.
- A women association in India has recently honoured mother Teresa.
- Khmissa 2007 paid homage to five Moroccan women in different fields of interest.
- English people still keep Princess Diana in mind.
- The Moroccan woman's associations support maid servants.
- Oprah Winfrey will open a new morning talk show on MBC TV channel.
- Angela Merkel is going to present a new economic plan to the German government.
- People shouldn't consider women as inferior to men.



6. Read this text and put the verbs between brackets in the active or passive form.

Astronomer Meryem Chadid (describe)as the first Moroccan woman to set foot on Antarctica and to have the honour to place the Moroccan flag there. Ms Chadid told Médi 1 she (travel)to the South Pole to help install a telescope. This telescope (still - use) to measure star twinkling in the Concordia station. Concordia helps the scientific community to perform research and observation that (already - carry out)in several fields. It also (cooperate) with a Moroccan laboratory using a radar apparatus that (design) recently to measure sky quality to choose the best spots for telescope installation.



Adapted from : http://www.map.ma/eng/sections/world/astronomer_meryem_ch7504/view (March 2007)

REMEMBER

The passive is used

- when it is not necessary to mention the doer of the action:
The house has been cleaned.
- when we don't know, or have forgotten who did the action:
Women's conditions have been improved recently.
- when we are interested in the action than the person who does it:
Many medals were awarded to Moroccan women athletes.
- When a speaker disclaims responsibility for disagreeable announcements:
The vase has been broken! Instead of: I have broken the vase.

Book Review

1. Read this book review and fill in the chart opposite.

The Last Chapter by Leila Abouzeid

A Leila Abouzeid began her career as a radio and TV journalist, and worked as a press assistant in government ministries. She is a pioneer among her Moroccan contemporaries in that she writes in Arabic rather than in French, and is the first Moroccan woman writer of literature to be translated into English. She is the author of a collection of short stories and two novels: "The Year of the Elephant" and "The Last Chapter".



B "The Last Chapter" is a semi-autobiographical book. It tells the story of a young Moroccan woman, called Aisha and her struggle to find an identity in the post-colonial period. The author portrays Aisha's life from adolescence to adulthood through a series of flashbacks, anecdotes, and monologues.

C The novel describes people, traditions, and culture in Morocco. Male-female relationships are thoroughly discussed in the narrative. By exposing the readers to Aisha's troubled romantic relationships, Abouzeid uncovers the changes in male-female roles in Morocco after independence. Many aspects of Moroccan society are also explored through Aisha's life. The workplace and corruption, the struggle for women's rights, the difference between Arab and Western values, the practices of sorcery, and the competition between colonial and native languages are all combined in this novel.

D For critics, the book has both artistic and pedagogical merits. It makes future generations aware of the possibility to surpass personal frustrations and develop deep commitment to one's own country.

Writing

Title of the novel	.....
Author's name and nationality	.....
Summary of the novel	.....
	
Writing styles and techniques	.....

2. Match the four parts of the review with these titles.

Parts of the review	Titles
Part A	1. Techniques used in the novel
Part B	2. Critics' evaluation of the novel
Part C	3. Author's background
Part D	4. Summary of the novel

3. Name a few novels or plays you have studied during high school.
Complete this chart with information about one of them.



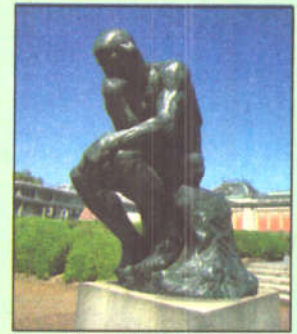
Title of the book	.....
Author's name and background	.....
Summary of the book	.....
Your evaluation of the book	.....

4. Use the information in the chart above to write a review of the book. You can follow the review of "The last Chapter" as a model.

Think Critically

Critical thinking is the ability to think clearly, reasonably, logically and independently. Here are some characteristics of critical thinkers. They

- identify the relevance and importance of ideas.
- understand the logical connections between ideas.
- identify and evaluate arguments.
- identify inherent biases and assumptions.
- detect mistakes in reasoning or fallacies.
- separate facts from opinions and causes from consequences.
- solve problems systematically



The Thinker Statue

1. Evaluate these arguments and ideas. Are they valid and logical? Explain.

- a. All fashion models are tall and svelte. Sandy is tall and svelte. So she is a fashion model.
- b. Sandy is either in Paris or in Milan. Since she is not in Paris, she is in Milan.
- c. We have no evidence showing that she is innocent. So she must be guilty.
- d. This dress is cheap so it must be old fashioned.

2. Assumptions are beliefs or ideas that we think to be true — often with little or no evidence. For example, the statement “Biotechnology is wrong because it is unnatural” holds the assumption that “everything which is unnatural is wrong.” Find out the implicit assumptions in these arguments.

- a. It is difficult for a woman to manage a big firm; it requires a lot of energy and hard work.
- b. There is nothing wrong using a mobile phone in class. Other students do it all the time.
- c. This watch is cheap; it is not reliable.

3. Here are some common mistakes in reasoning about cause and effect. Think critically and explain to your peer the mistakes.

- a. "Whenever I take this medicine my cough clears up within an hour, so this medicine is very effective in relieving coughs."
- b. "Smoking causes cancer because our neighbour was a smoker and he died of lung cancer."

4. Figure out this puzzle.

Stephen was looking at a photo. Someone asked him, "Whose picture are you looking at?" He replied: "I don't have any brother or sister, but this man's father is my father's son." So, whose picture was Stephen looking at?

answer: his son

Explore Culture

Stereotypes about Women



Women "take care", men "take charge" says a new report by an American advisory organisation dedicated to advancing women at work. The organisation argues that the effects of gender-based stereotyping can be devastating, undermining women's capacity to lead, and posing serious challenges to women's career advancement.

1. Read these stereotypes about women and answer the questions below.

- Women excel only in housework.
- Men are stronger than women.
- Women are governed by emotion.
- Women can't combine marriage and employment.
- Boys do better than girls at school.



a housewife



women preparing food

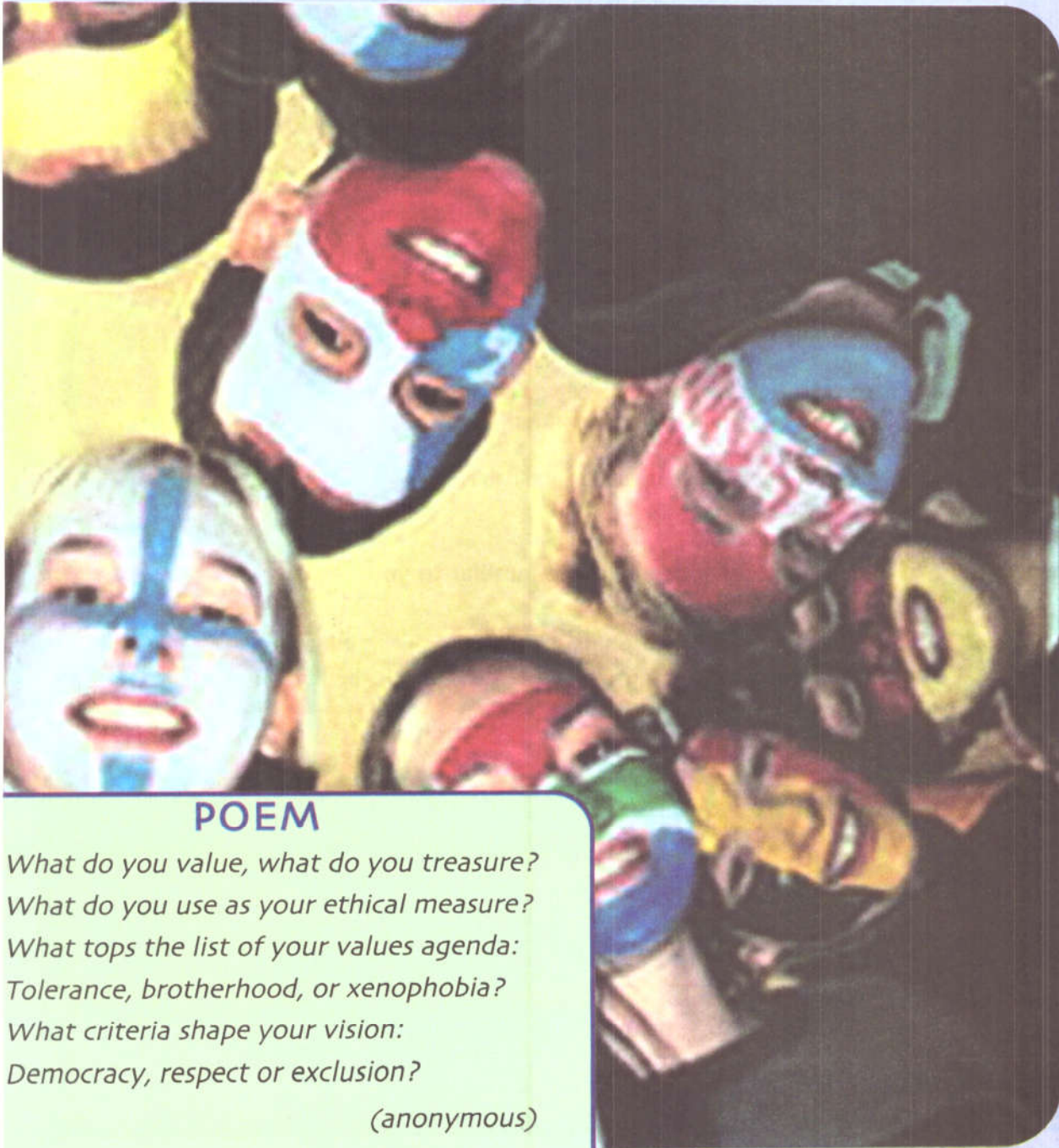
2. What other stereotypes about women have you ever known or heard of?
3. Tell some proverbs or sayings about the role of women in society.

This unit will enable you to

- ✉ broaden your lexical repertory about values across the world.
- ✉ listen to a mini-lecture on culture shock.
- ✉ acquire expressions of defining, apologising and complaining.
- ✉ browse texts, compare and contrast values in different countries.
- ✉ study phrasal verbs.
- ✉ write an informal letter.
- ✉ explore ways of keeping records.
- ✉ learn about cultural similarities and differences across the world.
- ✉ Prepare a PowerPoint presentation.



VALUES



POEM

What do you value, what do you treasure?
What do you use as your ethical measure?
What tops the list of your values agenda:
Tolerance, brotherhood, or xenophobia?
What criteria shape your vision:
Democracy, respect or exclusion?

(anonymous)

xenophobia = fear of people from other countries

1. Study this dictionary entry about the different meanings of the word "value", then do the exercise below.

1. value (noun): If something is of value, it is useful or important. If it is of no value, it has no usefulness or importance.
2. value values valuing valued (verb): If you value something or someone, you think that they are important and you appreciate them.
3. valued (adjective): highly-estimated; well-regarded
4. value (noun): worth of something in terms of money

5. value values valuing valued (verb): When experts value something, they decide how much money it is worth.
6. value values (noun): The values of a person or group are the moral principles and beliefs they think are important.
7. value values (noun): A **value** is a particular number or quantity that can replace a symbol such as 'x' or 'y' in a mathematical expression. (TECHNICAL)

Decide which meaning "value" has in each example with reference to the dictionary entry.

- Tahar Benjelloun is a **valued** Moroccan novelist.
- The Dollar often goes down in **value** in the time of war.
- Educators call for a return to traditional family **values**.
- What is the **value** of x in this equation: $2x + y = 9$?
- More experiments must be made to see if this medicament has any **value**.
- Some experts **value** the potential revenue from taxes at around 50 million dhs.
- The countries of South Asia share many common **values**.
- This bracelet is really of no **value**.
- If you **value** your health, you should give up bad eating habits.
- Samantha puts a high **value** on her appearance.



Hand in hand for global values

2. Here is a list of global values. Circle the ones familiar to you.

tolerance	citizenship	partnership	initiative
co-existence	altruism	co-operation	equity

3. Relate these values with their meanings.

Value
a. altruism
b. citizenship
c. initiative
d. tolerance
e. coexistence
f. cooperation
g. equity

Meaning
1. the ability to accept and respect the opinions and beliefs of others
2. the ability to live together in harmony
3. the act of participating with others and working together towards the same end
4. selflessness, generosity, kindness
5. equal treatment to anyone
6. the ability or opportunity to act before others do
7. the set of rights and duties a person has towards his own community

your Vocabulary

4. Match the words with their antonyms.

Word	Antonym
a. altruism	1. hatred
b. tolerance	2. irresponsibility
c. co-operation	3. selfishness
d. equity	4. conflict
e. responsibility	5. individuality
f. love	6. injustice
g. harmony	7. intolerance



Tolerance starts young

5. Fill in the blanks with words from the list below.

appropriate, community, criteria, circumstances, backgrounds, suitable, nations

Criteria for Universal Values

A value is universal only if it fulfils three(a)..... First, It must be(b)..... at all times -in the past, at the present, and in the future. It should also be(c)..... for all humans – from different cultures, of opposite genders, and from various religious(d)..... . On top of that, a value has to be applicable under all.....(e)..... : among members of a family, among citizens within a(f)....., and between(g)..... of the world.

6. Find words in column A which collocate with words in column B.

A	B
• Culture • Civic • Moral • Cultural • Common • Global	• education • good • shock • citizenship • obligations • diversity

7. Fill in the blanks with collocations from exercise 6.

- is concerned with educating children on the love of their country and the readiness to serve their community.
- A good citizen always works for the of his community rather than seeks private benefits or privileges.
- Another aspect of citizenship is fulfilling one's towards society before asking for one's rights.
- makes of the world a picturesque, heterogeneous and pleasant place with regard to the various cultures around the globe.
- A person may experience when he moves to a cultural environment which is different from his own.
- is the ability to think beyond boundaries of place, identity and culture, and recognise all human beings around the world as equal to us.

Culture Shock

Get involved

- What problems may a person encounter when living in another country?
- Would it be easy for him/her to get integrated in that foreign country? Explain.
- What do you think "culture shock" means?

Listen and discover



1. Listen to this mini-lecture and compare your definition of "culture shock" to the one given by the lecturer.
2. Listen to the mini-lecture again and find out how many stages "culture shock" has.
3. Listen again and take notes from the mini-lecture to fill in the chart.

Stages of culture shock	Characteristics
.....	
.....	
.....	
.....	



Sociologist lecturing on culture shock

4. Listen again and match the stages of culture shock with these emotions.

Stages of culture shock

- The first stage
- The second stage
- The third stage
- The fourth stage

Emotions

- comfort
- nostalgia
- enthusiasm
- assurance

5. Select the correct answer according to the mini-lecture.

a. When does culture shock happen?

1. When you meet foreign people for the first time
2. When you go to live in a foreign country

b. How does the individual feel during the first stage of culture shock?

1. Lonely and homesick
2. Happy and excited

e. How does the individual feel during the fourth stage of culture shock?

1. Relaxed and comfortable
2. Afraid and anxious

c. How does the individual feel during the second stage?

1. Strange and different
2. Interested and amused

d. How does the individual feel in the third stage?

1. Strong and self-confident
2. Weak and depressed

6. Discuss with your partners which title might be the best for this mini-lecture.

- a. How to Adjust to Culture Shock
- b. The Stages of Culture Shock
- c. The Causes of Culture Shock

and Speak

Have your say

- Tell your mates about a relative of yours who lives in a foreign country. Talk about
- the problems he/she experienced in the host country.
 - how he/she managed to adapt to the host country's cultural customs.

Define Your Concepts!

- How did the speaker introduce his definition of "culture shock"?
- Match these terms with their definitions. Underline expressions used to define words.

Terms	Definitions
a. Culture	1. can be defined as principles or standards of good behaviour.
b. Values	2. refer to the widely accepted traditions within a community.
c. Multilingualism	3. designates the beliefs, language, and entire way of life of a particular people.
d. Patrimony	4. means using or involving many languages.
e. Customs	5. can be described as the artistic and intellectual heritage left by former generations.

- Fill in the chart with expressions used to define the terms in exercise 2.
- With your partner, add more expressions to the chart.

Expressions we use when we define

- Look up these terms in the dictionary; and define them, using the expressions in the chart.

- | | | |
|----------------|---------------|--------------|
| a. prejudice | c. xenophobia | e. diversity |
| b. stereotypes | d. racism | f. nostalgia |

I do apologise!

- Read this exchange and answer the questions.

Barbara: I was waiting for you in the coffee shop but you didn't come.
 Tom: I'm awfully sorry. I really forgot it.
 Barbara: Don't worry about it.
 Tom: Another time perhaps.



- What did Barbara complain about?
- What was Tom's excuse? What expression did he use to apologise?
- Did Barbara accept Tom's excuse? What did she say?

- Fill in the chart below. Add more expressions.

It's O.K. I do apologise. Sorry to say it, but you.... Enough is enough! It's not important.
 Sorry about that. Never mind! I've been patient long enough, but..... I'm very sorry.
 I'm not satisfied with the way you.... Don't worry about it.

Complaining	Apologising	Accepting apologies

- Write a short exchange about each situation. Then, rehearse it with your partner.

- Apologise to your partner because you damaged his/her I-pod.
- Your partner forgot to bring you a book he/she borrowed from you.
- You could not go to your partner's birthday party.
- Your partner stepped on your foot.

Different but Equal

Get involved

Because they come from different cultures, some tourists have some stereotypes about Moroccans and the Moroccan way of living and thinking.

Evaluate and comment on the following examples.

Impression	Comment
a. Moroccans always hug and kiss each other on the cheeks when they meet.	
b. In Morocco, the larger a family is the better.	
c. Mothers have more power over the house and the children.	
d. Moroccans are outgoing.	
e. You should not shake hands with a Moroccan woman unless she offers her hand first.	
f. Moroccans have a preference for male children.	
g. Moroccans drink tea more than water.	
h. Moroccan families never serve food in separate plates.	
i. The whole family gathers around one plate.	

Read and discover

1. Read the introduction and the titles, then guess what the two stories are about.

Understanding someone from another culture can be hard. We don't usually understand the way people from another culture behave because they are different, and we therefore perceive their behaviour as strange. We consequently develop negative stereotypes about their whole culture. Unfortunately, our judgements are often erroneous. So remember : 'Different' does not mean 'Wrong'; we are all different, but equal. Here are two stories which illustrate this point.

Alone in the Dominican Republic

I was sometimes considered odd or strange in the Dominican Republic in terms of my being used to having private space. For example, there would be times when I would want to sit down by myself in my own room and just read a book. And anytime I was reading a book, my Dominican neighbours always assumed I was studying. It was completely impossible for them that anyone would choose to sit alone, all by themselves, and read for pleasure. Often they would stop by with some food to 'help me study'. This would inevitably lead to long conversations. From the Dominican point of view, this was a gesture of hospitality. And Dominicans place a great value on hospitality. Another example of my being considered 'odd' was the fact that I lived alone and that, at times, I wanted to be by myself. It was hard for my Dominican neighbours to understand this. Very few, if any, people live by themselves in the Dominican Republic. Everyone has a family or is connected to a family or lives with a family or an extended family. If I wanted to be alone, they would think I was sick and send someone over to stay with me. If I wanted to be alone much of the time, they would think I was rude or ignoring them, and their feelings would be hurt.

Christina Williams, a British ex-teacher

Just a Cultural Misunderstanding

Moroccans are perhaps the friendliest and most hospitable people I've ever met. When you are in Morocco, everybody wants to talk to you or to invite you for a meal. When you visit them in their homes, they insist on showing you the most cordial acts of generosity. But there is something I didn't understand during my first trip from the States to Morocco. Here's everything about it.

The scene is a cafe in Tangiers. Tomorrow is Saturday. I've just invited a Moroccan friend to a picnic at the beach. Will he come? 'Perhaps', he says in English, translating from the Arabic "Inshallah", which literally means 'If God is willing.' I'm feeling hurt. What does he mean by 'Perhaps'? Either he wants to come or he doesn't. It's up to him. If he doesn't want to come, he only has to say so. He doesn't understand why I seem upset, and I don't quite grasp what he means by 'Perhaps'. Our two cultures confront each other across the teacups.

Only several years later, reading a book about culture, did I understand. He would come, he meant by 'Inshallah'. I realised, though late, that tolerance, generosity and compliance with one's commitments are values deeply rooted in the Moroccan culture.

Brad Nelson

adapted from : <http://www.peacecorps.gov/www/stories/stories.cfm?psid=172>

and Learn

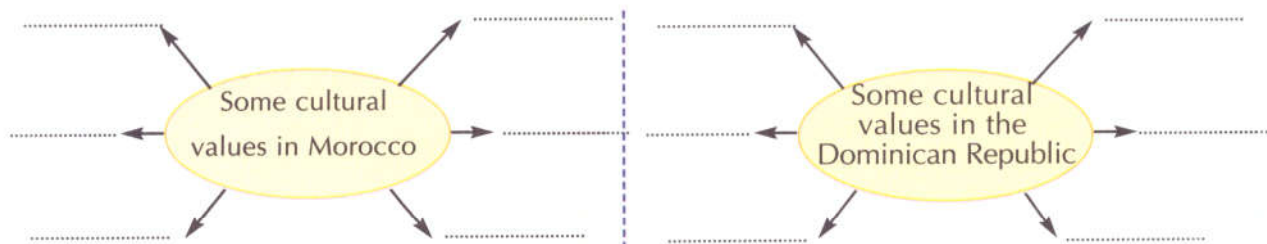
2. Skim the two stories and check your guesses.
3. Read through the two stories, and find out the writers' countries of origin and the countries they talk about.
4. Fill in the table from the two stories.

