

HOMOLOGUÉ PAR LE MINISTÈRE DE L'ÉDUCATION NATIONALE, DE L'ENSEIGNEMENT SUPÉRIEUR,
DE LA FORMATION DES CADRES ET DE LA RECHERCHE SCIENTIFIQUE,
DÉPARTEMENT DE L'ÉDUCATION NATIONALE

TICKET 2 ENGLISH

Teacher's Book



*Second
Year Baccalaureate*

INTRODUCTION

A general description of the course

TICKET 2 ENGLISH is designed for students preparing for the national examination of the Moroccan Baccalaureate. These students have been learning English for three or four years. We, therefore, presume that they have covered basic structures and vocabulary of the English language. The textbook not only provides further practice of the fundamental structures and lexis covered in the previous years, but also introduces new grammar points, vocabulary items and language functions. The book also endeavours to raise students' awareness and concern about current issues such as sustainable development, citizenship and cultural values. The underlying principle is to make students establish some sort of link between their learning and their interests in real life.

By combining revision with new material, the book provides a smooth transition to a higher level of English use. It subsequently aims at enabling students to use English more efficiently and cope with the requirements of the Baccalaureate exam along with preparing them for their higher studies.

Enough material is provided in the ten units and extra reading texts to cover the work of an academic year consisting of three, four, or five classes per week. The book also guarantees sufficient flexibility and variety in the elements of each unit to match the demands of classes of various sizes and abilities. Four supplementary reading texts and tasks are provided at the end of the book. They are designed for 'Arts' and 'Humanities' streams, but teachers can also use them for the other streams as supplementary material.

It is worth noting that the course pack consists of a student's book, a teacher's guide and an audio support.

Standards targeted

In accordance with the principles set in the National Charter and the National Guidelines (2007), this course is based on a standards-based approach to the teaching of English as a foreign language. In this respect, activities in this course aim at meeting three types of standards, namely content standards, performance standards, and proficiency standards:

Content standards specify what students should know and be able to do with the language.

Performance standards specify how students will show they have met the content standards.

They specify clear indicators for achievement or progress towards the desired outcome.

Proficiency standards specify how well students should perform.

TICKET 2 ENGLISH attempts to account for what The National Pedagogical Guidelines mention as the five areas of standards. They are usually referred to in the ELT literature

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 definition, 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.
Key to 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 sustaining development.	Write a letter of application.	Future Perfect	Learn and expand vocabulary related to sustainable development, word associations, collocations, idiomatic expressions, confusing words.	Compare sustainable development worldwide. Connect with other disciplines. Explore other cultures.	Improve your Internet skills.	Produce a booklet.
Key to 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.	

Global Test Covering Units 1-5

Unit 6 Cultural Values	Defining Apologising Complaining	Listen to a radio chat. Listen and compare. Listen for details. Listen and transfer information.	Survey a text. Read and check predictions. Read for details. Read and transfer information. Read and take notes.	Talk about cultural issues and values.	Write a personal letter.	Phrasal verbs	Lexis related to cultural issues and values, antonyms, word definitions, collocations, polysemy.	Compare good and bad manners across cultures	Keep records of your study.	Work out a Power Point Presentation
Key to Check your Progress Units 5 and 6										
Unit 7 Citizenship	Asking for and giving advice	Listen and check predictions. Listen to a song.	Skim a text. Read for cause and consequence. Read and draw conclusions.	Talk about pillars of citizenship and good citizens.	Fill in an application form.	Reporting commands, statements and questions in present and past	Lexis related to citizenship, word association, word definition, idiomatic expressions.	Explore some British cultural aspects. British citizenship test	Study groups	
Unit 8 International Organisations	Responding to good and bad news	Listen to a speech. Listen and check predictions. Listen for details.	Skim a text. Read and transfer information. Read for details.	Talk about international organisations.	Write an e-mail.	Linking words	Vocabulary related to international organisations, acronyms, word association, word definition.	Attitudes towards the United Nations.	Improve memory techniques.	Design a poster.
Key to Check your Progress Units 7 and 8										
Unit 9 Advances in Science and Technology	Expressing certainty and uncertainty	Listen to a poem. Listen and check predictions. Listen for details.	Skim a text. Read for details. Read and define a concept.	Talk about science and technology. Talk about scientific and technological inventions.	Write an expository article.	Conditional 3 + Wish/if only (past)	Vocabulary related to science and technology, word definition, word association, picture dictionary.	Explore digital culture.	Take notes effectively.	
Unit 10 Brain drain	Expressing regret	Listen to an interview. Listen for specific information. Listen for details. Recall information.	Skim a text. Read and rearrange ideas. Read for cause and effect. Read for fact, example and opinion.	Talk about brain drain and emigration.	Write an argumentative essay.	Restrictive and non-restrictive clauses	Lexis related to brain drain, collocation, prefixes and their meaning, word formation	Confessions of skilled workers living in foreign cultures.	Get prepared to succeed in exams and tests.	Conduct a survey.
Key to Check your Progress Units 9 and 10										
Global Test Covering Units 6-10										
Extra Reading Texts										