Brad's misunderstanding of "Inshallah"	Dominicans' assumptions about their British neighbour
.....	
.....	
.....	
.....	

5. Find phrases in the stories which support the ideas below.

- a. Dominicans are generous towards their neighbours.
- b. Dominicans prefer family life.
- c. Christina was annoyed by her neighbours' behaviour.
- d. In the beginning, Brad thought his Moroccan friend declined the invitation.
- e. Brad got angry because his Moroccan friend said 'Inshallah'.
- f. Later, Brad understood that his Moroccan friend was really willing to go to the beach.

6. Take notes from the two stories to complete the following diagrams.



7. What other values can you add to the diagram about Morocco?

Have you say

- a. What is common between the Moroccan and the Dominican cultures?
- b. What values do these photos suggest to you?



Morocco, warmth and tolerance



Welcome in the Dominican Republic

Phrasal Verbs

1. Read the paragraph and answer this question.

Did Jamal manage to get a visa to England? Why?

When Jamal went to Casablanca to apply for a visa to England, they turned him down. The reason was that he didn't meet their requirements. More than that, he didn't fill in the application appropriately. He was so upset because he wanted to go to England to find out about the English culture and pick up the English language easily. Now, he is looking forward to getting a visa to the USA through the Green Card lottery.

2. Find in the paragraph phrases (verb + preposition) meaning the same as the following words.

- | | |
|-------------------------|--------------------------------------|
| a. make a request for | d. discover, learn about |
| b. rejected his request | e. learn without difficulty |
| c. complete | f. eagerly expecting or anticipating |

3. Read these tips for understanding phrasal verbs; then do the exercises that follow.

Sometimes you can understand the phrasal verb by looking at the particle (the second word). for example, the particles UP and DOWN often relate to a physically higher or a physically lower position. *Stand up*, *put up* (your hand), *sit down*, *pick up* and *put down* are all examples of this kind of phrasal verb.

All particles have a literal meaning :

up ↑ and down ↓, in → and out ←, on ↗ and off ↘, through →○, away □ ⇨

4. Read the following sentences and replace the words written in bold type with the following phrasal verbs. Make any necessary changes, paying attention to verb form.

hand out	put up with	write down	long for
eat out	jot down	dress up	hand in look up

- The teacher **distributed** to students an article contrasting Moroccan and British cultural values.
- When the students were reading the article, they **wrote down** key ideas in their notebooks.
- As the article is rich in new vocabulary, the teacher told the students to **search for the meanings of** difficult words in the dictionary.
- In this article, students understood that people from both countries **tolerate** different religious practices.
- The article also shows that the way people **wear clothes** differs from one country to another.
- English people prefer to **eat in restaurants**.
- Some students were **looking forward to** the discussion to begin so as to participate with their ideas.
- When they finished the discussion, the teacher asked students to **copy** notes from the blackboard.
- At the end of the session, he gave them homework to **submit** later.

Grammar

5. Fill in the blanks with the correct prepositions from the list.

over - up - down - out - in - of - into

- In France, you can't drop _____ to a friend's house unless you get his permission.
- American people are very busy. Most of the time, they eat _____.
- If immigrants run _____ an unfavourable environment in host countries, they shouldn't put themselves in that position again.
- I'm sorry I didn't know the local cultural festival has been cancelled. I didn't find _____ until a few days ago.
- When our parents get old, we are ready to take care _____ them.
- If they don't cut _____ on fast food, they will get even more obese.
- Youths like to keep _____ with the latest fashion.
- English people prefer to hire a babysitter to bring _____ their babies.
- When my computer crashed, I lost many of my files. It's a good thing I backed them _____.
- Oh, no! I forgot to save my report before I turned the computer off! Now I will have to do it _____!

6. Match the meaning on the right with the phrasal verbs on the left.

- | | | |
|---------------------|---|--|
| a. look for | → | 1. seek / search |
| b. come across | | 2. establish |
| c. set up | | 3. reduce |
| d. bring up | | 4. continue |
| e. check in | | 5. leave ground |
| f. pick up | | 6. collect |
| g. take off (plane) | | 7. find by chance |
| h. cut down | | 8. educate a child |
| i. carry on | | 9. start a hobby or a leisure activity |
| j. take up | | 10. register at a hotel or airport |

7. Choose the correct synonym of the underlined phrasal verb in each statement below.

- Intolerance brings about dislike.
 a. causes to be seen b. causes to happen c. prevents from happening
- When my father was abroad, he went through hard time.
 a. experienced b. travelled c. did
- He didn't stay in a hotel. Some relatives put him up.
 a. helped b. employed c. accommodated
- They'll probably put off this year's spiritual music festival.
 a. arrange b. postpone c. schedule
- Let's check in at the hotel and go on a quick tour around the town.
 a. register b. pay c. stay

A letter to a Pen-Pal

1. Read the following letter, and find out Mary's worries and enquiries prior to visiting Morocco.

Dear Mehdi,

My parents have finally given me their OK to spend a couple of weeks with you next summer. We'll certainly have so much fun together, won't we?

But, I'm a bit panicky about this visit. Morocco is miles away; it's a new world for me- with customs and beliefs definitely different from the ones we've got here in Britain.

What I got through net search didn't in the least relieve my panic, and I still have a couple of questions in mind:

- Shall I stay in a hotel or will you put me up?
- What are the common ways of greeting people in your country?
- What about table manners? Do you use both hands when you're eating?
- And clothes? Should I dress up or wear casual things?

I feel my dream to visit Morocco will come true at last. Till then, I count on you to tell me about the things above.

That's it for now. Keep in touch.

Mary



I hope you'd help!

2. With your partner, answer Mary's questions. Share your findings with the whole class.
3. Write a reply letter to Mary, answering her questions. You may use the following format to write your letter.

Hi Mary,

Good news you're coming to Morocco! Welcome to this multicultural and exotic country. Get ready for the adventure, then.

The panic you're feeling is quite normal since it's your first visit. But you needn't worry that much. I hope the following tips would help you.

.....

.....

.....

.....

.....

.....

.....

(end the letter)

(write your name)

Writing

4. The language of informal letters.

a. Which of these phrases would you find in an informal letter ? Put a tick when appropriate.

- | | |
|---|---|
| ☐ Dear Bill, | ☐ I'd like to tell you about ... |
| ☐ Dear Mr Anderson, | ☐ Unfortunately, your remarks were not relevant. |
| ☐ Let me know as soon as ... | ☐ I am sorry to inform you that... |
| ☐ Yours faithfully, | ☐ Why don't you... |
| ☐ Best wishes, | ☐ I was disappointed by the remarks you made. |
| ☐ I'll be very grateful if you ... | ☐ Bye for now. |
| ☐ Take care. | |

b. Can you come up with other phrases we use when writing informal letters?

c. Match these phrases used in informal letters with their functions.

Phrases	Functions
a. Thanks for your letter.	1. to thank the person for writing
b. I'm really sorry...	2. to apologise
c. Why don't we...	3. to express regard
d. Please let me know...	4. to finish the letter
e. Have you ever heard about...?	5. to change the subject
f. By the way,...	6. to ask a favour
g. I'd better get going.	7. to suggest or invite
h. Write soon.	8. to ask for a response
i. Take care.	9. to request some information
j. Could you do something for me?	10. to share information

5. Exchange letters with your partner, correct his/her mistakes, and check whether he/she has respected the language and form of informal letters.

Keep Record of your Study

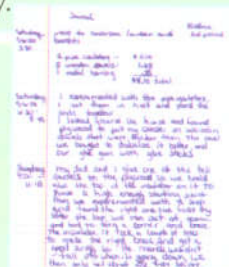
Keeping records of your learning experience is a helpful and useful study skill. Records help you memorise, retrieve and reflect on what you have been studying. You can use different ways to record and take notes about your studies.

1. Choose among the following study skills the ones which are appropriate to your study style.



Notebooks: You need to maintain notebooks in which you record lessons, vocabulary, observations, homework and exercises. In this way, you create useful references that complement your textbooks and serve as individual study guides. They also help you while preparing for your quizzes, tests, and exams. Follow your teacher's guidance and advice in maintaining your notebooks and copybooks; they are signs of your commitment and motivation to study.

Logs or journals : You can keep a personal log or journal in which you sum up your school work of the week and reflect on what happened. You can also write your personal impressions on how well you did in your studies and how to improve or profit from your mistakes. As you can't remember everything, there will be a time when you want to go back and look at your journal or notebook.



Blogs : Blogs (or web logs) are websites where entries are made in journal style and displayed in a reverse chronological order. As many students do, you can keep a blog where you express yourself in writing and reflect on school accomplishment. In your blog, you can combine text, images, photos and other media related to school subjects and life. It is possible for other students to visit your blog and leave comments; a good

way for collaborative work.

Portfolios: A Portfolio is a collection of materials that demonstrates to others what you have done. You can include in your portfolio your projects, test papers, compositions, class presentations ,...etc. Begin your portfolio early in the year to allow time to accumulate all your accomplishments and works. Use a plastic or paper folder and arrange your material in a chronological order. Go back to your portfolio from time to time to evaluate your progress.



2. Discuss with your peers your choices and show them examples of your work.

Explore Culture

Good Manners Bad Manners

1. How do Indian manners differ from Moroccan manners? Read and find out.

Indian Manners

For Indians, good manners are the first mark of a person's good breeding. So, there are some simple guidelines to follow when you are in India, otherwise you will be regarded as rude or vulgar.

General manners

- If you are in a mixed group, always greet the elders and the women first. Stand up when an elder or a guest enters the room.
- Do not address elders and seniors by their names. Try 'Sir/Madam' for strangers and 'Uncle/Auntie' for familiar people. For a stranger who is not so old, it is better to suffix the name with 'ji', as a mark of respect.
- Offer a glass of water or preferably a cup of tea to anyone who steps into your home or office.
- Do not ask too many intimate questions the first time that you meet a person.
- Do not comment on personal appearances or clothes in a negative way; if you cannot say something complimentary, do not say anything at all.

In Indian homes

- Always take off your shoes/sandals before entering a room. At least, wait for your host to tell you that you need not bother.
- Do not sit until you are offered a seat.
- Do not shout to be heard or laugh so loudly.
- Keep your eyes down; do not keep gazing at people or things around in the house.

Table manners

- Wash your hands before and after a meal.
- Wait until everyone else is sitting down before starting to eat.
- Preferably eat with your right hand.
- You are not supposed to put your elbows on the table while eating because it doesn't allow enough space for the person who is sitting next to you.
- Ask for whatever you want instead of reaching out directly or pointing at dishes.
- Do not make too much noise; do not talk with food in your mouth.
- Do not read while eating.
- Do not talk on your cell phone during the meal and if you must get up in-between, ask to be excused.
- Help clear the dishes.

2. Do a net search to find out the similarities and differences between Indian and Western manners. Try these web sites : www.cyborlik.com and www.westernsilver.com

Work out your Project

Celebrating Women Across Cultures

Women play many crucial roles in society- mother, wife, daughter, and colleague. Some women prefer outside careers while others choose to be homemakers. They play an important role in shaping the child's early growth and education. In the workplace, women have become a leading force in varied spheres including decision making ones.

International Women's Day is celebrated worldwide on March 8th cutting across borders and boundaries of cultural differences. Women are also celebrated in many festivals and are the main concern of many traditions and customs. For example, women are celebrated through a wife-carrying international competition in Finland.

Wife Carrying is a sport of carrying women in Finland.



Your project is to prepare a PowerPoint presentation where you include celebrations of women from different countries and cultures. Here are suggestions on how to proceed.

- Find a partner or partners from your school to work with. Be sure that a member of your group is familiar with PowerPoint or any other presentation software. This might be an occasion for you to learn and practise presentational skills.
- Do a net search and/or book search to find examples of celebrations from other parts of the world. Be sure to include celebrations from different cultures, ethnics and religions. Here is a web site to start with: www.imow.org.
- Include in your presentation photos, pictures, videos and short texts. Make your presentation enjoyable by including humour and fun.
- Give in your presentation examples of international celebrations like mothers' day and women's day.
- Bring about examples of famous women leaders.
- Seek help from your teachers or your peers whenever you need help. Your English teacher can edit and proofread your texts. Your computer science teacher can help with web search and presentational programs.
- Rehearse your presentation before delivering it. You can act it in front of your friends before doing so in class.
- Find a suitable time slot to schedule your presentation in the multimedia room. Check the presentational equipment in advance.

As an alternative, you can design a poster or prepare an oral presentation.

1. Fill in the blanks with the correct words.

governed gender equal patriarchal priority suitable female

- a. In the past, political parties thought women were not _____ for politics.
- b. Political parties should have more _____ candidates.
- c. Many people thought that women were not as strong as men, and were _____ by emotion.
- d. In a _____ society, men have leadership and dominance in all domains .
- e. At the moment, political parties put many women on their election lists giving them a high _____.
- f. Today women are breaking _____ boundaries on many fronts.
- g. Yet they are still struggling for recognition and _____ treatment.

2. Rewrite these sentences using expressions like *also, too, along with, yet, despite, however, etc.*

Example: *Working women contribute to society's development. They improve their children's life.*

→ *Working women contribute to society's development. They also improve their children's life.*

- a. Moroccan women have gained far-reaching rights. We still need to identify the needs of rural women.
- b. Some women work full time in their jobs. They cook, clean, and take care of the children.
- c. The Moroccan law guarantees women's rights. The government revised the family code to improve women's situation.
- d. This code raises the age of marriage for girls from 15 to 18. It gives wives "joint responsibility" with their husbands in family matters.
- e. Women suffer from negative stereotypes. They realise remarkable achievements.
- f. Moroccan women have already entered the parliament. Their number is limited.

3. Change the sentences from the active to the passive form.

Example: *They appointed Maria a nurse in the local hospital.*

→ *Maria was appointed a nurse in the local hospital.*

- a. Leila Abouzeid wrote "The Year of the Elephant".
- b. They have awarded the Noble Prize to some outstanding women.
- c. Man should help women in the housework.
- d. We need to improve rural women situations.
- e. Susan is cooking dinner for the special guest.
- f. Latifa has produced new-fashioned caftans.
- g. The university will give a scholarship to first women graduates.
- h. The government must give more jobs to skilled women.
- i. Rachida Khalil is going to perform a show in Mohamed V theatre.
- j. A Moroccan woman professor has set up Argan oil cooperatives to sustain development.

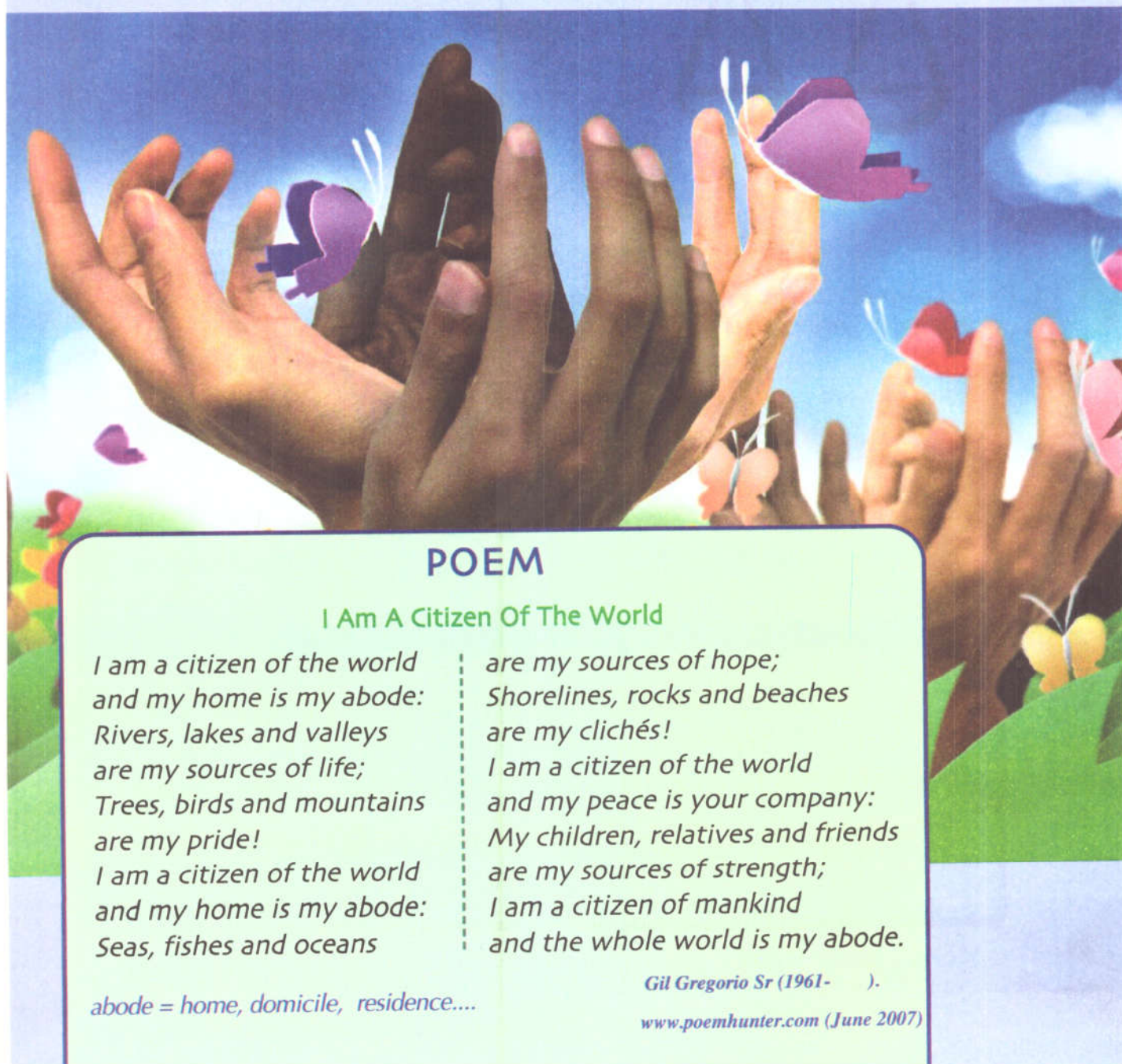
**This unit will
enable you to**

- 👉 review and expand vocabulary related to citizenship.
- 👉 listen to a song on citizenship by Ben Harper.
- 👉 review and learn ways of asking for and giving advice.
- 👉 read a text about an active citizenship project.
- 👉 learn how to report statements, questions and commands in the present and the past.
- 👉 learn and practise how to fill in an application form.
- 👉 learn about study groups and how to form one.
- 👉 explore British culture and practise doing a citizenship test.

**I have a dream
What a wonderful world**



ENSHIP



POEM

I Am A Citizen Of The World

*I am a citizen of the world
and my home is my abode:
Rivers, lakes and valleys
are my sources of life;
Trees, birds and mountains
are my pride!
I am a citizen of the world
and my home is my abode:
Seas, fishes and oceans*

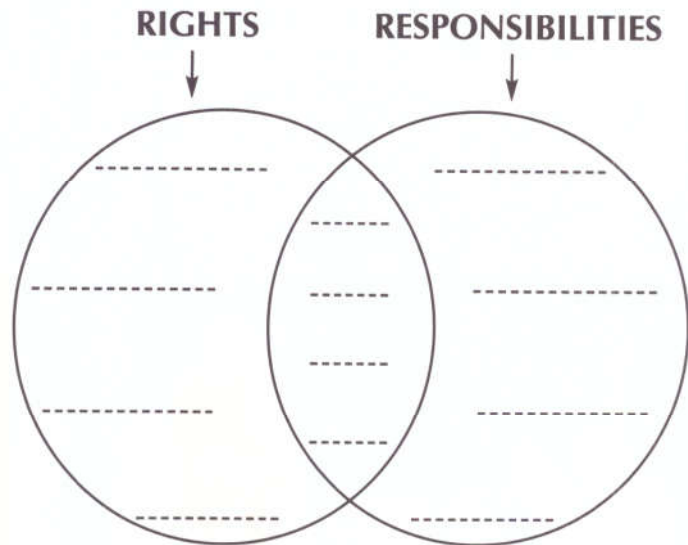
*are my sources of hope;
Shorelines, rocks and beaches
are my clichés!
I am a citizen of the world
and my peace is your company:
My children, relatives and friends
are my sources of strength;
I am a citizen of mankind
and the whole world is my abode.*

abode = home, domicile, residence....

Gil Gregorio Sr (1961-).

www.poemhunter.com (June 2007)

Balancing Rights and Responsibilities



1. Here is a list of citizens' rights and responsibilities. Work in groups and put each item (a - x) in the appropriate circles above. If you cannot decide on an item, put it in the intersection.