TABLE OF CONTENTS

	Page
- Table of contents	2
- Map of the book	3
- Introduction	5
- Unit 1 : The Gifts of Youth	12
- Unit 2 : Humour	18
- Unit 3 : Formal, Informal and Non-formal Education	25
- Unit 4 : Sustainable Development	31
- Unit 5 : Women And Power	37
Global test one	44
Key to global test one	49
- Unit 6 : Cultural Values	54
- Unit 7 : Citizenship	60
- Unit 8 : International Organisations	65
- unit 9 : Advances In Science And Technology	73
- Unit 10 : Brain Drain	79
Global test Two	88
Key to global test Two	90
- Extra reading Texts :	92
- References :	96

as the five Cs: communication, cultures, connections, comparisons, and communities. Here is a table outlining these standards and related activities or tasks.

STANDARDS (Pedagogical Guidelines 2007)	RELATED ACTIVITIES AND TASKS
“Communication: Learners will communicate in both oral and written forms, interpret both oral and written messages, show cultural understanding and present oral and written information to various audiences for a variety of purposes. Three modes of communication are involved here: the interpersonal, interpretive, and presentational communication.”	✓ Listen and Speak’ activity is specifically designed to help students develop interpersonal, interpretive and presentational communication skills. ✓ Read and Learn’ activity is specifically designed to develop students’ interpretive communication skills. ✓ Practise Writing’ activity is specifically designed to develop students’ presentational communication skills.
“Cultures: Learners will gain deeper understanding of their culture(s) and other cultures in terms of their perspectives (e.g. values, ideas, attitudes, etc.), practices (pattern of social interactions), and products (e.g. books, laws, music, etc)”	✓ Explore Culture’ activity is specifically designed to expose students to cultural aspects worldwide. ✓ Written and spoken texts offer students an opportunity to know more about their own culture and other cultures.
“Comparisons: Learners will gain awareness of cross-cultural similarities and differences (in terms of both language(s) and culture).”	✓ Explore Culture’ activity encourages students to compare and contrasts different cultural aspects presented to them. ✓ ‘Have your say’ task also encourages students to discuss the cultural aspects raised in the texts and to be aware of cross-cultural similarities and differences.
“Connections: Learners will make connections with other subject areas, acquire information and use it through English for their own purposes.”	✓ The topics and themes in this textbook call for a close cooperation with other school subjects. ✓ ‘Study Skills’ activity is designed to help students develop their learning and studying skills not only in English but also in other school subjects.
“Communities: Learners will extend their learning experiences from the EFL classroom to the outside world through activities such as the use of the internet. They will therefore be made aware that we live in a global world.”	✓ Work out your Project” activity encourages students to use English and the information they acquire in other subjects to produce useful projects to them and their community. ✓ Texts in the book are well chosen to sensitise students to the global dimension of the world they live in.

Methodology

The methodology in this book draws its main principles from the National Charter of Education and Training and from the National Guidelines (2007). It is mainly based on the following premises:

- ✓ Students should be helped towards more effective communication.
- ✓ Students should be encouraged to take more responsibility for their learning.
- ✓ Students should be actively involved in constructing meaning from texts.
- ✓ Students should be trained in the four language skills.
- ✓ Cultural aspects of the target language are an integral part of the course.

Students should be helped towards more effective communication.

The methodology in this book features a focus on communicative activities which provide students with natural and meaningful contexts to enable them to practice communicative functions of the target language. In the 'Listen and Speak' activity, students are encouraged to participate in real-life discussions about the ideas expressed in the listening texts. They are also introduced to basic language functions and given the opportunity to practise and consolidate them through realistic situations.

Students should be encouraged to take more responsibility for their learning.

The methodology is also based on the premise that students should be encouraged to take their share of responsibility in their own learning. That is why the language development activities usually start by a 'Notice and study' task where students are presented with samples of the target structure or function and asked to deduce the rules and/or uses. This is also followed by a number of exercises to practice and consolidate these rules and uses. The "Study Skills" activity is meant to help students manage their study skills and become autonomous learners.