- a. to have a job
- c. to tell the truth
- e. to be respected
- g. to do your personal best
- i. to respect others
- k. to earn your livelihood
- m. to have access to leisure facilities
- o. to be concerned for the common good
- q. to have a say in what happens
- s. to respect the flag of your country
- u. to be free to tell your opinion
- w. to participate in community activities

- b. to believe in human dignity and equality
- d. to be tolerant
- f. to respect the rules and laws
- h. to have somewhere to live
- j. to volunteer in your community service
- l. to respect the environment
- n. to have access to health care
- p. to be safe
- r. to have access to education
- t. to be free to move
- v. to pay taxes
- x. to vote

your Vocabulary

2. Read these definitions and explanations and find out the corresponding word or words.

Example : something you are allowed or permitted → right

- a. giving up your time for free → _____
- b. something you give up to help others → _____
- c. an organisation that does not work for the government. → _____
- d. attempting to influence public officials to take a desired action. → _____
- e. the control of what can be said, written or published → _____
- f. organisation set up to provide help or assistance to those in need → _____
- g. term used to refer to a group of people sharing certain values or having certain conditions in common. → _____
- h. the process by which business, politics and culture operate on a world scale → _____
- i. rights and freedoms to which every human being is entitled. → _____
- j. an organisation that works for improving the conditions of employment. → _____
- k. obligations or matters over which a person is considered to have a legal or moral duty. → _____
- l. claims, privileges or entitlements, normally protected by law. → _____
- m. a native born or someone who has been naturalised in a particular state or nation → _____

3. Check your answers with these words or expressions.

charity
sacrifice
lobbying
censorship
NGO

community
globalisation
human rights
trade union

responsibilities
citizen
volunteering
rights

4. Learn about these idiomatic expressions.

Right as rain : If things are right as rain, then everything is going well for you.

Right royal : A right royal night is an extremely exciting, memorable and funny one.

Right up my alley : If something is right up your alley, it suits you perfectly.

Right up your street : If something is right up your street, it is ideal for you.



"Excuse Me Mr."

Get involved

1. One of our responsibilities as citizens is to take care of our environment.
Who/what is/are responsible for polluting our environment? Discuss in class and suggest ways of preserving the environment.
2. Guess from the words in bold letters the theme/topic of the song.
3. Who do you think Mr. is?

Listen and discover



4. Listen to the song and check your answer to the questions above.

"Excuse Me Mr."

Ben Harper

Oh - excuse me Mr.
Do you have the,
Or are you so that it stands still for you?
Excuse me Mr.
I want you to lend me your,
Or are you not only but do you not ?
Excuse me Mr. but isn't that your **oil** in the **sea**,
And the **pollution** in the **air** Mr.,
Whose could that be ?
So, excuse me Mr.
But I'm a too.
And you're givin' Mr. a bad name,
Mr. like you.
And, I'm the Mr. from out in front of your name,
'cause it's a Mr. like you that puts the rest of us to shame.
It's a Mr. like you that puts the rest of us to shame.
And I've seen,
Oh - I've seen,
I've seen to know that I've seen too
Excuse me **Mr.**
Can't you see the **children dying** ?
You say that you can't them,
Mr. you're not even
Excuse me Mr.
Just take a around.

Oh, Mr. just look up and you will,
You'll see it's coming down.
Oh, excuse me Mr. but, I'm a too.
And you're givin' Mr. a bad name,
Mr. like you.
So, I'm the Mr. from out in front of your name,
'cause it's a Mr. like you that puts the rest of us to shame.
it's a Mr. like you, puts the rest of us to shame.

And I've seen,
I've seen, I've seen,
I've seen to know that I've seen too
I've seen,
Oh - I've seen to know that I've seen too
'cause Mr. when you're rattling on gate.
By then it is too
'cause Mr. when you get there,
They don't ask what you
All they'll want to know Mr. is what you
So, excuse me Mr.
But I'm a too.
And you're givin' Mr. a bad name,
Mr. like... you.

So, I'm the Mr. from out in front of your name,
'cause it's a Mr. like you puts the rest of us to shame.
Mr. like you, puts the rest of us to shame.
Oh
shame.

and Speak

Ben Harper

Birth name	Benjamin Chase Harper
Born	October 28, 1969 Claremont, California, United States
Genre(s)	Folk , Rock, Blues, Gospel, Reggae
Occupation(s)	Singer, songwriter, guitarist
Instrument(s)	Guitar, Drums
Years active	1994-present
Website	http://www.benharper.net/



5. Listen and fill in the blanks with the missing words.

Have your say

6. Discuss in class the following extract from the song:

“They don't ask what you saved.
All they'll want to know Mr. is what you gave.”

Advice please!

1. Here is an imaginary dialogue where Mr is asking for advice and the singer is giving advice.

The singer : Can't you see the children dying ?

Mr. : What do you think I should do ?

The singer : I think you should help them.

Mr. : What do you suggest to help these children ?

The singer : Maybe you should help feeding them and curing their illness.

Mr. : What would you do in this situation ?

The singer : If I were you, I would participate in building shelters and hospitals for them.

2. Underline expressions of 'asking for and giving advice'.

3. With your peer, complete the following dialogues and act them out.

The singer : Isn't that your oil in the sea ?

Mr. :

The singer :

Mr. :

The singer :

The singer : Isn't that your pollution in the air ?

Mr. :

The singer :

Mr. :

The singer :

Get involved

1. What does "citizenship" mean for you?
2. Students from different nationalities were asked to define citizenship. The following statements are some of their replies.

- A "Citizenship is a quality, through which a person can contribute to the progress and development of the society from where he receives nourishment for his body and soul." (Balasubra, India).
- B "Citizenship refers to the relationship between the individual and the state, and more among individuals within a state". (Mononye, Sudan).
- C "Citizenship means being a member of and supporting one's community and country. Voting, conserving natural resources, participating in local community projects are all part of citizenship. " (Kane, USA)

Which of these definitions expresses better your opinion about citizenship? Why?

3. Give examples of organisations, associations or foundations that promote citizenship in your area, village, city or country. What do they do to service the people?

Read and discover

4. Skim the following text and take notes to fill in the chart.

Situation in the village before the school was built	Situation in the village after the school was built
.....	
.....	
.....	

ACTIVE CITIZENSHIP

A good illustration of Citizenship in action can be found in a small village, about an hour's journey from Fez in the Middle Atlas region of Morocco.

Prior to 2001, the majority of the children in that village had never seen a school, much less attended one. At a very young age, most of them went to work in the countryside, tending fields or herding goats. Those who were lucky enough to attend classes were forced to walk several miles over rough roads to the nearest school. In this drought-stricken region, water was often rationed; keeping the people supplied with sufficient water meant endless treks down the hill to the village well on donkeys.

When the Medersat.com foundation decided to build a school there, the community donated the land and provided much of the labour for construction. In keeping with Medersat.com's philosophy, the school was situated in the physical centre of the community with the aim of making it a key driver in local development. The architectural style and building materials reflected local traditions. What emerged was a complex of buildings that feature domes and graceful arches, punctuated by paved courtyards open to the sky.

and Learn



A reliable water supply was provided with the assistance of a foundation partner, the Drinking Water Utility (ONEP). When the doors of the school finally opened in 2001, one of the school's two teachers, Abdesselam, had to show the children how to operate the taps; without running water in their village, they had never used a water tap.

Soon after the school opened, a representative of the Foundation met with the villagers and reflected on the nature of the partnership that Medersat.com has struck with rural communities

across Morocco. "We'll finish the work and give you the keys, because these are your walls, your land, and your children," she told the assembled citizens of the village.

Adapted from: <http://www.synergos.org/> (March 2007)

5. Find in the text words or expressions that mean the same as

- caring for, attending or looking after.
- severely affected by a shortage of rain.
- hard journey.

6. Answer these questions about the text.

- Why was water rationed in the village?
- Who contributed in the building of the school? How?
- When were children able to attend the new school?
- What is Medersat.com's philosophy about building schools?

7. Look at these pairs of sentences from the text and distinguish the 'cause' from the 'consequence' within each pair.

Sentences	Cause or Consequence ?
The majority of the children in that village had never seen a school.	
At a very young age, most of them went to work in the countryside...	
The teachers had to show the children how to operate the faucets...	
They had never used a water tap.	

8. What conclusions can you draw from the text about

- citizenship?
- the involvement of organizations in community life?...
- the role of NGOs in community life?

Have your say

9. Discuss in class the following statistics showing British students' opinions about citizenship.

Being a good citizen according to 15 to 24-year-olds means	
respecting others.....	51%
looking after the environment....	41%
obeying the law.....	40%
being a good parent.....	26%
being a good neighbour.....	22%

Do you share their opinions? What other qualities of a good citizen would you like to add to their list? Conduct a survey or vote in your class for the qualities you appreciate most.

He asks me if I can do it

1. Read the following sentences, then classify them in the chart below.

- "Citizenship includes civic virtues and duties," the teacher always states.
- "What is fairness?", some students ask.
- "Always express your gratitude," my mother often reminds me.
- "Is civility similar to politeness?", Brahim wonders.
- "How do you define a good citizen ?" Brahim asks the teacher.



Statements	Commands	Questions
-----	-----	-----

2. Now read and notice how the above sentences are reported.

- The teacher always **states** that citizenship **includes** civic virtues and duties.
- Some students **ask** their teacher what fairness **is**.
- My mother often reminds me **to** always **express** my gratitude.
- Brahim wonders **if** civility **is** similar to politeness.

3. Report the following sentences as indicated.

- "Responsibility means being in charge of our choices and our lives."
The quote states
- "What does fairness involve?"
Students ask their teachers.....
- "Fairness involves issues of equality and impartiality."
The teacher replies
- "Never judge others without prior knowledge. Judge them only on their character, abilities and conduct."
He always warns them, and.....
- "Did you watch yesterday's show about citizenship?"
My friend wants to know

He told me ...

1. Read this excerpt from Kofi Annan's speech and do the tasks below.

"Leadership is needed more than it was 60 years ago. In these days, the security of every one of us is linked to that of everyone else. Global solidarity is both necessary and possible. Powerful states have a special responsibility to take account of global views and interests. We can only do all these things by working together... We have achieved much since 1945, but much remains to be done tomorrow."

http://www.un.org/News/ossg/sg/stories/statments_full.asp?statID=40 (March 13th, 2007)

Grammar

a. A spokesperson of the United Nation has reported Kofi Annan's speech. Study and notice the changes. Kofi Annan said that leadership **was** needed more than it had been 60 years **before**. He added that in **those days**, the security of every one of us **was** linked to that of everyone else. He stated that global solidarity **was** both necessary and possible. He also stressed that powerful states **had** a special responsibility to take account of global views and interests. He insisted that they **could** only do all these things by working together... Finally, he declared that they **had achieved** much since 1945, but much **remained** to be done **the day after**.

b. Now complete this table with changes from direct to indirect speech.

Reporting verbs	Direct Speech	Indirect Speech
said	is have have achieved can remains tomorrow these ago	was

2. Change the following sentences into reported speech.

- "Fill in this application form to become a member."
A member of an association told the volunteer.....
- "How can I help in sensitising people to become good citizens?"
The volunteer wanted to know.....
- "Don't underestimate voluntary work."
He advised the audience.....
- "A lot of people participated in the campaign."
He reported
- "I will participate in a conference on citizenship."
Ann told Betty
- "Are you invited there?"
Betty asked Ann
- "How long are you going to stay there?"
She asked her
- "Please, bring me a copy of the annual report."
She begged her



REMEMBER

Reported Speech is usually used to talk about the past, so we normally change the tense of the words spoken. She said, "I saw him." She said that she had seen him. But if simple present, present perfect or future is used in the reporting verb (i.e. says, is/are saying, has/have said), the same tense is retained. Margaret says: "Moroccan people are open-minded." Margaret always says that Moroccan people are open-minded. We use reporting verbs like 'say', 'tell', 'ask', and we may use the word 'that' to introduce the reported words. Inverted commas are not used.

Application Form

1. Read the following advertisement and answer the questions below it.

Have you got talents , skills or experience that you would like to share with people world-wide?
 Would you like to contribute to global welfare?
 Here is the chance you've been waiting for.
 UNESCO is launching a volunteer program for global citizenship.
 Join our efforts to build a better world!
 Interested? Fill in the Application form below and email it to unesco.org
ACT NOW. NO TIME TO WASTE!

- What is UNESCO organising?
- How can you participate in the program?

2. Read through the whole application form, then fill it in carefully.

Volunteer Application For Global Citizenship Program

Instructions: Mark "X" in the appropriate boxes. For other items, either print or type responses.			
1. Name: (first , last)	2. Age:	3. Phone Number:	4. Email Address:
5. Address:		6. Country, City, Zip Code:	
7. What skills or qualifications would you like to use in your voluntary work?			
Computer programming ☐	Gardening ☐		
Clerical or office work ☐	Photography ☐		
Sign Language ☐	Cooking ☐		
First Aid ☐	Public speaking ☐		
Other (please specify).....			
8. Which general volunteer work categories are you most interested in?			
Research ☐	Construction Work ☐		
Media ☐	Carpentry ☐		
Literacy ☐	Electrical Maintenance ☐		
Archaeology ☐	Mechanical Maintenance ☐		
Disabled Care ☐	Medical Care ☐		

9. Based on previous responses, what type of volunteer work would you like to do?

(Please, describe any previous experiences, personal skills or education that would be beneficial for your voluntary work.)

.....

.....

.....

.....

10. Have you volunteered before? YES ☐ NO ☐

If yes, describe your volunteer experience.

.....

.....

.....

.....

11. What are some of your objectives for working as a volunteer?

.....

.....

.....

.....

12. Which months would you be available for volunteer work?

January ☐ February ☐ March ☐ April ☐ May ☐ June ☐
 July ☐ August ☐ September ☐ October ☐ November ☐ December ☐

13. Signature:

.....

14. Date:

.....

3. Before e-mailing the application form:

- Exchange your own completed application form with that of your partner, and compare your answer to his/her.
- Get back to your application form, and include any modifications or suggestions your partner has made.
- Submit the application form to your teacher for final editing.

Study Groups**'Two heads are better than one' (Proverb)****Advantages of study groups**

Study groups are a great way to boost your individual study. Cooperative study has many advantages :

- It provides you with practice at working as part of a team.
- It helps you socialise with others and integrate in a group.
- It provides you with the opportunity to compare your study skills with different ones.
- It provides you with the opportunity to get feedback on how well you do in your study.
- Members of the group support and help each other towards success and better knowledge of the learning material.
- Support and interaction within the group will help you stay motivated.

**Group Work**

Do you work in groups? Why or why not?

Forming a good study group

Here are some tips to help you form a good study group :

- Socialise with most students in your class to find out which ones you can work well with.
- Invite some students to study with you and evaluate their participation and commitment to group study.
- Keep your group to a moderate size. A group of 4 or 5 is usually a good size.
- Set a meeting time that is appropriate for all members of your group.
- Choose a suitable location; comfortable and free of distractions.
- Negotiate a contract of behaviour and help members to stick to it.
- Plan breaks and/or entertaining activities to keep group motivation.
- In group, set the tasks or objectives for each study session and come prepared.

State two things you do in class.

Discussion

Discuss these ideas with your peers. Do you agree or disagree? Support your ideas.

- Students can do better by sharing their skills and resources than by working alone.
- A study group helps you overcome shyness about discussing in class.
- One student should control the discussion in a study group.
- Students should take turns leading the group discussion.
- Each student should study individually before the group meets.
- All members of the group must do their homework of preparing for the meeting.
- Members of the group should reveal their weaknesses so that they can strengthen them.
- The group should evaluate what they've done and plan the next meeting.

Take initiative and form a study group to prepare for your Baccalaureate exam.

Explore Culture

Can you pass the British Citizenship Test ?

The government in England has launched a citizenship test for foreigners who want to become British. Here are some of the questions they might ask.

1. Match these famous monuments in England with appropriate legends.



1



2



3

Big Ben

Windmill in Essex

Tower Bridge in London

2. Quiz: Tick the correct answer or answers.

1. The English Channel separates Great Britain from ☐ Sweden ☐ France ☐ the Netherlands.
2. The main parts of Great Britain are ☐ Cambridge ☐ Wales ☐ Scotland ☐ Glasgow ☐ England.
3. When did all 18-year-olds get the vote ? ☐ 1918 ☐ 1928 ☐ 1969
4. The British are a nation of animal lovers. What must dog owners do ?
☐ Get a licence ☐ Get the dog sterilized ☐ Get a collar with the owner's name and address
5. What's the minimum time you must have been married before you can divorce ?
☐ Six months ☐ One year ☐ Two years
6. The longest river in England is ☐ the Thames ☐ the Clyde ☐ the Severn
7. The oldest British universities are situated in ☐ London ☐ Cambridge ☐ Harvard ☐ Oxford
8. The main political parties in England are ☐ Republican ☐ Conservative ☐ Democratic ☐ Labour
9. What was the first famous British pop-group from Liverpool ?
☐ the Beatles ☐ Deep Purple ☐ Queen
10. Shakespeare's birthplace is ☐ London ☐ Stratford-on-Avon ☐ Edinburgh

3. What do these pictures represent? Write a legend under each picture. Share with your peers.



a



b



c



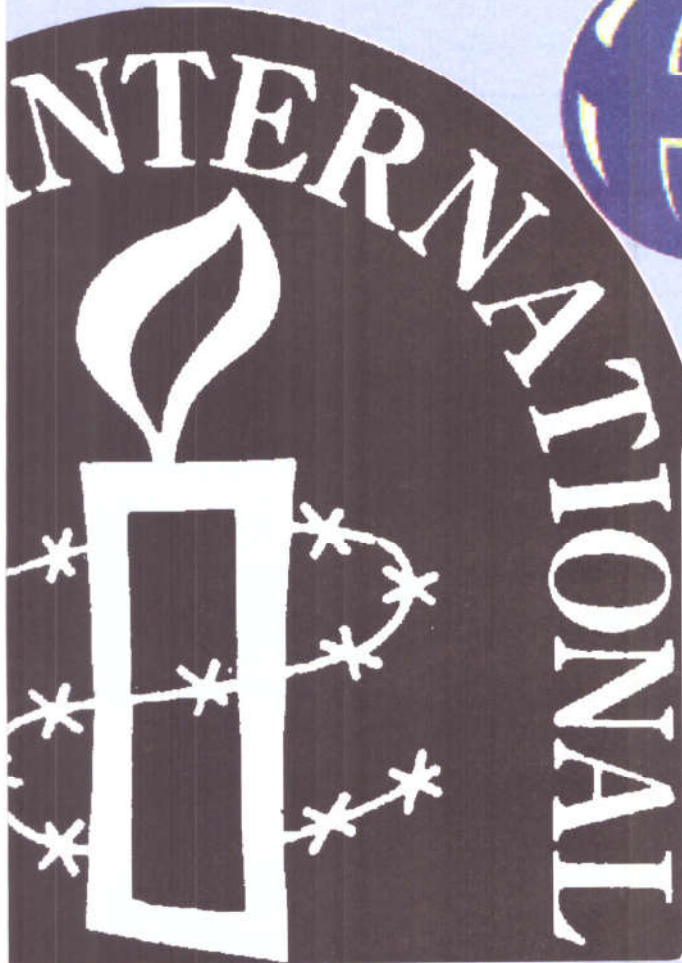
This unit will enable you to

- enlarge your knowledge of the jargon used in international affairs.
- listen to a speech by a famous official.
- review and learn ways of responding to news items.
- read, extract and organise information from texts about international organisations.
- learn and practise ways of linking sentences.
- write a formal email.
- boost your memory skills.
- learn about different people's attitudes towards the United Nations.
- design a poster.

AMNESTY



ORGANISATIONS



GREENPEACE



QUOTE

*"More than ever before in human history,
we share a common destiny.
We can master it only if we face it together.
And that, my friends, is why we have the
United Nations."*

*Kofi Annan
Seventh secretary-general of the United Nations
2001 Nobel Peace Prize winner
www.un.org (November 2006)*

1. Do net searches to find out the international organisations these acronyms stand for.

- a. UN: The United Nations
- b UNESCO:
- c. UNICEF:
- d. UNHCR:
- e. WHO:
- f. FAO:
- g. ICRC:
- h. TI:
- i. AI:

2. Match these international organisations with their field of action.

Organisation	Concern
a. OXFAM b. Amnesty International c. UN High Commissioner for Refugees d. Doctors Without Frontiers (Medecins Sans Frontiers) e. The World Health Organisation f. World Trade Organisation	1. fighting epidemics around the world 2. providing medical care during disasters 3. eliminating poverty and famine 4. safeguarding human rights 5. caring for refugees 6. regulating business exchange in the world

3. These terms belong to the jargon of international organisations. Put them in the appropriate columns.

charter - general assembly - resolution - spokesperson - report - deputy
 declaration - diplomat - headquarters - congress - court - vice president
 constitution - council - commissioner - ambassador - secretary general

Officials	Documents	Establishments
.....		
.....		
.....		
.....		

your Vocabulary

4. Match these words with their definitions.

Words	Definitions
a. charter b. court c. sanctions d. diplomacy e. bilateral f. violation	1. management of relations between countries 2. measures taken by the United Nations to force a state to conform to an international agreement or resolution 3. a body of people who look into and resolve conflicts between people, organisations or countries 4. written statement of the main functions and principles of an organisation 5. disrespect, disobedience or refusal to comply with a law 6. involving or relating to two countries

5. Fill in the blanks with words from the table above.

The United Nations (UN) was established in the 40s to maintain international peace and security. According to its(a)....., member states are supposed to refrain from the use of force against other member states. This document also calls on countries to settle(b)..... disputes by peaceful means. That is to say, international discords should be solved by(c).....and negotiations. Any(d)..... of this principle can result in severe economic and political(e)..... The UN has a(f)..... in The Hague (Holland) whose function is to look into conflicts between countries.