Students should be actively involved in constructing meaning from texts.

In the listening and reading activities, more importance is given to predicting and guessing tasks. The students, thus, are actively involved in constructing and/or retrieving meaning from the listening or reading texts. We also included in these activities tasks where students are asked to evaluate, comment, and discuss what is presented to them in the texts. This will certainly help them think critically about the information and ideas they listen to or read.

Students should be trained in the four language skills.

The integration of the four language skills is one of the main features of the methodology adopted in this textbook. Though some activities in the textbook are skill-focused, they usually require students to use other language skills to do the tasks suggested. For example, the "read and Learn" activity focuses on the reading competencies, but students are usually involved in discussions or writing tasks related to the text.

Cultural aspects of the target language are an integral part of the course.

The textbook tries to touch upon different cultural aspects from the Anglo-Saxon world along with aspects from other communities. This is done through the content of different texts and through the "Explore Culture" activity. Students are given the opportunity to pick up the language and at the same time compare and contrast their way of life to that of other countries. Teachers are recommended to make students aware that every culture has its own specificities, and therefore there is no such thing as a "good or bad culture".

The structure of the book

The material in this course book is partitioned into ten units; each one revolves around a specific theme. A whole range of activities and tasks are designed to ensure some logical linkage between the themes, a smooth transition from one unit to the next, and more importantly to ensure a rational gradation from easy to more challenging input.

The units are sequenced as follows

1. The Gifts of Youth
2. Humour
3. Formal, informal and non-formal education
4. Sustainable Development
5. Women and Power
6. Cultural Values
7. Citizenship
8. International Organisations
9. Advances in Science and Technology
10. Brain Drain

The book is also supplemented with an Index which incorporates the major vocabulary dealt with, Grammatical Summaries, an Irregular Verb List, a Glossary of widely used Phrasal Verbs and a Map of the Book at the outset. This map draws the overall components of the textbook in terms of the themes to be covered, the competencies and skills to be achieved, and the activities to be informed.

Components of a Unit

Each unit consists of eight activities and each activity is designed in a different colour to help teachers and students browse easily through the book. Two additional activities appear at the end of even-numbered units (2, 4, 6, 8, and 10). Here is an outline of these activities along with suggestions to teachers on how to present them to students. We should note here that teachers are recommended to adapt, change, or design their own activities to the benefit of their own students.

1. **An Introductory Page:** It contains the title of the unit, the competencies targeted in this unit, a suggestive picture or an amalgam of pictures, and a poem or saying on the topic of the unit. The teacher can exploit the picture and/or the poem to introduce his students to the topic of the unit. One way of doing so is by asking students to survey the page and brainstorm with them as many ideas and vocabulary as possible. Teachers can take the opportunity to present key vocabulary not introduced in the next activity.
2. **Expand your Vocabulary:** The aim of this activity is twofold. First, it aims at reviewing and recycling the vocabulary students are familiar with from their previous courses. Second, it helps students acquire new vocabulary students need to carry on the rest of the activities in the unit, especially the reading and listening sections. The tasks suggested in this activity (brainstorming, gap-filling, matching ...etc) are not meant for testing students' vocabulary stock. They are meant to lead students and help them discover the meaning of words or expressions by themselves. Room is open for teachers to introduce or present other vocabulary items related to the topic of the unit.
3. **Listen and Speak:** This activity provides students with listening practice to different genres of texts (interviews, discussions, songs, poems, etc) involving native and non-native speakers. The activity is organised in three stages. In the 'Get Involved' stage, students are introduced to pre-listening tasks to get them familiar with the topic of the listening activity. 'Listen and Discover' stage contains various comprehension tasks to help students pick and understand the ideas expressed in the listening text. 'Have your Say' stage offers an opportunity to students to evaluate ideas and express their opinions or do a follow-up task. The listening activity leads smoothly to reviewing and introducing language functions. Students are exposed to instances of use of the target function and asked to notice and discover how it is expressed. Students are, then, offered tasks and exercises to practise the use of this function in other contexts. Again, the tasks are not meant for testing, but for practising and consolidating.
4. **Read and Learn:** In this activity, students are provided with a variety of authentic and adapted texts of different lengths, usually with a visual support to help them comprehend the text. We suggest doing this activity in three stages as it is the case in the listening section: 'Get Involved', 'Read and Learn', and 'Have your say'. The comprehension tasks suggested in these stages are meant to help students acquire effective reading skills and competencies such as predicting, skimming, scanning, inferring, identifying, etc. We also aim to encourage students to read critically by involving them in tasks like distinguishing facts from opinions, distinguishing cause from effect, and finding out authors' attitudes and intentions.
5. **Study Grammar:** The study grammar activity is based on the premise that students should be able to identify rules for themselves through noticing samples of use. Students are offered examples of the target structure used in meaningful contexts and are led to think about and infer the rule and its use. A summary slot is offered at the end of the activity as well as a grammar reference at the end of the book. Enough practice, in the form of tasks and exercises, is also provided to help students acquire the target structure.