6. Complete the paragraph with words from the list.

headquarters campaigns lobbying network donations founded



amnesty international

Amnesty International is an independent pressure group. It(a)..... for the release of imprisoned or maltreated people because of their political or religious beliefs. The movement was.....(b)..... in 1961 and has its(c)..... in London. Amnesty International has a.....(d)..... of voluntary local groups and individual members throughout the world. To keep its independence from governmental influence, AI is financed by(e)..... and benevolent contributions. AI's activities include campaigning and(f)..... for political and religious freedom.

Farewell Speech

Get involved

1. Answer these questions about the United Nations organisation.
 - a. When was the UN established?
 - b. What are its objectives?
 - c. Who is the previous secretary general of the UN?
 - d. Who is the current one?
2. What subjects do you think the UN should focus on?
3. In his farewell speech, Koffi Annan talks about his experience as a UN secretary general. Can you guess
 - a. how long he served in this post?
 - b. how many lessons he learned during this experience?



Ban Ki-Moon, UN Secretary General

Listen and discover



4. Listen to Koffi Annan's speech and check if you made the right guesses.
5. Listen to the speech carefully and fill in this chart with the lessons Annan learned.

THE FIRST LESSON	

6. Complete these sentences from the speech.

- a. To achieve security in the world, populations must be protected from
- b. Through solidarity, countries can be
- c. What unites people is their
- d. "Non-state actors" are
- e. Koffi Annan describes the UN as



Koffi Annan
UN ex-Secretary General

7. Pick out from the speech sentences which support these statements.

- a. Countries cannot be secure if other countries are insecure.
- b. Poor countries should benefit from the world's wealth as much as rich countries.
- c. Cultural differences among countries are beneficial.
- d. Governments should not be concerned only with local affairs.
- e. Koffi Annan is not satisfied with the work of the UN.

Have your say

8. Which one of the principles mentioned in the speech is the most important to you?
9. What other principles can change the world to a better place?

and Speak

Good News! Bad News!

1. Read the following exchanges and answer the questions below.

Son : Did you hear that? A new civil war has broken in central Africa.

Father : My goodness! I hope it won't last for long.

Son : But, the UN will send soldiers to establish order there.

Father : Great! They'll surely calm down things there.

- How did the father respond to the first piece of news?
- How did he react to the second one?
- What expressions did he use in both cases?

2. Fill in the chart from the list as suggested below.

Sorry to hear that!
Sounds great!
My goodness!
Superb!
Great news!
Are you kidding?
I can't believe it!
Really?
Incredible!

Responding to good news

Responding to bad news

3. Complete the exchanges with expressions from the chart.

a.

Rachid : We'll establish a clean-air association in our town. Would you like to join us?

Samy : I wouldn't miss such an initiative.

b.

Rachel : What was yesterday's anti-globalisation rally like?

Sam : Some angry boys clashed with the Police!

Rachel : I hope there weren't any casualties!

Sam : Fortunately, there weren't.

4. Respond to these news items appropriately. Practise with your peers.

- Greenpeace has declared that Morocco is making great efforts in favour of the environment.
- Last Security Council's report says some countries are unwilling to stop their nuclear programs.
- WHO has announced that no vaccination against avian flu is available for the time being.
- UNICEF will hold its annual summit in Morocco.

Unit 8

INTERNATIONAL ORGANISATIONS

Read

Get involved

Vote on the following issue. Justify your vote.

Who should watch over the world's peace and well-being?

☐ Individuals

☐ NGOs

☐ Governments

☐ International Organisations

Read and discover

1. What international problems do these pictures suggest to you?



2. Skim through the four passages, and decide which organisations would interfere in the situations depicted in the pictures above.

In the aftermath of World War II, a lot of international organisations were created to help deal with problems and issues related to education, economy, environment, health,... Some of the most prominent organisations are UNICEF, ICRC, Greenpeace, and Transparency International.



Formed by a group of North American activists in 1971, Greenpeace is a non-profit organisation, with a presence in many countries across the world. To maintain its independence, Greenpeace does not accept donations from governments or corporations but relies on contributions from individual supporters and foundation grants. As a global organisation, Greenpeace focuses on the most crucial worldwide threats to our planet's biodiversity and environment.

Greenpeace campaigns to:

-Stop climate change

-Protect forests

-Save the oceans

-Denounce genetic engineering

-Stop the nuclear threat

-Eliminate toxic chemicals

In pursuing its mission, Greenpeace has no permanent allies or enemies. It promotes open, informed debate about society's environmental choices. It uses research, lobbying, and non-violent diplomacy to raise the level and quality of public awareness.

Greenpeace sums up its mission in one long banner: "When the last tree is cut, the last river poisoned, and the last fish dead, we will discover that we can't eat money..."

www.greenpeace.org (July 2007)



Growing from the Swiss Henry Dunant's spontaneous gesture to help wounded soldiers, the International Committee of the Red Cross/Crescent (ICRC) was founded in 1863. It is an independent and neutral organisation ensuring humanitarian protection and assistance for victims of war and armed violence.

The ICRC has a permanent mandate under international law to take impartial action for prisoners, the wounded and sick, and civilians affected by conflicts and disasters. With its headquarters in Geneva, the ICRC is based in around 80 countries and has a total of 12,000 staff. It coordinates the activities and interventions of national Red Cross and Red Crescent societies around the globe.

The ICRC is funded by contributions from governments; national Red Cross and Red Crescent societies, supranational organisations (such as the European Commission), and private sources. All funding is voluntary. The ICRC does not wait to receive funds before it responds to urgent needs in the field, and counts on the goodwill of its contributors to provide the funds as quickly as possible. The ICRC uses a white flag with a red cross or a red crescent. This flag is universally recognised as a symbol of assistance for the victims of armed conflicts and natural disasters. In use since the nineteenth century, this logo unfortunately does not please all countries of the world. To resolve this issue, the States party to the Geneva Conventions, during a diplomatic conference in December 2005, agreed on an alternative emblem : The Red Crystal.

www.icrc.org (July 2007)

and Learn



UNICEF, established by the UN General Assembly in 1946 in post-World War II, is the world's leading organisation working specifically for children. It works with local communities and governments all over the world to provide emergency relief and run long-term development programmes in areas such as health, education and child protection. UNICEF's global reach allows it to deliver assistance where it is needed most. It upholds the UN Convention on the Rights of the Child and endeavours to hold the international community responsible for their promises to children. It also works to raise awareness of issues affecting children around the world and lobby governments to support

children's rights.

All of UNICEF's programmes are entirely dependent on voluntary contributions. UNICEF raises funds for these programmes through donations, the sale of cards and gifts, partnerships with companies and special events.

www.unicef.org (July 2007)



Originally founded in Germany in 1993, Transparency International (TI) is a not-for-profit and politically non-partisan organisation. It leads the fight against corruption and its devastating impact on men, women and children around the world. Thanks to its members' donations, TI has the skills, tools, experience, expertise and broad participation to fight corruption on the ground, as well as through global and regional initiatives.

TI's mission is to create change towards a world free of corruption and bribery. TI plays a lead role in improving the lives of millions around the world by raising awareness and diminishing indifference and tolerance of corruption.

TI brings together relevant players from government, civil society, business and the media to promote transparency in elections, in public administration and in business. It also uses campaigns to lobby governments to implement anti-corruption reforms.

www.amnesty.org (July 2007)

3. Read the four passages about international organisations, and fill in the table with the required information.

Organisation	Date of Foundation	Mission	Financing
1. _____	_____	_____	_____
2. _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

4. Complete these sentences from the four passages.

- Greenpeace doesn't accept donations from governments because
- ICCR provides assistance to
- UNICEF is concerned with children's
- TI collaborates with

5. Go back to the passages, and guess from context what these words mean.

- non-profit :
- long-term :
- non-partisan :

Have your say

International Organisations resort to many ways to raise people's concern and awareness. For example, they use :

- ☛ posters, leaflets, pamphlets ...
- ☛ rallies
- ☛ campaigns
- ☛ media (TV, websites....)

6. Which of these, do you think, is the most influential medium? Why?

Link your Sentences

1. Read the following paragraph and match the underlined words (a-f) with the titles (1-6).

WHO

When diplomats met to form the United Nations in 1945, one of the things they discussed was setting up a global health organisations. **As a result**, World Health Organisation was set up on 7 April 1948 – a date we now celebrate every year as World Health Day. WHO is responsible for providing leadership on global health matters. It **also** accounts for shaping the health research agenda **such as** setting norms and standards, providing technical support to countries, monitoring and assessing health trends. **Since** health is a shared responsibility, WHO's job is to provide equitable access to essential care and collective defence against transnational threats. **In brief** WHO's greatest concern must always rest with disadvantaged and vulnerable groups; **that is to say**, the groups who often live in remote rural areas or shanty towns and have little political voice.

Adapted from: www.who.int (May, 2007)

a. as a result	.....	1. Explaining
b. also	.....	2. Cause
c. such as	.....	3. Summarising
d. since	.....	4. Consequence
e. in brief	.....	5. Addition
f. that is to say	.....	6. Giving examples

2. Read the following information about the use of linking words, then do the tasks below.

In your writing, you are expected to present coherent arguments by linking ideas together. You are also required to point out similarities, highlight differences, justify statements and provide examples and conclusions.

Here are some common linking words and their use.

Linking words	When to use them
and, also, as well as, moreover, further, in addition, additionally, next, secondly, thirdly	to add information or ideas or emphasise a statement
similarly, likewise, in the same way, equally	to make comparisons
although, however, yet, but, , despite	to make concession
whereas, in contrast, while, conversely	to show contrast
for this reason, to this end, for this purpose, because, since, so that.	to provide reasons
as, as a consequence, as a result, hence, therefore, thus, so	to explain results
for example, for instance, in other words, , such as	to provide examples
as has been noted, finally, in brief, in short, to summarise, consequently, therefore, in conclusion, so, in other words, accordingly	to draw conclusions

Grammar

A. Choose the correct word to fill in the blanks.

- a. Zahra got an award from UNESCO _____ she was the first to fight illiteracy in her village.
(*even though - because - but*)
- b. _____ the school is far away, Zahra attends all afternoon classes.
(*However - Although - Because*)
- c. She gets higher marks _____ studying in difficult conditions.
(*although - despite - however*)
- d. Her parents were illiterate. _____, they didn't send her to school when she was young.
(*If - Since - Consequently*)
- e. UNESCO works to promote different fields of interest _____ education, science and culture.
(*likewise - example - such as*)

B. Rewrite the following sentences, using the words between brackets.

- a. Jamal is illiterate. He is a member in different human rights organisations. (despite)
- b. He is respected by all his neighbours. They choose him as their spokesman. (because)
- c. Many organisations denounce human right violations. There are still many victims. (although)
- d. Some people aren't volunteers in any NGOs. They help people solve their problems. (yet)
- e. Governmental organisations receive financial support from the government. NGOs rely on benevolent donations. (whereas)
- f. Greenpeace is a non-profit organisation. Its work is voluntary. (therefore)

REMEMBER

Linking words are used to link ideas when writing. They enable the writing to flow from one idea to the next in a logical and cohesive way. There are three main types of linking words:

• **Conjunctions:** They are the most common form of linking word. They are used to join two parts of a sentence together and are generally used in the middle of a sentence.
International Organisations work hard and they organise their work effectively.

• **Sentence connectors:** Sentence connectors are used to link ideas from one sentence to the next and to give paragraphs coherence. Sentence connectors perform different functions and are placed at the beginning of a sentence.
Greenpeace works to preserve the environment. Besides, it is a non-profit organisation.

• **Subordinators:** They are linking words that are used to join clauses together. They are used at the beginning or in the middle of a sentence.
**Although international organisations work hard, they can't solve all problems.
International organisations can't solve all problems although they work hard.**

An E-mail to The United Nations

1. Read this Internet advert and answer the questions below.

GLOBAL CAMPAIGN FOR EDUCATION
www.campaignforeducation.org

Millions of children are unable to go to school because it's miles away or because their parents can't afford the expenses. As they become adults, they probably won't earn enough to send their own children to school.

So the cycle of poverty will NEVER stop if WE continue to be CARELESS.

You can make a change!

You can help eradicate illiteracy and poverty from the world!

Join our ONE MILLION Email Campaign.

Send an email to the United Nations.

Urge this organisation to give priority to literacy.

Here's the UN email address: inquiries@un.org

For more details on our campaign, visit our web site: www.campaignforeducation.org

- What is this Internet advert about?
- How can you take part in this campaign?

2. Write and e-mail to the Secretary General of the United Nations to support this cause.

Writing

Home | Inbox 2 messages | Compose | Options | Help

Send | Save Draft | Attach | Spelling | Cancel

To: inquiries@un.org | Show BCC

Cc:

Subject: | Plain Text

Times New Roman | 12 | B | I | U | Text Color | Background Color | Link | Unlink | List | Indent

Dear Mr Secretary General,

.....

.....

.....

.....

.....

.....

Yours Sincerely,

+ | TODAY: 5/4 | No events. Click the plus sign to add an event.

3. Make sure your e-mail meets the standards of a formal one. Check if you have

- a. written a prompt and meaningful subject line.
- b. focused your message on one topic.
- c. used a formal greeting and ending.
- d. avoided informal language used in e-mails with friends.
- e. proof-read your message and corrected all spelling mistakes.

4. Exchange your e-mail with your peer for final improvement.

Improve your Memory Techniques

You need to review your course materials regularly and purposefully to develop your memory skills. The following strategies help you organise yourself, improve your memory and review well.

1. Use Acronyms.

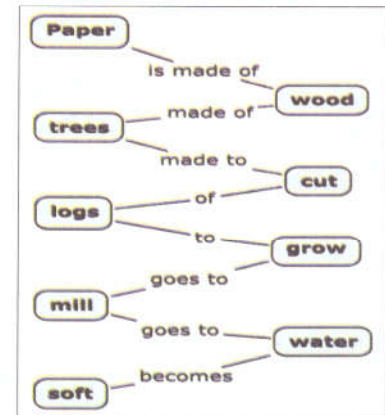
An **acronym** is an invented combination of letters. Each letter is a cue to, or suggests, an item you need to remember. For example, you can use the acronym:SQ4R to remember the reading method we suggested in unit 3 (Survey → Question → Read → Review → Recite → Reflect).

Go back to the reading text in this unit and review the acronyms used. (Pages 116-117)

2. Use Chaining.

Use diagrams or graphs to organise vocabulary or ideas into a chain. This will help you understand relationships between ideas or vocabulary and provide an easy-to-remember image. For example, if you need to remember this list of vocabulary (trees logs soft cut wood paper grow mill water), turn it to a graph like this one

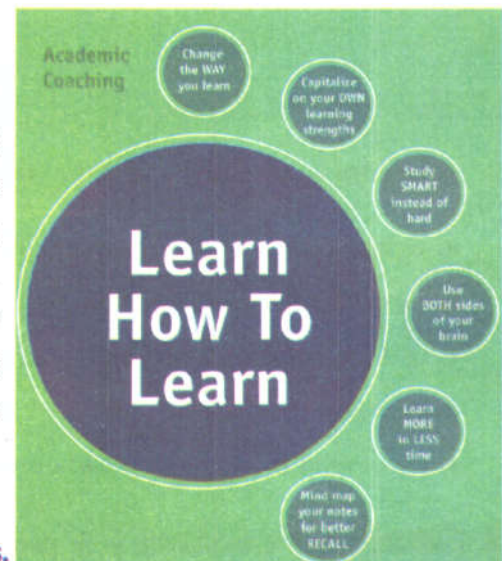
Use this chaining technique to draw a diagram of key vocabulary related to international organisations.



3. Use Concept- or mind-mapping.

A **mind map** is a chart or diagram used to represent ideas, concepts, tasks and procedures. These are usually arranged round a central key word or idea. You can read an important text and turn it to a concept map. Here is an example of a mind map about an article on "Learning how To Learn". The Key idea is in the big circle and supporting ideas in smaller circles. You can develop this map by branching detailed ideas to the small circles. Notice that only the most important words or phrases are used in the map.

Use a mind map to summarise key ideas in one of the suggested reading texts about international organisations.



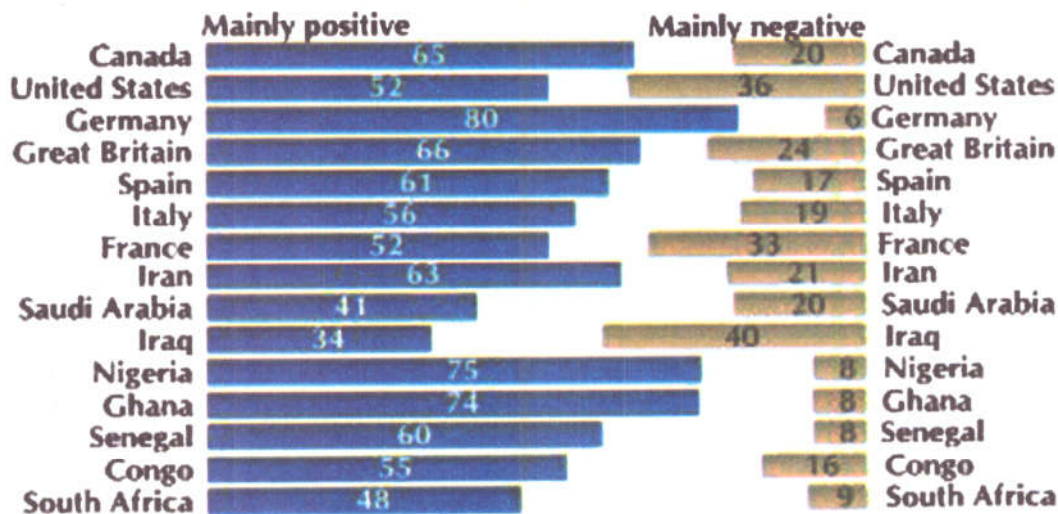
Explore Culture

Attitudes Towards the UN

People around the world have different attitudes towards the United Nations and its annex bodies like UNICEF and UNESCO. Some are quite satisfied with this international organisation's endeavours to establish order and well-being. Many others have reservations about its performance. The difference in attitudes is partly due to cultural backgrounds and political interests.

1. Study the graph below and discuss with your partners the different attitudes.

Evaluations of the UN



2. In your opinion, what factors determine attitudes towards the U.N.? Give examples from the graph.
3. Which of the following attitudes do you share?

"The United Nations has failed to achieve any significant achievements in establishing peace in the world. The United Nations has little influence on current affairs."



Steven Kull



Hassan Barari

"We'd like to see the UN as an honest broker in disputes between countries. The UN has to avoid double-standard approaches to world affairs. It should deal with all countries (poor or rich, powerful or weak) on an equal footing."

"I can't imagine what the world was like before the United Nations was created! We've reached so much stability, peace and solidarity thanks to this organisation."



M. Dawson

4. Conduct a survey in your class about the U.N. Compare the results with the graph.

Work out your Project

Design a Poster

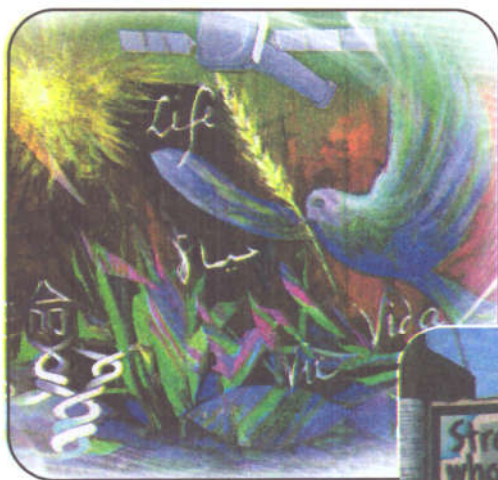
Global citizenship means being concerned with the world's stability, prosperity and well-being. It means taking action to help solve the world's most urgent problems and issues: poverty, war, environment degradation, etc. Action may take many forms: campaigns, rallies, petitions, volunteer work, etc. Works of art -including poems, drawings or songs- may also be effective means to raise awareness about those issues and problems.

Imagine your school organised a poster exhibition. Take part in this activity. Posters should revolve around these global topics: poverty, child abuse, war and environment degradation.

Here are tips to help you:

- Choose the topic that appeals to you most.
- Think of a situation that would illustrate the problem very well.
- Sketch the situation. Use appropriate colours.
- Avoid obscene images.
- Devise expressive slogans in English, Arabic, French or Amazigh.
- Avoid indecent words and phrases.
- Show the poster to your teacher for final improvement.
- Hand in your poster.