6. Practise Writing: This activity adheres to the process approach to teaching writing and based on the assumption that writing for our students is the most difficult skill to master. In the activity, students are usually given the opportunity to generate ideas to write about then asked to write their first draft and revise it with peers. A model is sometimes offered to students to follow or inspire from. Their final copy is only presented to the teacher after going through a process of reviewing, proofreading and correcting. Students are also introduced to different genres of writing like letters, e-mails, reports, reviews,...etc.

7. Study Skills: This has become a major component in our syllabus and a whole activity in each unit is designed to help our students develop effective study skills. In this activity, students are helped by a number of tips and guidelines in order to acquire these skills. They are also introduced to methods, given examples and shown techniques to help them in their studies in other subjects. For example, the reading method SQ4R is introduced early in the textbook so that they can use it in their reading comprehension especially with long texts.

8. Explore Culture: Knowing about the target language culture is an integral part of learning a language in general. That's why students are offered instances from the target culture to explore within the different activities especially in the 'Explore Culture' activity. These instances are of different form: texts, graphs, pictures, caricatures and songs. We should note here that the textbook caters not only for the Anglo-Saxon culture but also for cultural aspects from other civilisations and other countries.

9. Work out your Project: In Project works, students are required to use what they have learnt (not only in the English subjects) and use their imagination to produce projects and share them in class and outside the class. During this activity, students are asked to produce an e-magazine, a poster, a PowerPoint presentation or conduct a survey. Students are provided with tips and encouraged to use their creativity and imagination to work out their project. They usually have to work in groups and seek help from teachers of other subjects oo. It is worth noting here that room is open for both teachers and students to work on other projects of their choice like drama and music activities. The teachers' role here is to encourage, monitor and help students to produce outstanding projects.

10. Check your Progress : This activity offers to students an opportunity to evaluate their mastery of the language items they have studied in the previous two units. They find exercises related to vocabulary, functions and grammar. The teacher can use this activity to check students' progress and devise any remedial work based on students' results. The sample tests introduced in the teacher's book serve the same purpose.

11. Extra Reading Texts

These supplementary reading lessons are specifically designed for 'Arts' and 'Humanities' streams as follows:

Arts	Humanities
a. Cultural values b. The gifts of youth c. Women and power d. Sustainable development	a. Women and power b. Sustainable development

Teachers are requested to respect this distribution and exploit the extra-reading material right after the unit to which they are related to is presented.

With regard to the relative length of these reading texts, teachers are recommended to encourage students to use the SQ4R method outlined in the pedagogical guidelines and in Unit 3 of the students' book.

We hope that you will find these notes useful and helpful. GOOD LUCK!

Unit 1

THE GIFTS OF YOUTH

Standards, Competencies and Skills

Interpersonal Communication

- express opinion
- agree and disagree
- talk about important issues for youths

Presentational Communication

- talk about performances, talents, gifts and endowments of youth
- write a descriptive paragraph about a gifted youth

Interpretive Communication

- Listening: listen and guess, listen for details, listen and identify oral input
- Reading: read and check predictions, read and take notes, read and distinguish fact from opinion, read and infer meaning

Language Development

- study and practise the uses of infinitive and gerund
- learn and expand vocabulary related to gifts, and talents of youths

Learner Training

- develop the skill of managing time
- take notes

Culture Awareness

- explore other cultures
- learn about gifted people across cultures

INTRODUCTORY PAGE

Teacher introduces the topic of the unit through the pictures and the quote.

The pictures and quote may serve as an ideal medium to review, elicit, or present key vocabulary.

The pictures are meant to invoke youths' talents and interests.

People in the pictures are: 1. Lionel Messi- a footballer 2. Brad Pitt- an actor 3. Meriem Chadid- young Moroccan adventurer 4. a talented musician.

Teacher elicits from students items similar to: young, youth, talented, gifted, skilled, genius, imagination, adventure ...