Here are samples of posters

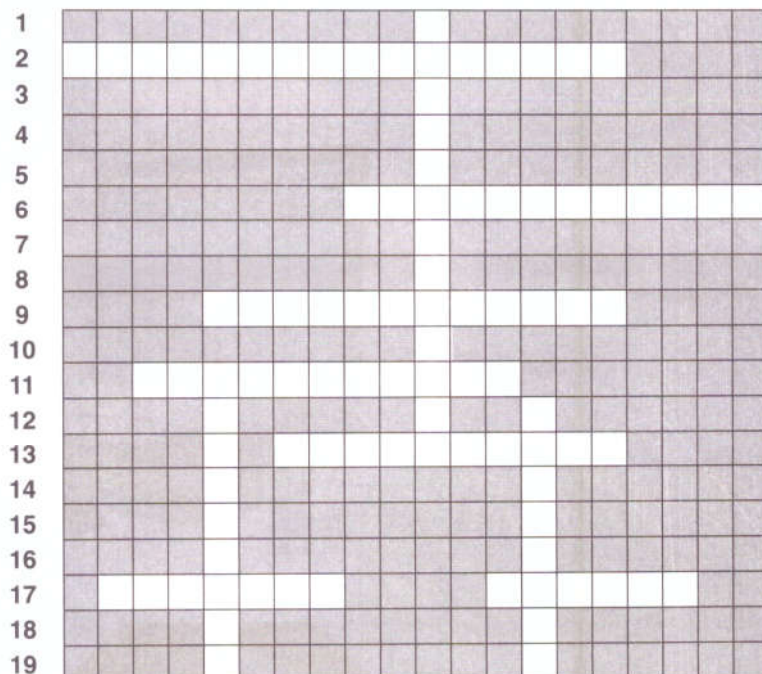


Check your Progress

Units 7-8

1. Go back to 'Expand Your Vocabulary' in units 7 and 8 and do this crossword puzzle.

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20



Across: →

- 2: obligations and tasks
- 6: helping and assisting without being paid
- 9: head offices
- 11: an official announcement or statement
- 13: a famous NGO for environment
- 17: national resident in a country
- 17: opposite of obligations

Down: ↓

- 5: group of people with common values living in a particular area
- 11: internationalisation
- 14: operation, movement or activities to achieve something

2. Read this dialogue between a Greenpeace activist and a journalist. Report the dialogue to a magazine.

Journalist: Earth is being endangered. What should we do?

Activist: We should preserve our natural resources and combat nuclear industry.

Journalist: Tell us about your campaign against nuclear weapons.

Activist: It is an international campaign. Many NGOs are participating and demonstrating against these mass destruction weapons.

Journalist: What do you suggest mass media do?

Activist: I suggest you follow our campaign closely and show all the damage these weapons can cause.

3. Fill in the chart with the phrases below.

Sorry to hear that! Sounds great! My goodness! Superb! Great news!
Are you kidding? I can't believe it! Really? Incredible!

Reacting to good news

Reacting to bad news

.....

.....

.....

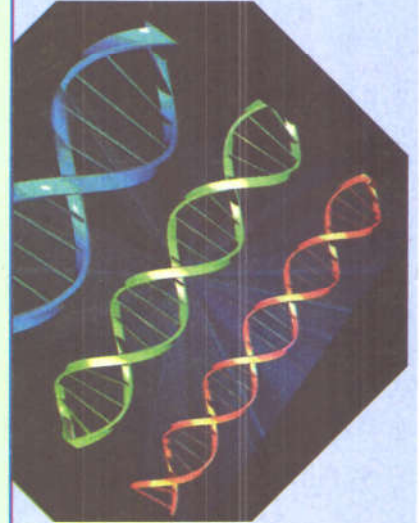
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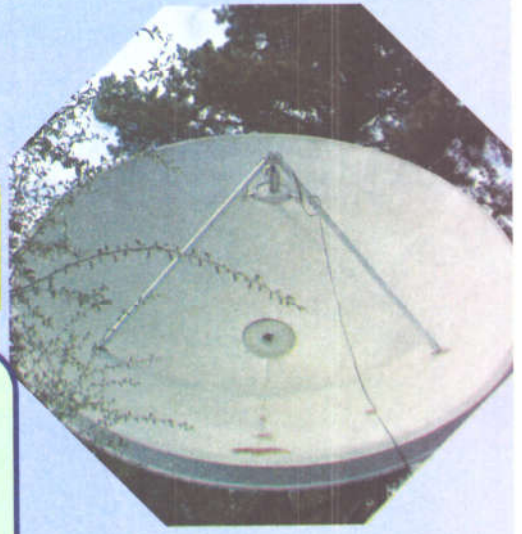
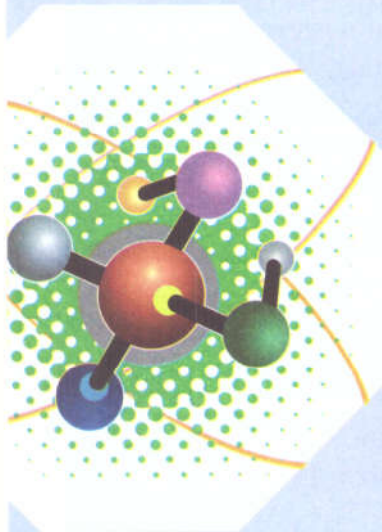
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This unit will enable you to

- 👉 review and expand vocabulary related to science and technology.
- 👉 listen to a poem about modern life.
- 👉 review and learn ways of expressing certainty and uncertainty.
- 👉 read a text about biotechnology.
- 👉 review and study ways of expressing wishes.
- 👉 review and learn about the structure and use of conditional type 3.
- 👉 learn and practise how to write an expository essay.
- 👉 learn about different ways of taking notes.
- 👉 explore digital culture and how it shapes our everyday life.



SCIENCE AND TECHNOLOGY



POEM

The Gift And The Curse Of Technology

*Hour after hour...., day after day....,
You find yourself...., unable to stay away....,
From the gift and the curse of technology....,
Our computer...., our cell phone....,
Are just two examples of....,
The gift and the curse of technology....! ! !*

Trade Martin

www.poemhunter.com (June 2007)

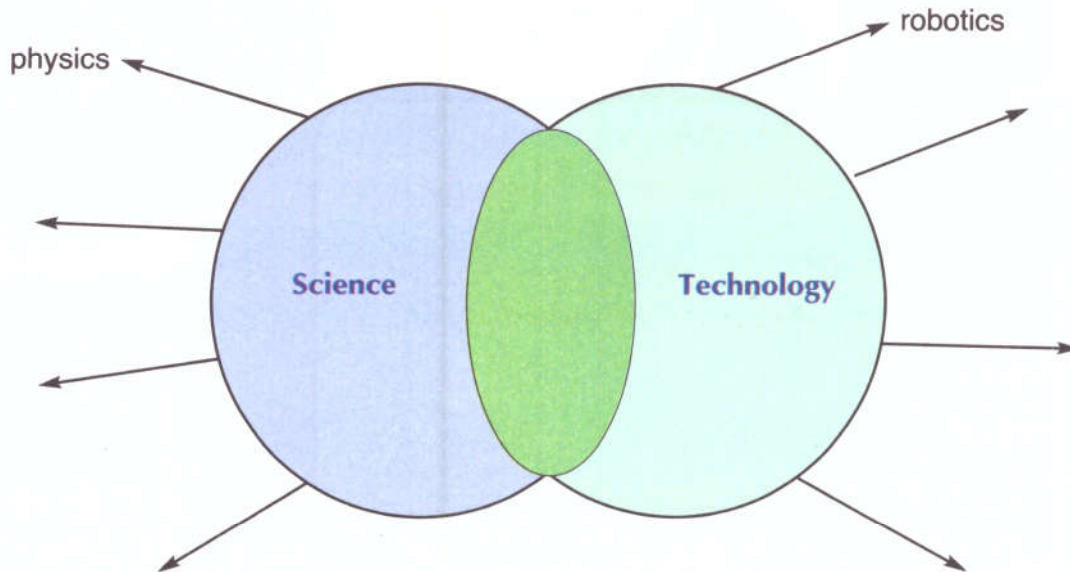
1. Can you distinguish between science and technology ?

Here are some definitions. Complete them using either "science" or "technology".

- A extends our abilities to change the world: to cut, shape, or put together materials; to move things from one place to another; and to reach farther with our hands, voices, and senses.
- B is a process for producing knowledge. The process depends on both making careful observations of how the world works and making sense out of those observations.
- C is the formal process of investigating natural phenomena. It produces information and knowledge about the world.
- D is the goal-oriented process of designing and building tools and systems to exploit natural phenomena for practical human means. Engineers work within the constraints of natural laws and societal needs to create

2. Underline key words in each definition.

3. Fill in this word map with branches of science and technology.



your Vocabulary

4. Here are pictures of science and technology inventions. Do you know their names?

 1 _____	 2 _____	 3 _____
 4 _____	 5 _____	 6 _____
 7 _____	 8 _____	 9 _____
 10 _____	 11 _____	 12 _____

5. Fill in the blanks with the appropriate word or words.

microwave oven e-mails vacuum cleaner computer
 mobile phone dishwasher remote controller

When I returned home from work, I decided to watch TV. I took the (1)_____ and zapped to my favourite channel. But , the electricity went off a short time later. I took my (2)_____ and called my friend to help me fix the problem. He was busy on his (3)_____ sending and replying to (4)_____ or chatting.

I couldn't use a (5)_____ to clean the carpet, so I had to take a brush and do it manually. I couldn't use the (6)_____ to heat my dinner and was obliged to have it cold. After dinner, I couldn't use(7)_____ and again, with my own hands, I washed all the dishes !

Listen to a Poem : Give me a Simple Life

Get involved

1. Guess from the title of the poem if the poet appreciates modern life or not.

Listen and discover



2. Listen to the poem and check your guess. Can you figure out the age of the poet?
3. Listen to the poem again and name scientific or technological inventions mentioned in the poem.



Add more inventions mentioned in the poem

.....

.....

.....

4. Guess the meaning of the words "stool" and "cushion" from the context.
5. Listen to the chorus/refrain of the poem many times and memorise it.
6. Look at this painting. How is it related to the poem?



Painting by Gizem Saka, a Turkish artist

7. Can you draw a picture or a sketch of the poetic image expressed in the chorus?
Compare and share your pictures.
8. Listen to the fourth paragraph/stanza of the poem and name two things the poet doesn't like about modern life.

Have your say

9. Try to rehearse the whole poem and compete with your peers reciting it.
10. Do you share the poet's attitude toward modern life? Why or why not? Present your ideas in class.

and Speak

Express Certainty and Uncertainty

1. Study the phrases used to express certainty and uncertainty, then fill in the table.

- Consumers will **undoubtedly** turn to the Internet to buy goods and services.
- I **doubt** if remote areas can use the Internet.
- It is crystal clear** that consumers spending for online goods and services will increase.
- No one can deny** that the growth will be faster and faster.
- The staff **won't be** in the office until 11; they've got a meeting.
- They **are sure** to come to an agreement by then.
- They **may go** for Internet shopping or supermarkets ; they haven't decided yet.
- If they opt for the Internet, some users **may** experience technical problems.
- They will **probably** choose supermarkets shopping.
- I **think** many users prefer direct shopping.

We use expressions like to express certainty.

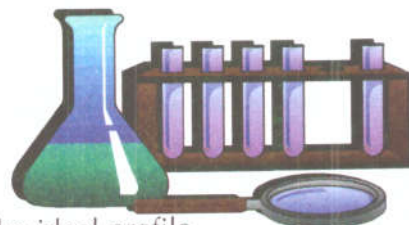
We use expressions like to express uncertainty.

2. Review your grammar lesson about modals (pp 28-29) and infer other expressions of certainty or uncertainty.

3. Fill in the blanks with appropriate words or expressions from the list.

(certainly, must, may, guess, probably, can, think)

- When I leave school, I go to a university of science or I even get a job at a laboratory.
- This be the laboratory – there are instruments and products of scientific research.
- I'll come back to see the manager next week if I am free.
- I they are going to offer me the job as I have the ideal profile.
- They will interview me about my past experience as they usually do.
- I their wages are high and their technology is advanced.
- I will enjoy myself working in this laboratory ; I am fond of science and technology.



4. Think of other alternative expressions to fill in the previous blanks.

5. Practise with your peers asking and answering questions.

- What inventions would you expect for the next century?
- Would science and technology find a cure for AIDS, AVIAN FLU,...?
- What would the world look like in the future?
- ..etc.



Get involved

1. The word 'Biotechnology' is formed combining two words: '.....' + '.....'. Infer its meaning from this combination.
2. Look at the pictures below and find out some applications of biotechnology.

Read and discover

3. Skim through the following text and write in your own words a definition of "biotechnology".

Ask the Expert

What is biotechnology?

Biotechnology (or bioengineering) refers to any change of an organism's genes for practical purposes like disease control, better crops, cloning of plants and animals,...

Biotechnology is closely related to genetics which can be defined as the scientific study of genes, i.e. variations in the characteristics -- resemblances and differences -- of organisms and how these characteristics are inherited from generation to generation. Modern genetics is as much concerned with the organism level of this process as it is with the cellular and molecular levels.

What are the current applications of biotechnology?

Plants

Thanks to biotechnology, farmers are able to get rid of unwanted characteristics of plants and keep the ones that they desire. One example of this is the "Flavr Savr" tomato; this genetically engineered tomato has a longer shelf life as the ripe* phase lasts significantly longer before the rotting** begins. The other famous example is the new type of potatoes that resist invasion by dangerous insects.



Other advances in genetic engineering have made it possible to decrease the need for fertilizers by breeding plants that produce their own form of efficient fertilizers. Farmers are looking for a greater crop product while having to plant fewer crops. These are only a few of the many advances and prospects that genetic engineering holds for agriculture.

However, there are some negative side effects that must be worked out. An example of this is a decline in the quality of taste, which would definitely outweigh the benefits of a long shelf life or resistance to insects!

* ripe = ready to pick and eat

** rotting = going bad or old

and Learn

Livestock



Genetic engineering can improve the genes of animals by reducing the possibility of diseases. In cows, for example, higher products of meat or milk can be brought forth. Genetic variations can also promote faster growth, which means less time and expense before the farmer can achieve market value for an animal's meat.

However, the use of genetic engineering in livestock has not come without its problems. There have been increased instances of mutation and overgrowth, which has caused scientists to re-evaluate the effectiveness of genetically engineered livestock.

Human disease control

Already bioengineering has grown into a huge industry that creates a wide variety of medical products made by genetically enhanced DNA. A small representative sample of products currently available would include such drugs as insulin for treating diabetes, growth hormones for heart attacks, interferon for cancer, safer vaccines for AIDS.

The use of genetic engineering in humans promises some extraordinary benefits, one of which is cure and prevention of many types of diseases that come from faulty genes. Medically, genetic engineering has the potential to improve the lives of humans who are suffering from genetic disorders. However some claim that eliminating bad genes in a population will only narrow the diversity of the wider human gene pool.



What are the issues in connection with biotechnology?

..... (look at task 7 for this missing paragraph)

4. Read the text again and find out examples of benefits of biotechnology on human beings.
5. Read the text again and find out examples of problems related to biotechnology.
6. Answer these questions.
 - a. How can biotechnology help farmers?
 - b. What effect can biotechnology have on livestock?
 - c. How can biotechnology help medically?

Have your say

7. The last paragraph of the text is missing. Work in groups to discuss and write a small paragraph stating your opinions about biotechnology.

If Only

1. Samir is a peace-loving activist. He is describing some of the drawbacks of science and technology. Read and answer the questions that follow.

Science and technology have contributed to human welfare and prosperity. However, we have made a mess of our world. The latter is polluted. Our mother land is heating. I wish the world were clean. If only our mother land were dirt-free. We have committed many criminal acts against our environment. I wish we were wiser, then we wouldn't devastate many places because of massive arms. If only man didn't use atomic bombs in war.... Albert Einstein helped USA to make an atomic bomb, but after its fall on Hiroshima and Nagasaki, he regretted having done it. He wished he hadn't contributed to the destruction of two Japanese cities. I wish humans had been cautious. If they had been so, they would have created healthy, liveable and respectful atmosphere for humanity and for the environment. Is it too late? Absolutely not! We got ourselves into this mess; we can certainly get ourselves out of it".

- What are Samir's wishes?
- How does he express his wishes? Is he talking about present or past wishes?
- What were Einstein's wishes?
- How did he express his wishes? Was he talking about present or past wishes?
- How do the sentences they use differ from each other?

2. Complete these grammatical rules about wishes.

Present wish: I wish / If only +..... +.....

Past wish: I wish / I wished / If only +..... +.....

3. Use these situations to express wishes. The first one is done for you.

- Many workers are loosing their jobs because of robots. (*Jobless people*)
Jobless people wish robots didn't replace workers.
- Some powerful countries used intelligent weapons in wars and killed many innocents. (*Human right activists*)
- My friend couldn't call an ambulance because his mobile phone did not work. (*My friend*)
- My mobile phone doesn't have a Bluetooth technology. (*I*)
- Last Monday, I couldn't get up in the morning. I missed an interesting lecture on cloning. (*I*)
- My uncle emigrated to continue his scientific researches in Canada. But he isn't satisfied there. (*My uncle*)

REMEMBER

A **present wish** is used to express hopes for impossible or unlikely things that we want to change at present situations.

REMEMBER

A **past wish** is used when talking about decisions or actions that we wish had been different. That is we think about a situation in the past, but naturally we can't do anything to change it.

Grammar

If I had had time, I would have done it

1. Read what Jamal said and answer the questions below.

"My brother won a national award for his latest scientific invention. We celebrated it last night. A lot of people came. We had a lot of food. Unfortunately, I ate so much that I had a stomach-ache. I couldn't get up in the morning because I didn't sleep early. I didn't go to school. I missed several lessons. I didn't do the test. The teacher gave me a bad mark because I forgot to do my homework".

- What did Jamal's family do last night?
- Why did he have a stomach-ache?
- Did he attend the lessons? Why?
- Did he do the test? Why?

2. Now complete these sentences following the example.

- If Jamal hadn't eaten a lot, he wouldn't have had a stomach-ache.
- If he early, he the morning.
- He several lessons if he to school.
- If he to school, he the test.
- The teacher a bad mark if he the homework.

3. Complete this rule about conditional type 3.

If + subject + , + + would have +
..... + would have + + if + subject +

4. Rewrite the following sentences using conditional type three. Make any necessary changes.

- My friend wanted to write a report on scientific progress last week but he had no reference books.
- He couldn't connect on the net because his father changed the password.
- He couldn't go to the cyber café because he had no money.
- He wanted to try his school's connection, but the multimedia room was occupied.
- He went to the library, but he didn't find any relevant encyclopaedias. He couldn't get any information.
- Finally he borrowed some good books from his friend. Then, he was able to write his project.

5. Change the following sentences from wishes to conditional 3 as shown in the example.

Example: I wish I hadn't eaten so much last night. I felt terrible then.

If I hadn't eaten so much last night, I wouldn't have felt terrible.

- I wish scientists had invented a cure for Avian Flu. There weren't so many victims then.
- I wish my father had bought me a computer last year. I could be a programmer then.
- Health authorities wish people got immunised. They could improve their health then.
- He wishes his satellite receiver hadn't stopped working. He could watch the live conference about nuclear danger on the environment then.

REMEMBER
We use **conditional type 3** when we imagine the possible situations of past actions and consequences which did not in fact happen.

Cellular Phones

1. Read this paragraph and answer the questions below.

It is amazing how fast cellular phones have developed in terms of size and the functions they offer. The technology for cellular phones started in 1975, but it wasn't until 1982 that the first commercial cell phone network was established in the United States. Since that time, the cellular phone has changed from a bulky machine to something that can fit into the palm of your hand with a lot of useful functions and options other than making and receiving calls.

- a. What were the characteristics of the first generation of cell phones?
- b. How are they different from modern cell phones?



2. Work with your partner to fill in this chart.

Characteristics of the latest mobile phones	
Size and format	Functions and options
.....	
.....	
.....	
.....	

3. Using the information in the chart, write an article to your school Magazine in which you expose the characteristics of modern cell phones.

Opposite are prompts to help you write your article.

Writing

Introduction : Talk about the evolution of cellular phones and their importance in modern-day life.

Body paragraph one : Expose facts about modern cell phones' size and outward qualities. You may start your paragraph like this :

In terms of size, cell phones have become

Body paragraph two : Enumerate the different options and functions modern cell phones offer to people. You may start your paragraph this way :

As for the options and functions cell phones offer, we can mention

Conclusion : Conclude your article by recapitulating the importance of cell phones.

You may start like this:

Having said that, I maintain that cell phones

4. Exchange your first draft with your partner for correction.

5. Correct your partner's draft, by checking the boxes below.

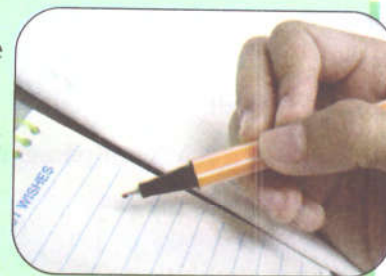
- | | | |
|------------------------|--|---|
| a. The introduction is | ☐ .. relevant | ☐ .. to rewrite |
| b. Body paragraph 1 | ☐ .. gives enough details | ☐ .. needs elaboration |
| c. Body paragraph 2 | ☐ .. exposes sufficient facts | ☐ .. needs further work |
| d. The conclusion | ☐ .. brings the article to a smooth end | ☐ .. is irrelevant |
| e. Linking words | ☐ .. are varied and suitable | ☐ .. others to be included |
| f. Vocabulary used is | ☐ .. multiple and appropriate | ☐ .. inappropriate |
| g. Spelling | ☐ .. ok, generally | ☐ .. serious problems |

6. Get your article from your partner, discuss his/her corrections and suggestions, then write the final draft to hand in to your teacher.

Take Notes Effectively

During your study, you need to take notes while your teachers are explaining or demonstrating during a lesson. Train yourself to take notes quickly and effectively.

Here are 3 scanned pages from students' notebooks in 3 different school subjects. Look at the format and organisation of the notes and decide which one can be more effective for study and revision. Discuss your choice with your peers.



A

*Synthesizing would be quicker reflecting.
Six jangling thrown by the quick savings whizzed
Sourly pieces beyond the mark.
Pack my box with five dozen lower jugs!
The July sun covered a fragment of black pine
was to rose on the velvet quilt.
How quickly draft jumping zeddas sex?
Just keep examining every low bid quoted
for zine etchings...*

*The explorer was frozen in his 'Big Kaganak'
just after making queer discoveries.
Quick Brown Fox Jumped Over The Lazy Dog
Jackdaws love my big sphinx of quartz.
Six big jiving storks stood in a row as
five workmen left the quarry.
The five 'having' boards jump quickly up
Sphinx Of Black Quartz, Judge My How!
While making deep excavations, we found
some quaint bronze jewelry
Whenever the Red Fox jumped, The squirrel
looked suspiciously.*

B

Scientific Method Steps

1. Make Observation
2. Invent Hypothesis to Explain Observation
3. Test Hypothesis
 - Pass → Hypothesis → Theory
 - Fail → back to 2
4. Test Theory
 - Pass → Tested Theory → Law
 - Fail → back to 3

C

Reynolds Number: $Re = \frac{\rho v a}{\mu}$

Franks Number: $FF = \frac{v}{(2g)^{1/4}}$

Specific Energy: $E = y + \frac{v^2}{2g}$

1 = velocity
E = hydraulic radius
μ = dynamic viscosity

Re < 2000 laminar
Re > 2000 turbulent

FF < 1 subcritical → tranquil
FF > 1 critical
FF > 1 exponential → rapid

Specific energy curve for a particular channel

Two possible depths

subcritical
supercritical

One of the best note taking systems is called the **Cornell System** or the **3R system**. Here is an adapted version of this system.

Step One - Record

Divide your paper into 2 columns (a small and a large one). Be an active listener and record important information in the larger, right-hand column. Be selective and use symbols, abbreviations, acronyms, charts,...(Avoid complete sentences). In the small left-hand column, show the organisation of your notes. You can use simple listings (1,2,3...or a, b, c,...), time sequence or order of ideas and steps.

Step two - Reduce

Summarise the information in each page of notes. Write your summary at the bottom of the page. You can also write questions about a difficult point to answer later.

Step three - Recite

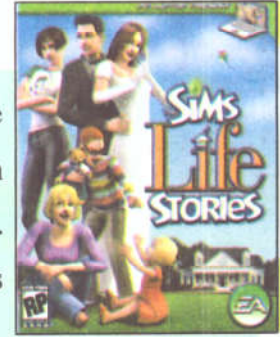
Use your summaries as a resource for reviewing and reciting. You can go back to your notes to check your summaries or answer your questions. If necessary, use other resources to supplement your notes. Review your notes frequently to combat memory loss.

Can you use this system in other school subjects? Try it.

Explore Culture

Digital Culture!!

Millions of North Americans use computers and Internet connections to participate in an online game like The Sims. They choose their personal representatives in cyberspace and spend hours interacting with each other through the Internet. They are convinced that they are members of a real community developing its own rules, values and culture.



1. Are you familiar with these digital expressions ? Match expressions from table A with appropriate ones from B.

A

a	Wearable Computers
b	Simulation
c	Telepresence
d	Virtual tour
e	cyber culture
f	Cyberspace
g	Blog
h	Virtual Community
i	Techno

B

1	refers to a set of technologies which allow a person to feel as if they were present at a location other than their true location
2	a computer-generated tour in which the viewer gets the sense of actually walking through the space
3	are computers that are worn on the body
4	the idea of a culture with a strong foundation rooted in technology
5	type of music made almost entirely with the help of computers, sampling, and synthesizers
6	any group or gathering that exists in cyberspace
7	a completely virtual environment or the electronic frontier
8	is a journal that is available on the web or a frequent and chronological publication of comments and thoughts online
9	creates the appearance of being real. It is the technique of representing the real world by a computer program

2. Do you know what these pictures represent ?
Write a legend from table A under each picture.



1



2



3



4

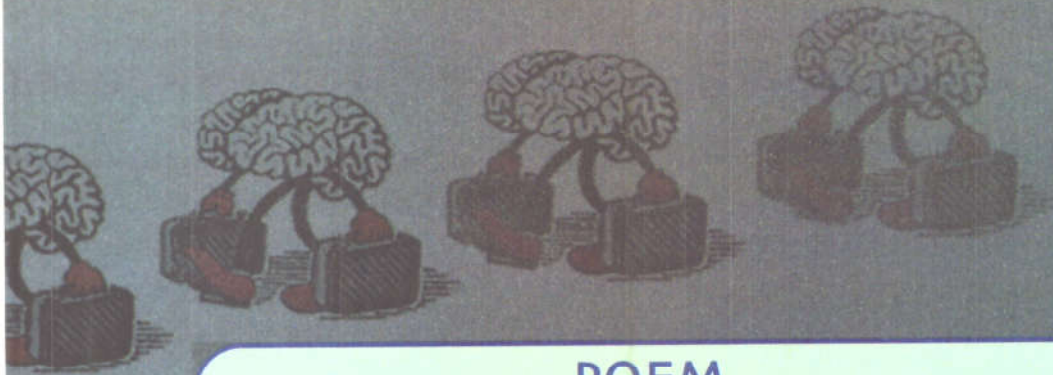
This unit will
enable you to

- 👉 learn and expand vocabulary about brain drain.
- 👉 listen to an interview with an African scientist.
- 👉 express regret.
- 👉 survey, skim, transfer information and read for cause and effect.
- 👉 learn and use restrictive and non-restrictive clauses.
- 👉 write an argumentative essay.
- 👉 learn how to prepare for the exam.
- 👉 learn about immigrants' cultural reactions.
- 👉 Conduct a survey.



DRAIN

n Drain



POEM

My Brain

*My brain not gone but stained.
My brain as small as a grain.
My brain reminds me of the pain.
Oh what pain!
I wish I could flush it down the drain.
My brain a thing I can't explain.
My brain a vacuum so big I just can't explain.
My brain something that can be found in the drain.
My brain, I guess I can't complain...*

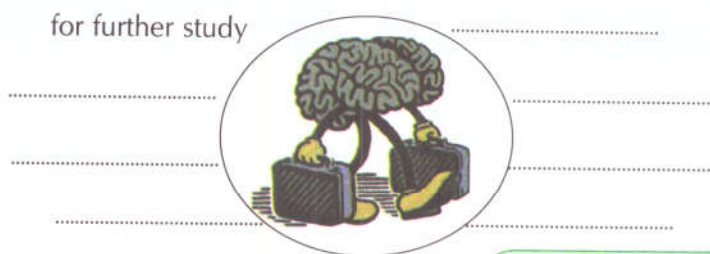
Stained = coloured

Flush it = make it clean

Sarah Mohr (1980 -)

www.poemhunter.com (February 2007)

1. Brain drain refers to the emigration of skilled professionals to developed countries. What do you think the reasons behind this emigration are? Complete the spider gram below.



2. Match the words in column A with those in column B to make collocations.

A	B
brain low attract developed high skilled	technology drain workers countries pay attention

3. Fill in the gaps with the right words from the list.

a. optimism b. experts c. situation d. loss e. developing f. salaries

Scientists, engineers, _____ and talented university students from poorer countries are flocking to the industrialised world, drawn by the promise of better _____ and working conditions. But not everyone is happy with this _____. Governments of some _____ countries regard the phenomenon as a _____ of human capital that must be restricted. Others view the situation with some _____ as countries of origin might also gain some benefit.

4. Match the words (a-j) with their definitions (1-10).

a. Brain drain	1. Not yet fully developed
b. Physician	2. Having the ability to perform a task expertly and well
c. Physicist	3. Obtain something needed or wanted
d. Scholar	4. The emigration of educated professionals to other countries
e. Income	5. An expert in physics
f. Gain	6. A person who practices medicine
g. Underdeveloped	7. Highly attractive
h. Skilled	8. Revenue
i. Unskilled	9. An educated person who has gained mastery in one or more disciplines
j. Tempting	10. Not having special skill or training

your Vocabulary

5. Fill in the blanks with the correct words from the table above.

- Human capital flight, or _____, is an emigration of trained and talented individuals to other countries, due to lack of opportunity in their countries of origin.
- The president of the World Bank urged _____ countries to invest in education and science to develop economy and combat poverty effectively.
- An estimated 900,000 of highly _____ professionals entered the American labour market between 1990 and 2000.
- Talented professionals emigrate to developed countries to earn _____ wages and secure a better future.
- A _____ is a scientist who studies the properties and interactions of matter and energy in all their forms (liquid, solid, gas, and plasma).

6. Study the information in the table carefully and add more examples.

Prefixes	Meaning	Examples
inter extra intra under over super hyper	between , among outside, beyond within, inside less than, insufficient excessively, more than above, over, beyond above, over, excessive	intercontinental,..... extraterrestrial, intracellular, underpaid, overpopulated, supersonic,..... Hypersensitive,.....

7. Add appropriate prefixes to the adjectives between brackets following the example given.

Example : (Paid) workers prefer to emigrate abroad to improve their salaries.

→ Underpaid workers prefer to emigrate abroad to improve their salaries.

- According to the (national) _____ Organisation for Migration, Africa has been losing 20,000 professionals each year since 1990.
- An immigrant scientist in the USA said that the mystery of Bermuda triangle is something (natural) _____.
- The majority of highly talented professionals emigrate from (developed) _____ to developed countries.
- Some youths are (excited) _____ about emigrating to Europe not knowing the problems they might face.
- Many scientists and experts attended an (continental) _____ conference on brain drain.
- An African scientist presented (ordinary) _____ ideas to turn brain drain into brain gain.

Turning Brain Drain into Brain Gain

Get involved

1. With your partner, answer the following questions, and then share your ideas with the whole class.

- Which countries do African skilled and talented professionals emigrate to?
- Is this emigration positive or negative for Africa and host countries? Explain.

2. Read the introductory paragraph and answer these questions.

- What is Philip Emeagwali famous for?
- What award did he get in 1989?
- How is he described in the media?

Philip Emeagwali is an African inventor and scientist. He has been living in the USA for many years. He won the 1989 Gordon Bell Prize, which has been called "Supercomputing's Nobel Prize". He invented a formula that allows computers to perform their fastest computations. He is described as "one of the great minds of the Information Age" and as "a Father of the Internet". He is the most searched scientist on the Internet. Listen to him answering some questions about Brain Drain in a Pan African Conference.



Listen and discover



3. Listen to the interview and answer this question.

What is Philip Emeagwali's country of origin?

4. Listen again and choose the correct answer.

The main concern of the speaker is to

- describe the brain drain phenomenon.
- explain brain drain's effects.
- stop brain drain in Africa.
- reverse brain drain into brain gain.

5. Listen and answer these questions.

- How can the UN help in controlling brain drain?
- Is brain drain responsible for Africa's problems? Explain.
- How does Philip Emeagwali compare brain drain to slavery?
- Why can't the speaker return to his motherland?

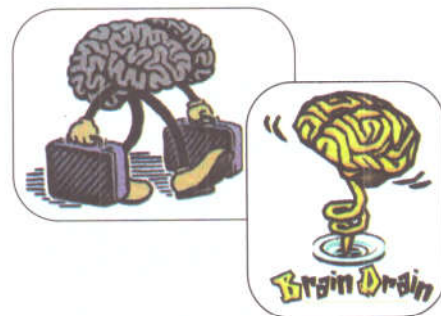
and Speak

6. Listen again and correct these statements according to the interview.

- It is possible to achieve a renaissance in Africa if these skilled professionals emigrate to other countries.
- At the end of the 21st century, people will describe brain drain as modern freedom.
- Philip can't return to his homeland because he prefers to live in the USA.
- African countries can reverse brain drain by sending their skilled but unemployed graduates abroad to do hi-tech jobs.

Have your say

- Describe these drawings and tell your partners which one represents brain drain better.
- Think of another artistic way to represent brain drain.



EXPRESS REGRET

- Anas is an engineer. He left his job last year to emigrate to Canada. Read what he is saying about his living conditions there, and then do the tasks below.

"After spending two months in Canada, I began to feel homesick. It's too cold to live here. Also, I didn't like the job. If only I had stayed in my country! I am now longing for my country's climate and family life. I can't come back because I lost my job in Morocco. If I hadn't abandoned my job there, I wouldn't have stayed here a day longer. I thought that immigrating to Canada would help me make a lot of money. Unfortunately, I was unlucky. I should have thought well before deciding to do that. I regret it now. I wish I were among my relatives."

- How does Anas feel in Canada?
- Underline expressions of regret in the paragraph.

2. Practise expressing regret, using the situations below.

- A scholar who immigrated to the USA, but can't find work there.
→
- A doctor who immigrated to Canada to improve his life but he found out that the cost of living in Canada is on average five times greater.
→
- An immigrant who is forced to come back home.
→
- Some doctors in Canada are overworked and underpaid, and there is a quota on their salaries.
→
- A physician who suffers from racial abuse in the USA because he is an immigrant.
→

Brain Drain

Get involved

1. Study the table and answer these questions.

- Which country holds the highest population of doctors?
- Which country holds the highest number of immigrants?
- Compare the percentage of immigrants from lower-income countries and those from developed ones. Which countries are more affected by brain drain?
- What can you infer from the table?

Country	No. of doctors per 100 000 Population	Total No. of Immigrants	% of Immigrants in Workforce	% of Immigrants from Lower-Income Countries	% of Immigrants from Developed Countries
United Kingdom	231	39,266	28,3	75	2,5
United States	293	208,733	25	60,2	6,5
Canada	220	15,701	23,1	43,4	22,3
Australia	271	14,346	26,5	40	33,5

Read and discover

Characteristics of Immigrant Medical Graduates
<http://content.nejm.org/cgi/reprint/353/17/1810.pdf> (February 2007)

2. Skim the text and find the countries which receive intellectual graduates.



Perhaps the oldest question in economics is why some countries are rich while others are poor. Economic theory has emphasised that differences in the educational levels of the population are an important part of the answer. Also, improved schooling opportunities should raise incomes in developing countries. Yet, while there is little doubt that highly educated workers in many developing countries are rare, it is also true that many scientists, engineers, physicians, and other professionals from developing countries work in Canada, the United States and the United Kingdom. This phenomenon, often referred to as "brain

drain," was noticed as early as the 1960s and has been a controversial issue in the North-South debate ever since. One important implication of brain drain is that investment in education in a developing country may not lead to faster economic growth if a large number of its highly educated people leave the country. If measures are not taken to motivate highly educated people to stay in their countries, efforts to improve educational opportunities may be largely fruitless.

Brain drain increases the scarcity of highly needed skilled labour in developing countries and consequently reduces long-run economic growth and income. In addition, if highly educated workers continue to emigrate to richer countries, public funds spent on higher education may be, to a large extent, inefficiently applied. In order to devise policies that create motivation for the highly skilled workers to stay, a clear picture of their reasons for leaving has to be developed first. Part of the explanation may be tempting salaries, improving the quality of life, educational opportunities for children and job security. Implementing the right policies to counter brain drain will be of crucial importance for the economic future of the affected countries, and one of their biggest challenges.

But how widespread is brain drain? Which countries and regions are especially affected? Which professionals are more affected (engineers, physicians, physicists ...)? Unfortunately, attempts to answer these important questions quickly come up against a big barrier; there is no uniform system of statistics on the number and characteristics of international migrants. Also, source countries typically do not keep track of emigrants' characteristics. Although some receiving countries, like the United States, Canada, Australia and, Western Europe, do so, their definitions of immigration differ. Thus, it is difficult to measure precisely the flow and scope of brain drain.

Adapted from: www.imf.org/external/pubs/ft/fandd/1999/06/carringt.htm (December.2006)

and Learn

3. Answer these questions from the text.

- Why are some countries richer than others?
- Is brain drain a new phenomenon?
- How can we motivate highly skilled workers to stay in their countries?
- Why is it difficult to measure the scope of brain drain?

4. Rearrange these ideas in the order in which they appear in the text.

Idea	Order
a. Brain drain decreases economic development.	
b. Countries of origin do not keep records of highly educated professionals who emigrate to developed countries.	
c. Once educated people are motivated, educational opportunities will become fruitful.	

5. Fill in the chart with ideas that express cause or effect.

Cause	Effect
Highly educated people leave the country.	.....
.....	Income in developing countries will rise.
.....	Highly skilled workers prefer to emigrate to richer countries
The definition of international immigrants differs from one country to another.	.....

6. Which of the following are opinions, facts or examples? Tick the correct option.

Statements	Opinion	Fact	Example
a. Some countries are poor while others are rich.			
b. Perhaps the oldest question in economics is why some countries are rich while others are poor.			
c. Canada is one of the countries that receive great numbers of intellectuals from countries undergoing development.			
d. Brain drain negatively affects the economic growth of the country of origin.			
e. Reducing wage differential may decrease the flow of brain drain.			
f. Some receiving countries, like the United States, have their own definitions of immigration.			

Have your say

7. According to you, what are the causes behind brain drain ?

How do you think we can turn brain drain into brain gain ?

8. What can you infer from this picture?



What if they returned to their native countries ?

Restrictive and Non-restrictive Clauses

1. Read this text and copy down clauses introduced by "who", "which" or "whose".

-
-
-
-

Birou Anise, who is now the Secretary of State in Morocco, in charge of non-formal education and the eradication of illiteracy, has presented governmental measures which aim at limiting the brain drain. Mr. Birou explained that the low number of job offers pushes many competent people to emigrate. Hence, these measures which are envisaged to stop brain drain focus mainly on supporting and encouraging projects in the fields of research and technology. Yabiladi



web site, whose aim is to keep Moroccans all over the world in touch, reports that the government will support such projects financially. The government's aim is to attract further investments.

Adapted from : www.albawaba.com (March 2007)

2. Underline the relative pronouns in the clauses you have copied.

3. Notice the situations (a-b) and answer these questions.

- What is the difference between these two sentences?

*a. My brother **who graduated from the university** emigrated to Canada.*

*b. My brother, **who graduated from the university**, emigrated to Canada.*

- Which clause can we delete without changing the meaning of the sentence?

4. Match these statements with the sentences above.

- I have only one brother. He graduated from the university and emigrated to Canada.
- I have more than one brother and I am speaking about the one who graduated from the university.

Grammar

5. Fill in the blanks in (a-e) with the corresponding restrictive or non-restrictive clauses in (1-5). Add commas where necessary.

- a. Philip Emeagwali _____ is from Nigeria.
- b. African writers _____ settle down in England or the USA.
- c. Graduates _____ will be given jobs with tempting salaries.
- d. The Pan African Conference _____ focused on reversing brain drain into brain gain.
- e. Countries _____ also suffer from brain drain.

- 1. which took place in Illinois, USA on October 24, 2003
- 2. whose grades are the highest
- 3. who write in English
- 4. which are developed
- 5. who is known all over the USA

6. Work with a partner to match the phrases (a-e) with (1-5) to form relative clauses.

- a. 'Capital flight', which is as problematic as brain drain,
- b. One of the problems which the Arab countries suffer from
- c. My uncle, who got his university degree,
- d. India, whose highly skilled labour is IT engineers,
- e. Experts who came from around 50 African countries

- 1. emigrated to Canada to continue his studies.
- 2. has remarkably succeeded in reversing brain drain to brain gain.
- 3. is brain drain.
- 4. were given a special reception at the hotel.
- 5. refers to financial capital that is no longer invested in the country where its owner lived and earned it.

REMEMBER

Restrictive (dependent) clauses limit the meaning of a noun or pronoun, they are not set off by commas.
Example : My brother who graduated from the university emigrated to Canada.

Non-restrictive (independent) clauses supply additional information but are not essential to the meaning of the sentence, so they are set off by commas.
Example : My brother, who graduated from the university, emigrated to Canada.

1. This article is in disorder. Read it and answer the questions.

Brain Drain: For or Against?

- A** To conclude, what would happen if we forbade brain drain and kept all those talents inside the country? Will they be able to grow and be as productive as they want to? Or will they join the rows of unemployed people and create more problems for our society?
- B** At the first glance, brain drain seems like a big loss. A considerable number of young people are leaving the country. It looks like the country is losing a lot of educated workforce. However, it seems a big advantage that talented minds are able to leave the country and pursue their dreams elsewhere.
- C** Another argument in favour of brain drain is that talented brains would like to ensure their own future and that of their families. What is wrong with the desire to look for a better living standard in another country? I mean, everyone likes to improve his/her conditions. We, therefore, should not prevent anyone from the pursuit of this right.
- D** The first argument I would like to mention is that individual talents would get the chance to grow in a favourable environment. They would get more support and have more opportunities to flourish. This would help talents grow and not be wasted. Here is a simple example: a very clever friend of mine received a medal in the national Maths Olympics and graduated from university with the best marks. For a while he unsuccessfully tried to get a job. Finally, he decided to go abroad. Now he has a good job and lives happily in France.
- E** One further argument is that the experience that talented people gain abroad will be very useful if they decide at a later stage to go back and settle down in their own countries. In other words, the fact that highly educated people emigrate is not only good for themselves, but is also good for their countries, and may also be good for the world.

Abide Omar, Niger

Writing

- a. What is the author's attitude to brain drain? For, against or neutral?
- b. How many arguments does he give to support his point of view?

2. The paragraphs of the article are in disorder. Put them in the right order by filling in this diagram with the appropriate letters (A-E).

Parts of the article	paragraphs
Introduction	
Argument 1	
Argument 2	
Argument 3	
Conclusion	

What words or phrases helped you to re-order the paragraphs?

3. Work with your partner to fill in this table with ideas from the article. Add your own arguments if possible.

Arguments for brain drain	Arguments against brain drain
.....	
.....	
.....	
.....	

4. Are you for or against brain drain?

Write an article to an e-magazine, using arguments from the tables above to support your point of view. You may use Omar's article as a model.

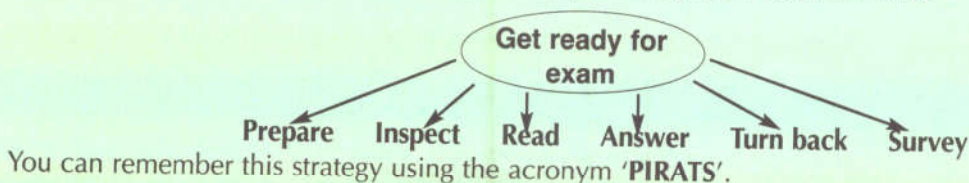
5. Exchange your articles. Make sure you have

- ☐ included a good introduction.
- ☐ given enough arguments.
- ☐ used phrases and connectors to link your arguments.

6. Rewrite your article to hand it in.

Get Prepared to Succeed

Your exams are approaching; get prepared to succeed. Preparing will raise your self-confidence, lower your anxiety and improve your marks. Here is a strategy to help you manage your exams and tests.



Read the tips and discuss them in groups. Circle the most important to you.

Prepare

- Find students in your class to study with. Remember that two heads are better than one. Students who study in groups make better grades.
- Study and review your lessons over a period of time; do not wait till the last moment to start preparing.
- Find out as much about the exam as you can (length of the exam, format, sections and type of questions, assessment criteria, etc)
- Use past exam papers to practise. Remember that practice makes perfect!

Inspect

- Inspect your exam paper carefully.
- Look at all sections and plan your time to allow some for all the questions.
- Don't panic! Recognise that it is normal to sometimes feel nervous during exams.

Read

- Read all the questions carefully.
- Take some time to think about the instructions and what is expected from you.
- Decide which order you will answer the questions.

Answer

- Be sure you understand a question before you answer it.
- Do the easier questions first to boost your confidence.
- Express yourself clearly and write neatly.
- Don't spend too much time on difficult questions; mark them for later revision.
- Avoid cheating or helping others cheat.

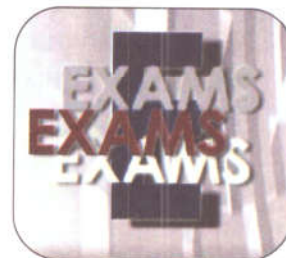
Turn back

- When you get to the end of the test go back to the difficult questions you marked and try to answer them.
- Again do the less difficult ones first.

Survey

- Take some time to survey all the exam papers to check if you answered all the questions.
- Proofread your answers and correct any mistakes.
- Take advantage of all the time allotted to the exam to re-read and think again about your answers.

Apply this method in tests and in the mock exam.



Explore Culture

Cultural Reactions

Read what some skilled immigrants say about living in the USA. Who is satisfied and who is not satisfied? Explain.

I really didn't have any culture shocks in the USA. But people talk differently and behave differently. People like to say hello and smile a lot. I was impressed.



Taha (Egypt)

I have been living in the USA for the last 15 years. It is here that I have made my home and my career. I am a telecommunications marketing professional with an advanced degree. I love my work and up till the recent years, I have never felt that anything but my qualifications and hard work would be the basis for my career advancements. I might have been wrong about that.



Fai (India)

I have to say that the only thing that really shocked me in the USA was how unsupportive my native community was with me .



Sue (South Korea)

"As a Moroccan American, and an executive at Boeing, I can speak directly to the benefit and value the Moroccan professionals bring in fostering closer economic ties between our two countries. They also encourage a spirit of entrepreneurship and partnership across our two cultures."



Mounir (Morocco)

I think the two countries are totally different in that one is in Africa and is predominantly composed of African tribes while the USA is a country made up of emigrants from all over the world. There are differences in food, media, and other cultural practices. As for work, I was unlucky because I couldn't satisfy my daily needs as I did when back in Nigeria.



Asker (Nigeria)

I long for Moroccan food and social activities. I don't like fast food which most Americans eat.



Latifa (Morocco)

Conduct a Survey on Brain Drain

Conducting a survey is often a useful way of finding something out, especially when 'human factors' are under investigation. A well-designed survey should produce clear results. That is, the results should be expressed numerically, and be capable of rigorous analysis.

Ways to Get Information to write a survey

- **Literature search:** This involves reviewing all readily available materials. These materials can include books, newspapers, magazines, annual reports, company literature, and any other published materials.
- **Talking with people:** This is a good way to get information during the initial stages of a research that is too new to be found in the literature.
- **Personal interviews:** They are a way to get comprehensive information. They involve one person interviewing another person for personal or detailed information.
- **Telephone surveys:** These are the fastest methods of gathering information from a relatively large sample.
- **E-mail and Internet:** They are of the most effective methods of gathering information. They are ideal for large sample sizes, or when the sample comes from a wide geographical area.



Before you start your project

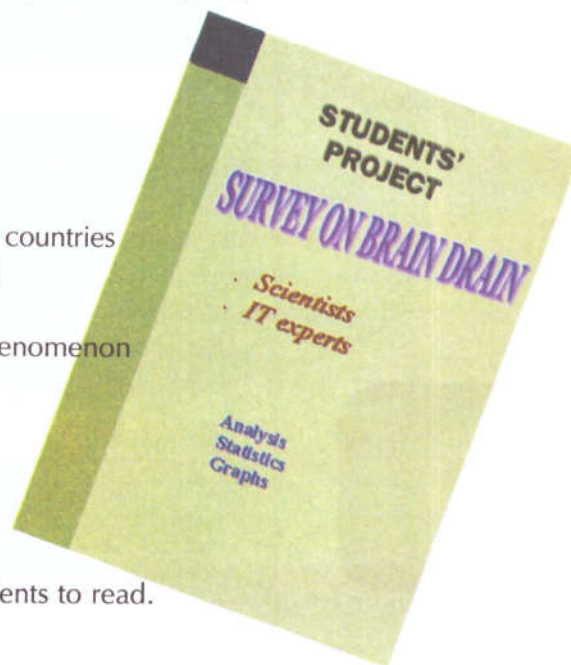
- Make groups or teams of students
- Check if the group or team includes students who are good at navigating the Internet and using the computer.

What to include in your survey

- A brief definition of brain drain
- Types of countries affected by brain drain
- Statistics of scientists and experts who have left their countries
- Reasons that push these skilled people to emigrate
- Graphs representing affected countries
- Pictures, photos and caricatures illustrating this phenomenon
- A conclusion that summarises your survey

Once you finish your project

- give a copy to your teacher to evaluate.
- deposit one copy in your school archive.
- stick one in your school wall magazine for all students to read.



1. Rewrite the sentences as suggested in the example.

Bachir who does not speak English came back from England where he spent his holidays, this is what he says:

————→ *If only I had learned English before.*

————→ *If I had learned English before, I would have communicated with English people.*

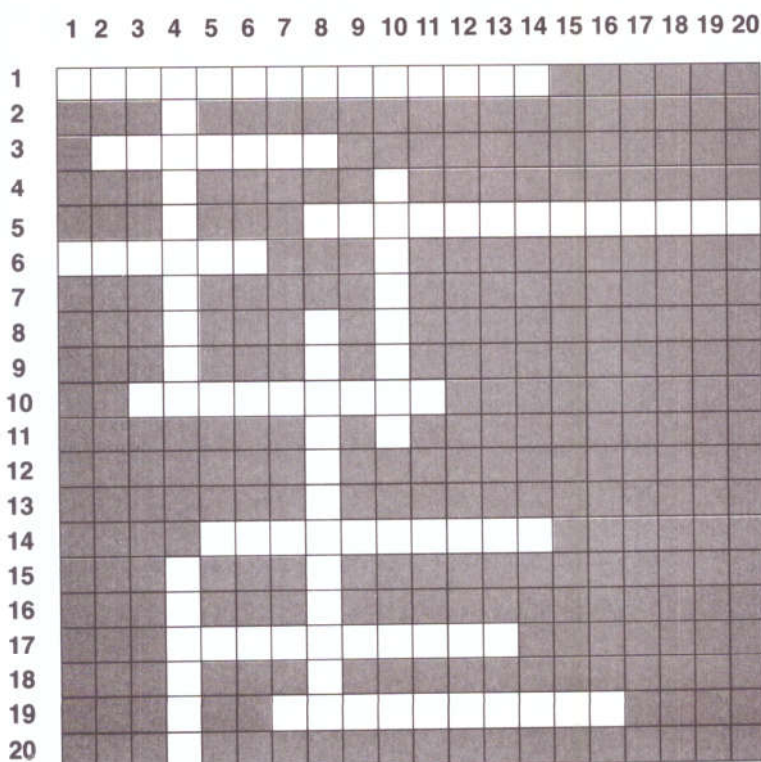
- An African scientist came back home for good but remained jobless.
- A young employee abandoned his job and emigrated to Europe. He was surprised to find no work.
- A university student didn't have a high grade to benefit from a scholarship abroad.
- A jobless graduate didn't have any money to apply for a visa.
- Marouane Chemmakh was injured and couldn't join the Moroccan football team in the last important match.
- A young man was expelled from Italy because he immigrated illegally.

2. Combine these sentences following the example. Use commas when necessary.

Example: *Philip Emeagwali is an African scientist in USA. His family emigrated with him.*
Philip Emeagwali, whose family emigrated with him, is an American scientist.

- Philip gave a lecture. This lecture was about reversing brain drain to brain gain.
- I met Dr Anas. He taught French at a university in Canada.
- Driss Chraïbi died in France in March 2007. His novels are written in French.
- The organisation is non-profit. It campaigns against emigration of skilled labour.

3. Review your vocabulary from unit 9 and 10 and do this cross word puzzle.



Across →

- not developed.
- physics, maths,... are examples of this word
- Techniques that use living organisms.
- pay or remuneration
- not skilled
- machines, devices or systems that have been invented
- a two-word title in this book
- the application of scientific advances

Down ↓

- act of emigrating
- camera used for web services
- virtual presence
- you can't access the web without it

Promoting Young Talents

Get involved

Answer these questions about music festivals and discuss with your peers.

- What artistic festival is held in your region?
- What music festivals are organised across Morocco?
- What's your favourite music style? Why do you like that particular type of music?
- What are your favourite music bands?
- What topics do they sing about?
- What festival is featured in the picture below?

Read and discover

- Survey the title and read the introductory paragraph ; then jot down questions you expect the text to answer.

"Boulevard of Young Musicians" Festival in Casablanca

Most people believe there is one thing they do very well- one activity they excel at. It could be playing a sport, speaking a language, singing, cooking, designing websites, or even driving. They, therefore, seize any opportunity to express their special talents and skills. Such is the case of a handful of Moroccan gifted youths for whom "Le Boulevard des Jeunes Musiciens" is the most favourable time to bring their musical genius into light.

The festival started in 2000 as a one-day event with merely a few amateur artists playing on a dark small stage. Today, it has become a massive four-day long celebration drawing over one hundred thousand of fans each year. An incredible success of an event run by a few voluntary and dedicated youngsters.

"Le Boulevard des Jeunes Musiciens", which takes place every June in Casablanca, features musical acts ranging from Hip-hop, to Rock-metal, and Fusion. It was originally started by a small group of ambitious people who dreamt of building an alternative music scene in Morocco. The festival has become the most important platform for local distinguished youth bands.



I went there on the third day, accompanied by two colleagues of mine. We have all quickly figured out the secret of this festival's success: Moroccan youths have never seen anything like it. "The Boulevard is our place on the Sun", one guy was shouting in French. The expression made me smile, seeing all those people escaping the sun for shade next to trees and fences.

Live concerts are rare in Casablanca and when there is one, most people cannot afford the pricey ticket. So, the free admission fee means that people came from the farthest corners of town. They are all in search of a moment of ecstasy and joy, away from the so many frustrations of daily life. The Boulevard's real driving force lies in the fact that it gives the opportunity for young talented musicians to play in front of thousands of people. For many of these creative musicians, it is their sole occasion to express their gifts and perform in public during the whole year.

Moroccan music has always been described as rich, with a mixture of influences: Amazigh, African, Latino and Arab. In the festival, we have a highly skilful combination of Rap, Rock, Reggae and Fusion: a celebration of diversity, creativity and universality.

In the closing ceremony, we had the pleasure to listen to some bands who managed through the years to get to fame like Hoba Hoba spirit, Dayzin, H-Kayne, Fnaire and Darga. The intimate atmosphere and the excited audience make of the festival a world of dreams. Apart from that, lyrics in clear Moroccan dialect express the hopes of a whole generation for a better life and a more perfect world, not to mention their love of their country as well. One of the bands "Midnight Shams" played the national anthem so passionately, giving evidence of their patriotic belonging.

At the same time, as a place for cultural exchange and an arena of joyful friendship, I was impressed by the open spirit of this generation of young Moroccans. I came to terms with the realisation that there is a deep love for life and determination to change things for the better. As someone put it clearly to me: "The Boulevard is a place of freedom and diversity. It's our greatest chance to share our talents with others."

adapted from www.bbc.co.uk/africalives (March 2007)

2. Read the whole text and check whether your questions are answered.

3. Check if the items are mentioned in the text, and write them in the space provided.

- a. The place where the festival takes place.....
- b. The date and duration of the festival.....
- c. Female talented musicians take part in the festival.....
- d. Attendance to the festival is free of charge.....
- e. Foreign participants in the festival.....
- f. Examples of music bands.....
- g. The size of the audience.....
- h. The music styles that feature in the festival.....



Hoba Hoba Spirit

Extra Reading 1

THE GIFTS OF YOUTH

4. Are these statements true or false? Justify your answers.

- The festival was created thanks to some professional musicians.
- In the beginning, the festival was one week long.
- Foreign bands also participated in the festival.
- Songs covered different topics, including patriotism.
- Similar music festivals are frequent in Casablanca.

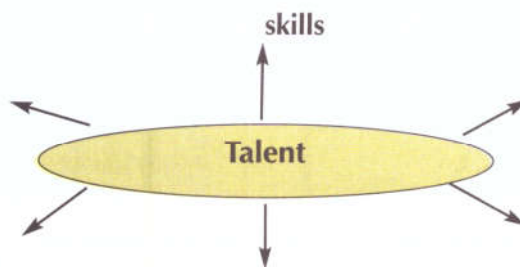
5. Answer these questions according to the text.

- What was the purpose behind the creation of "The Boulevard des Jeunes Musiciens"?
- According to the writer, what things contribute to the success of "The Boulevard"?
- What are the benefits of the festival for youngsters?
- What musical styles are present in the festival?
- Did the writer appreciate the festival? Justify.

6. Complete this summary from the text.

"Le Boulevard des Jeunes Musiciens" is held It is run by It enables gifted youngsters to Apart from promoting musical talents, the festival is also an opportunity for friendship and

7. Go through the text and find out words that you can associate with "talent".



Have your say

8. Fill in this table with information about a festival held in your region, then use the information to write a paragraph about the festival.

Date the Festival was created	.....
Purpose behind the festival	.....
Duration of the festival	.....
Admission to the festival (free/paid?)	.....
Participants	.....
Other information	.....

Argan Cooperatives

Get involved

1. In small groups, answer the following questions.

- What types of trees are there in your area?
- What is the nearest forest to your area called?
- What type of trees are famous in Morocco?
- What are the problems forests and trees face?
- Have you ever heard of the "tree of life"? What is its name?

Read and discover

2. Survey the text by reading the title and the first paragraph, then ask three questions you think the text will answer.

Zoubida Charrouf, a Moroccan professor at Rabat's Mohamed V University, is an Argan tree expert. She thinks that Argan tree is a vital Moroccan resource. That is why she is trying to combat deforestation of the Argan through setting up women's co-operatives. Her goal is to produce oil and to raise international recognition of the product.



Argan tree fruits



Argan tree nuts

Dr. Zoubida Charrouf became first interested in the Argan tree while she was in France. She explains, "At the end of the 19th century, a French writer who had studied the Argan nut said the tree contained an active substance. Between then and the start of my research, no one had tried to investigate this claim." She became more passionate about Argan oil as she discovered more molecular substances unique to it. The oil is derived from the kernel found within the nut of the fruit.

It is much sought for use in traditional medicine and food, as well as in cosmetics for skin, hair and nails. The oil has twice as much vitamin E as olive oil and is rich in antioxidants. It contains many essential fatty acids, including omega 6, as well as a substance with anti-inflammatory properties.

Charrouf received a doctorate on Argan trees and became one of the first people to campaign to save it. She believes all parts of the tree can be used to provide a source of income or food for those who exploit them. She is also intrigued by Argan's medicinal properties, and proposed setting up a market to sell the oil. This tree plays environmental as well as socio-economic roles and thus contributes to sustaining development in the areas where it grows.



Argan trees

Charrouf spent 15 years setting up Argan oil processing co-operatives in the villages of Tamanar and Tidzi near Essaouira. Her goal was to value women's expertise and protect Argan oil. This vital oil has always been undervalued and sold at roadsides despite its nutritional, pharmaceutical, therapeutic, cosmetic and environmental benefits.

"When I announced that I was planning to set up the first co-operative, some men weren't happy about their wives going out. When the women began bringing money home, men started coming to me on their wives' behalf," Charrouf recalls. So, she worked with the Moroccan government to support the involvement of women in rural and sustained development. "An agreement has been signed between the High Commission for Water and Forests and the Targanine co-operatives. The aim is to replant, develop and cultivate Argan tree through forest re-spacing," she noted.

Charrouf's other main activity is campaigning for better management of Argan products and increased recognition of Argan oil. "I would like to see Argan oil given the status of a high quality product. We meet all the requirements for being a recognised label. If this is achieved, only oil produced in the region according to the proper criteria can be called Argan. This will contribute to the development of the region and the conservation of the Argan forest," she stated.

Some people worry that Argan oil's growing popularity could lead to overexploitation. Charrouf counters this argument saying that the experiences of other countries show that reforestation rises with product demand. "It's the financial value of a tree that motivates people to replant it ... Our national output is 4,000 tonnes per year. We'd need 400 co-operatives to produce this amount, and we're not there yet," she pointed out.



Argan tree oil

In Morocco Argan tree is known as the "tree of life" because of its many beneficial properties. The Argan forest provides a living for around 3 million people, including 2.2 million in rural areas. "It provides stability for the rural population and is thus slowing down the rural exodus," Charrouf explained. Nowadays, Morocco is witnessing a reduction in the area and density of its Argan forest. Since the beginning of last century, its area has been reduced from 1,400,000 hectares to 828,000 hectares. The density has fallen from 100 trees to 30 trees per hectare. Charrouf estimates that 600 hectares are lost every year. It remains that the more co-operatives we set up, the more we sustain development and provide a constant income for many families.

Adapted from: www.magharebia.com (April 2007)

3. Now read the whole text and check if your questions have been answered.

4. Read the text again and answer these questions.

- Why was Dr. Zoubida Cherrouf interested in the Argan tree?
- What are its benefits?
- What is her aim behind setting up cooperatives?
- What were men's reactions towards setting up the cooperatives? Explain.
- Is Argan forest density increasing or decreasing? Explain.

5. Without going back to the text, decide if these statements are true or false. Justify your choice.

- a. Many people were interested in the protection of the Argan tree before Dr. Cherrouf.
- b. Before setting up her project, people used to give much importance to Argan oil.
- c. Dr. Charrouf is totally satisfied with what she has achieved.
- d. The Argan tree planting can diminish rural exodus.

6. Complete the following statements. When you finish refer to the text to check if your answers are correct.

- a. In order to make of Argan oil a well-known product, Dr. Zoubida Cherrouf
- b. Dr. Zoubida Cherrouf says that no other study has focused on the Argan tree since.....
- c. If Argan tree is given an international label,
- d. As Argan tree has medicinal properties, Moroccans call it

7. Now, with your partner, write a brief summary of the text using your own words.

.....

.....

.....

Have your say

8. Look carefully at this picture and suggest ways to prevent goats from devastating the Argan tree.



Goats ravaging Argan trees

9. Do a net search to get further information about Argan tree and other benefits of its vital oil.

Mini project. Compile a file about Argan tree including the following:

- a. Where it grows in Morocco and elsewhere
- b. Its Life expectancy
- c. Appropriate climate and weather
- d. Its role in maintaining the ecological balance and preserving biodiversity
- e. The benefits of its vital oil
- f. The benefits of its cultivation

Present your project in class.

Moroccan Women Leaders in Focus

Get involved

1. What do you think of women's performance in parliament, government, and city councils? Conduct a survey in your class and fill in this chart with the number of students who share each opinion.

Opinions	Women are more competent than men	Women are as competent as men	Women are less competent than men
Number of students			

2. Work with the group of students who share your opinion and discuss arguments to support or justify your point of view. Write at least 2 arguments in the chart.

Opinions	Women are more competent than men	Women are as competent as men	Women are less competent than men
Supporting arguments			

3. Exchange and discuss arguments with the other groups.

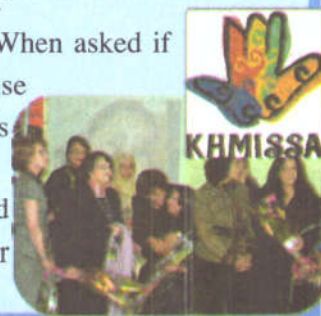
Read and discover

4. The following text reports on popular attitudes towards women in high positions in our institutions. Survey the first and last paragraph to find out if your opinion is voiced in the report.
5. Ask the questions you think the text will answer. Share your questions with your peers.
6. Read the text to find out if your questions are answered. Write the answers in your own words.

A survey conducted in 2004 reports important results about popular attitudes on women's economic, social, political, and legal rights. Twelve groups, from different parts of Morocco and from different social backgrounds, participated in this survey. The participants are asked whether women can serve in higher positions in government. The results show that there is an increasing acceptance of women as leaders. The increased presence of women in Morocco's politics, Parliament, and government has contributed to this acceptance. Participants offer concrete examples of women serving at important levels of government: as ministers or secretary of state.

Even the group least open to changes in the status of women, express few objections about women running as candidates and serving as leaders. Some of the participants put a stronger emphasis on a woman being educated before she becomes a leader. The dominant view even in this most conservative demographic group is expressed by one older man from Ait Ourir: "It is natural for women to be candidates." Some participants say education is vital to women's political participation. When asked if women can participate in politics, vote, and run for office, a common response among participants is "if she is educated." Other participants connect women's political participation to their right to work.

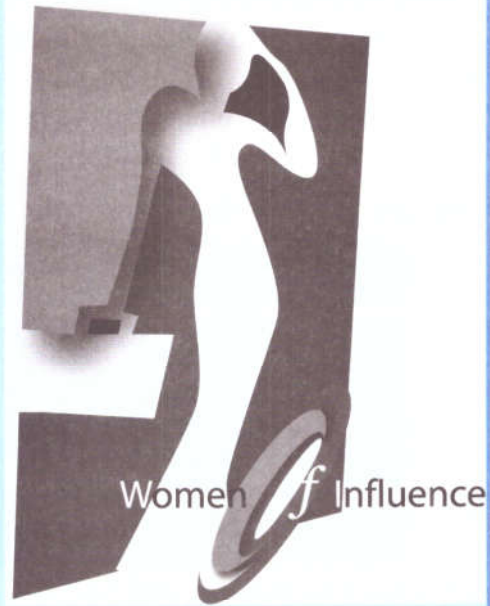
A younger woman from Rabat says, "If a woman works, then she is supposed to be present in political life as well." Participants view education and work for women as facilitating and in part justifying their participation in politics.



Khmissa celebrating women leaders

There are differences of opinion about whether women can serve in the highest positions in government; for example, several ordinary people have more questions about whether a woman could serve competently as a prime minister.

In discussing women in leadership positions, a number of conflicting stereotypes about women emerge. On the one hand, some participants describe women as harder working; more helpful, caring, trustworthy; and less corruptible than men. On the other hand, other participants describe women as too sensitive, irrationally emotional, weak, and passive. These stereotypes cut across gender, class, and regional lines. Some women say that women are too weak to serve in top positions like Minister of Interior; some men say that a woman would be better than a man as a leader because she would be less likely to accept bribes, and she would be less selfish and arrogant than a man. Participants express broader acceptance of women serving in positions where they are already present and express more doubts about a woman's capacity to serve in positions where women have not served. If participants can point to concrete examples of women serving in the position, then there is general acceptance that women could capably serve in that position. For example, the participants broadly accept the idea that women could serve as capably as men on local government councils, and the common response was that women are already doing this. This was also the response to questions about whether women can serve as members of parliament, ministers, and advisors to the king—women are already there, and they can do these jobs.



Women of Influence

But in the positions where women have never served in Morocco—as mayors and as prime minister—participants are somewhat more divided over whether a woman can capably serve. Some participants agree that women could serve in these positions. They ask why she should be prevented from representing the entire city as mayor, if she does a good job as a member representing part of the city. They also argue if she is a good minister, she should be allowed to be prime minister.

Other participants disagree, offering a variety of reasons why a woman could not do a job such as mayor or prime minister. For them, these top leadership positions require a man's strong personality. Still others maintain that a woman could capably serve in these positions as long as she was available and had a flexible schedule—in the conception of these participants, a married woman with a family would not fit the bill because of her primary duties at home.

Adapted from: WOMEN'S FREEDOM IN FOCUS: MOROCCO. By Brian Katulis, 2004

Extra Reading 3

WOMEN AND POWER

7. Recall information from the text to answer the following questions.

- What is the objective of the survey conducted in 2004?
- What is the popular attitude towards women as political leaders?
- What contributed to this attitude?
- Some participants think women should meet certain conditions to participate in political life. What are these conditions?
- How do some participants justify their attitude in favour of women serving as prime ministers?
- Why do some participants disapprove of women serving as prime or interior ministers?

8. Notice and study the following sentence from the text, then choose the best explanations.

These stereotypes cut across gender... means

- women express positive stereotypes about women.
- men express negative stereotypes about women.
- both men and women express positive stereotypes about women.
- both men and women express negative stereotypes about women.

9. Review your questions and answers and fill in this chart.

Arguments in favour of women serving in higher positions	Arguments in disfavour of women serving in higher positions
.....	
.....	
.....	
.....	

10. Go back to task one and two and compare or contrast the results of the survey in class with the report in the text.

Have your say

11. Look at these pictures and names of other Moroccan women leaders. Do a net search to find out more information about them.



Hakima Himmich



Assia Ouadiaa



Najat Mjid



Aicha Chenna

12. Choose one of these women leaders and write a two-paragraph text about her. Include in your text information such as: biography, studies, field of interest, accomplishments,...

Cultural Aspects From China

Get involved

1. Brainstorm with your peers what you know about China and its culture.
2. You might go back to "study skills" in unit 3 and review the reading method SQ4R to apply to this text.

Read and discover

3. Survey the text below and guess what aspects of Chinese culture are described.
4. Ask a question about each section you think the text will answer.
5. Skim through the text and compare your notes with the information provided.



China and its culture have always been a puzzle for many foreigners, especially those from Europe or the Americas. Thanks to Ibn Battouta and his stories from China, the Arab world has been introduced to some aspects of Chinese life and culture. Of course, China has undergone tremendous change since Ibn Battouta's era.

Its cities have now all the ingredients of modern ones with shopping malls, nightclubs, chic restaurants, lively markets, modern buildings and more. For example, Beijing-the capital city- hosts beautiful parks, nice gardens, massive boulevards, and modern buildings. Tourists and visitors to

China are usually very impressed by the splendour of China's monuments and sites. They are also more impressed by the culture and people they meet or contact. Here are some of their impressions about different cultural aspects in China.

Food

"Eating is one of the great things about China . When first eating in a restaurant in China, I was shocked to see that the Chinese will eat all the parts of an animal even its head. I've actually developed quite a taste for fish heads though pigeons' heads are still disgusting for me.



I couldn't read the menus in restaurants (they rarely use English), so I never knew what I was ordering. Sometimes, I would arbitrarily point at some Chinese dishes and say "Give me that one."

Once when I did this, the waiter said, "That's ketchup, Sir." "Oh, well then, give me this one." "That one is a plate of toothpicks."

In Chinese restaurants, it is usual to order a plate of toothpicks at the end of the meal. Then everyone sits around, picking their teeth. This might seem disgusting to some of us whereas the Chinese don't understand that "Foreigners will eat a whole meal and then not use a tooth pick."

The Chinese are mad about McDonalds, which has the largest market share out of all the US fast food chains. Ironically, unlike the west, it's considered a real status symbol if you can eat at these places. Only the wealthy eat here and it is the dream, of some of my poorer students, (despite the prices being a third of that in the UK) to some day eat at McDonalds"

Extra Reading 4

CULTURAL VALUES

Taboos

"When I first arrived, I hugged a couple of female colleagues. I even put my arm around the female president of our college who is also a famous lawyer in China. When I think back now I get embarrassed as touching in this manner is reserved for lovers.

It's common to see two women holding hands or sitting on each other's laps. Male friends will often place their hands on your thigh and even walk with their arm around your waist! Believe me these displays of affection still take a little getting used to."



Entertainment



"The streets are always full of people playing! Playing Chinese Chess or outdoor ball games is a normal street scene. Not just the young but also the old. You can go to a park at night and it's full of people some ballroom dancing, others dancing to disco music, some playing their instruments in the park, others playing sports and of course there are martial arts. The ambience is truly amazing. I explained to a Chinese friend of mine that, parks at night in England could be dangerous places inhabited by just the young. It seemed a strange concept to him."

Family

"China still has the one child policy, if you pay a fine of about 5000 Yuan (\$625) you can have a second child, and for 10,000 Yuan you can have a third but restrictions apparently apply in respect to access to education and other social services, thus, most Chinese have only one child.

Children are certainly spoiled and on several instances local Chinese I spoke with criticized the policy believing their country was raising a whole generation of spoiled brats."



Transportation



"Despite the Chinese government encouraging greater consumption of cars, with measures such as a very lax driving test, outside the main cities, such as Beijing, bikes remain the dominant form of transportation. They have their own very wide road lanes and Bike parking spaces.

I truly hope that this form of transportation remains popular in China not just for the environment but also for the health of the people. Reports in papers now suggest that China for the first time will see a generation of obese children."

Sport

"Sport is one of the great progressive aspects for China. In the street, there are outdoor ping pong tables and climbing frames for adults. It seems sport is much more democratic in China compared to the west as these facilities are free. The old and young use climbing frames alike.

If you are inventive then you can work all your upper body without the need for weights or expensive gyms. With the Chinese love for sport of all kinds especially basketball, it comes with no astonishment that China is becoming a world sporting superpower. Expect China to do extremely well at the Olympics."



<http://www.talesofasia.com/china-beijing.htm> (March 2007)

6. Read each section of the text to find answers to your questions.

7. Take notes from the text to fill in this chart.

Cultural aspect	What is particular or typical about it?
food	
taboos	
entertainment	
family	
transportation	
sport	

8. Without going back to the text, recall information to answer these questions.

- What aspects of China are tourists impressed by?
- What seems strange about dishes in China?
- How are seniors treated at a dining table?
- What are some of the famous entertaining activities in China?
- What is the most popular means of transportation in China? What advantages has this on Chinese health?
- What kind of sport is available to adults in China?
- Why do you think China adopted the one-child policy?

9. Go back to the text and choose the appropriate meaning for the underlined words.

- tremendous = ☐ great, ☐ little, ☐ rare
- arbitrary = ☐ logically, ☐ randomly, ☐ passionately
- disgusting = ☐ pleasing, ☐ horrible, ☐ normal
- wealthy = ☐ rich, ☐ poor, ☐ ill
- hugged = ☐ touched, ☐ embraced, ☐ called
- spoiled brats = ☐ unpleasant children, ☐ happy children, ☐ pleasant children

Have your say

- Work in groups and compare or contrast Chinese cultural aspects with Moroccan ones.
- There are other cultural aspects specific to the Chinese. Do a search to find an aspect not mentioned in the text. Write a paragraph about it and present your paragraph in class.

Grammar Reference : Form and Use

Unit 1

INFINITIVE / GERUND

Form	Use	Example
Infinitive	- to + verb - verb (without 'to') <i>Both infinitive and gerund can be used as subject or complement of verb.</i>	- To surf the net is children's favourite pastime. - We should help youths flourish.
Gerund	Verb+ing	- Drawing is my hobby. - My hobby is drawing.

Unit 2

MODALS

PRESENT FORM	PAST FORM	FUNCTION	Examples
can - may	could / might	possibility	We can attend the show if you have time.
will	would	requesting assistance	Will you lend me the last comic show of Gad Elmaleh?
would rather	-	showing preference	I'd rather watch Tom and Jerry than Mickey mouse.
have to, must	had to	obligation / certainty	Students have to respect school rules.
ought to/should	-	advisability	You ought to revise your lessons before a test.
needn't	-	Lack of necessity	Students needn't take their books during exam days.
don't have to - mustn't	didn't have to	lack of necessity and prohibition	They mustn't cheat in the exam.
must	must have + past participle	certainty	The actor's face is reddish. He must have felt embarrassed.
can/may	can/could + past participle may/might + past participle	Possibility / probability	Mr. Bean isn't playing today. He could / might be tired.

Unit 3

THE PAST PERCET

Form	Use	Example
had + past participle/had been + past participle	- To clarify order of two past actions - In reported speech - In conditional type three - To express a past wish	- I had phoned Jamaal before I went out. - Steve told me that he had been away for the whole week. - If I had worked hard, I would have got the prize. - I wish I had gone with you!

Unit 4

THE FUTURE PERFECT

Form	Use	Example
Will have + past participle	<i>To describe an event that has not yet happened but is expected or planned to happen before another stated time.</i>	I will have finished my study by the end of June.

Unit 5

THE PASSIVE VOICE

Form	Use	Example
Appropriate form of "to be" + past participle	<i>when it is not necessary to mention the doer of the action.</i>	The house has been cleaned.
	<i>when we don't know, or have forgotten who did the action.</i>	Women's conditions have been improved recently.
	<i>when we are interested more in the action than in the person who does it.</i>	Many medals were awarded to Moroccan women athletes.
	<i>When a speaker disclaims responsibility for disagreeable announcements.</i>	The vase has been broken! (Instead of I have broken the vase.)

Grammar Reference : Form and Use

Unit 6

PHRASAL VERBS

Form	Use	Example
Verb+ preposition	A phrasal verb is a verb combined with a preposition to form a specific meaning.	The man took off his hat to greet the Princess.

Unit 7

REPORTING SPEECH: STATEMENTS, QUESTIONS, COMMANDS IN PRESENT AND PAST

Use	Example
To describe a conversation that took place in the past NB: When the reporting verb is in the present, there is no change in tenses.	She told me that she had participated in a forum about citizenship.

Unit 8

LINKING WORDS

Linking words	When to use them
and, also, as well as, moreover, further, in addition, additionally, next, secondly, thirdly	to add information or ideas or emphasise a statement
similarly, likewise, in the same way, equally	to make comparisons
although, however, yet, but, , despite	to make concession
whereas, in contrast, while, conversely	to show contrast
for this reason, to this end, for this purpose, because, since, so that.	to provide reasons
as, as a consequence, as a result, hence, therefore, thus, so	to explain results
for example, for instance, in other words, such as	to provide examples
as has been noted, finally, in brief, in short, to summarise, consequently, therefore, in conclusion, so, in other words, accordingly	to draw conclusions

Unit 9

CONDITIONAL TYPE 3 + WISHES

CONDITIONAL TYPE 3

Form	Use	Example
If + past perfect + would have + past participle	To describe hypothetical conditions in the past and the results that the speaker imagines were possible	If the leaders had been wiser, the war wouldn't have broken out.

WISHES

Form	Use	Example
I wish/I wished/If only + past perfect	- To express past wishes - To express regret	- My grandfather wishes he had had a cell phone in his childhood. - If only there hadn't been many victims in the second world war.

Unit 10

RESTRICTIVE AND NON-RESTRICTIVE CLAUSES

Use	Example
• Restrictive (dependent) clauses limit the meaning of a noun or pronoun, they are not set off by commas.	My brother who graduated from the faculty of medicine emigrated to Canada.
• Non-restrictive (independent) clauses supply additional information but are not essential to the meaning of the sentence, they are set off by commas.	My brother, who graduated from the faculty of medicine, emigrated to Canada.

Phrasal Verbs

Phrasal Verb	Meaning	Phrasal Verb	Meaning	Phrasal Verb	Meaning
act up	misbehave ; not work properly	fall for	be deceived, fall in love	pay back	take revenge
add up	logically fit, find the total	figure out	logically find the answer to a problem; solve a problem by thinking about it carefully	pick out	choose; select
ask after	inquire about			pick up (88)	lift; take up, get ,improve, buy
ask out	ask for a date	fill in (88)	add information to a form; to complete (a form)	put in for	apply for a job
back up (88)	move backward; move in reverse, make a "protection" copy	find out, (26)	to make an effort to discover or get to know (something)	put off	postpone; delay; avoid
bargain for	take into account	get away	to escape	put on	begin to wear; to dress oneself
break down	to lose control emotionally or mentally. stop working	get rid of	dispose of; give away or throw away	put through	to connect a telephone caller to the number
break in	enter by force	give away	betray	put up with (88)	tolerate; bear
break out	to start, usually suddenly	give in	to stop resisting; to surrender	run into	meet by chance
break up (25)	to end; to separate.	give over	abandon, devote, stop	run out of	to use all of (something) and have no more left
bring about	cause to happen	give up	to surrender oneself (usually to someone), to stop trying to do something	run up against	(encounter - usually a problem)
bring round	influence someone to your point of view	hand in, (88)	submit homework, an assignment, etc.	see someone off	to say goodbye to someone
bring up (88)	raise; rear; to take care of a child	hand out, (88)	distribute	set about	start working
brush up	to improve your knowledge, skill, or memory	hold on	to wait (especially on the telephone)	set off	to start a journey
call off	cancel something that has been scheduled	hold out	offer - especially with hope	set up (52)	make arrangements
call on	ask someone for an answer	hold up	raise; lift to a higher-than-normal position	show up	arrive; appear
care for (14)	take care of; supply care to; attend / watch.	keep on	continue	sort out (35)	find a solution
check in(to) at a hotel, an airport etc.	to report one's arrival; register for / at a hotel, conference, etc	lay off	to stop employing (a worker)	stand for	to represent or mean; to be a sign or short form of something
come about	happen	leave out	forget; omit	take after	resemble; (in appearance)
come across (88)	to find (unexpectedly) or meet by chance	let down	to disappoint someone	take care of	provide care for; watch one's health
come up	occur	look after	to take care of	take off (88)	to remove anything that is worn on the body (especially clothes)
count on	depend on; rely on; trust	look back on	to remember and think about the past	take over	gain control
cross out	show that something written is wrong or unnecessary by making an X across it	look down on	regard as inferior	tell (someone off)	speak to someone negatively
cut down on	to reduce in size or amount.	look for, (88)	try to find	think over	to consider carefully
do over	do something again	look forward (14)	anticipate pleasantly	throw away	discard; put in the garbage
drop in	to pay a short visit, often without warning.	look like	resemble (in appearance)	turn down (88)	decrease the volume , refuse to or reject
eat out (88)	have a meal in a restaurant	look up (32)	to find something in a book	turn out	happen to be in the end
face up to	have courage to deal with	make out	pretend	wait for	wait until someone / something arrives
fall back on	use as a last resort	make up, (53)	invent / create (imaginary) information	wake up	stop sleeping
		pass away	to die	watch out for (22)	be careful of; beware of
				wear off	to disappear gradually
				work out	exercise (usually in a gym, etc.) to build muscles, body tone, etc

NB : The numbers between brackets indicate the pages where the phrasal verb first occurs.

Irregular Verbs

Base Form	Simple Past Tense	Past Participle	Base Form	Simple Past Tense	Past Participle
be	was, were	been	lose	lost	lost
bear	bore	borne	make	made	made
beat	beat	beaten	mean	meant	meant
become	became	become	meet	met	met
begin	began	begun	mislead	misled	misled
bite	bit	bitten	mistake	mistook	mistaken
bleed	bled	bled	overdo	overdid	overdone
blow	blew	blown	overtake	overtook	overtaken
break	broke	broken	pay	paid	paid
bring	brought	brought	put	put	put
broadcast	broadcast	broadcast	read	read	read
build	built	built	rid	rid	rid
burst	burst	burst	ride	rode	ridden
buy	bought	bought	ring	rang	rung
cast	cast	cast	rise	rose	risen
catch	caught	caught	run	ran	run
choose	chose	chosen	say	said	said
come	came	come	see	saw	seen
cost	cost	cost	seek	sought	sought
cut	cut	cut	sell	sold	sold
deal	dealt	dealt	send	sent	sent
dig	dug	dug	set	set	set
do	did	done	shake	shook	shaken
draw	drew	drawn	shine	shone	shone
dream	dreamed/dreamt	dreamed/dreamt	shoot	shot	shot
drive	drove	driven	shut	shut	shut
drink	drank	drunk	sing	sang	sung
eat	ate	eaten	sink	sank	sunk
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
fight	fought	fought	speed	sped	sped
find	found	found	spell	spelt (spelled)	spelt (spelled)
fly	flew	flown	spend	spent	spent
forbid	forbade	forbidden	split	split	split
forget	forgot	forgotten	spread	spread	spread
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck (stricken)
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
hear	heard	heard	sweep	swept	swept
hide	hid	hidden	swim	swam	swum
hit	hit	hit	swing	swung	swung
hold	held	held	take	took	taken
hurt	hurt	hurt	teach	taught	taught
keep	kept	kept	tear	tore	torn
knit	knit (knitted)	knit (knitted)	tell	told	told
know	knew	know	think	thought	thought
lay	laid	laid	throw	threw	thrown
lead	led	led	understand	understood	understood
learn	learned/learnt	learned/learnt	wake	woke	woken
leave	left	left	wear	wore	worn
lend	lent	lent	weave	wove (weaved)	woven (weaved)
let	let	let	weep	wept	wept
lie	lay (lied)	lain (lied)	win	won	won
light	lighted/lit	lit	write	wrote	written

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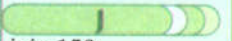
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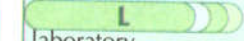
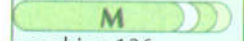
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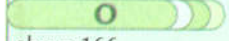
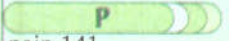
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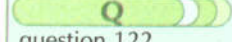
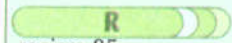
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