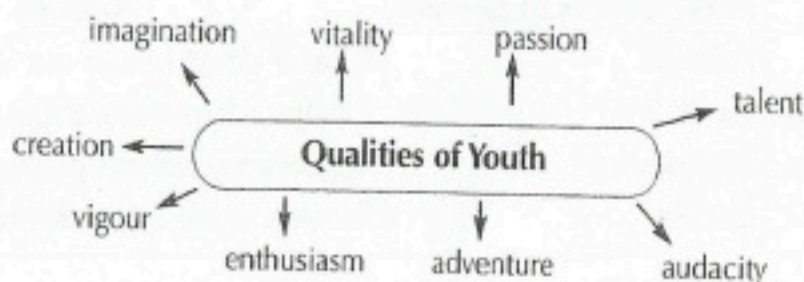
The quote depicts characteristics of youth as a state of mind and not as a period of life. Teacher may brainstorm what youth means for students.

The quote contains word collocations that may be useful to students: *a phase of life, a state of mind, a temper of the will, a quality of imagination, a vigour of emotions, appetite for adventure, love of ease.*

EXPAND YOUR VOCABULARY

1. Students come up with qualities that are associated with youth.

As the activity is not meant for testing, teacher elicits from students words that are close in meaning to the given ones. The spider gram may look like:



2. Students read the definitions to figure out the qualities being defined.

key:

a. imagination	b. adventure	c. passion	d. ambition
e. vigour	f. creativity	g. vitality	h. talent
			i. audacity

3. Students find the adjectives that derive from the suggested nouns. Teacher may add more nouns to the list.

Key:

Nouns	Adjectives
a. vigour	vigorous
b. imagination	imaginative
c. creativity	creative
d. adventure	adventurous

Nouns	Adjectives
e. innovation	innovative
f. talent	talented
g. ambition	ambitious
h. enthusiasm	enthusiastic
i. audacity	audacious

4. Before students complete the paragraph, teacher may brainstorm the characteristics of talented youths. This will certainly generate some of the important vocabulary used in the exercise and will consequently make the task quite easy.

Key: a. comprehension b. abstract c. skills d. conclusion e. to question
f. concentrate g. eclectic h. challenge i. motivated j. well-organised

5. In the fifth exercise, students should be given ample scope to use the targeted vocabulary items while talking about their relationship with parents, teachers and adults in general. The pictures and captions may serve to heat up the debate that may rise. Variety of opinions is a healthy matter. It should be enhanced within the classroom.

LISTEN AND SPEAK

Get involved

Teacher gets students talk about things that are important to them. They should be allowed enough time to make their choices and prepare their arguments.

Students make guesses about the four youngsters' most important issues. Guesses are to be based on the youngsters' looks and clothes.

Teacher presents any difficult vocabulary to help students understand the texts.

Listen and discover

Students listen and check their guesses.

Students listen and fill in the chart.

Key:

Name	What matters to him/her	Reasons
a. Ruth	Politics	It has a direct link to our lives.
b. Mamdouh	Family	It helps adolescents adopt positive values.
c. Samantha	Appearance	Appearance reflects personality.
d. Jawad	Studies	Success in life depends on studying hard.

Students listen and complete the sentences. Each sentence summarises each youth's point of view. **Key: (exercise 6)**

- a. to get involved in politics.
b. don't have good communication with their families or don't feel supported by their parents.
c. a person's outward appearance reflects the sort of person he or she is.
d. depends on how much you are focused on your school work.

Students then do the multiple choice exercise. Only one option is correct.

Key: (exercise 7) a → 1 b → 1 c → 3 d → 2

Have your say

As a follow-up activity, students evaluate the four attitudes and express their agreement or disagreement with the four youths.

Express Yourself

Students extract the expressions used by the four youths to introduce their opinions. Then, they come up with more expressions to complete the chart.

Teacher elicits from students more formulas of agreeing and disagreeing as an oral preparation for the practice exercises coming later.

Students practise the targeted functions through expressing their points of view and attitudes to the issues given. Interaction is to be promoted here.

Students complete the dialogue and rehearse it with each other.

SCRIPT

Panel Discussion

In this panel discussion, four teenagers from different countries are talking about topics important to them. Let's listen to their different points of view.

a. Well, it seems to me many teens, including myself, are much less interested in politics than they should be. They assume politics is an adult issue. We should recognise that in the near future this issue will become ours. Why not get involved in important matters that have a direct link to our present and future? I believe we have to be active citizens, take initiatives and make our voices heard; we should be fully responsible for shaping our own future. Let's not have others decide for us!

Ruth, England

b. Er um... As far as I'm concerned, family should matter to adolescents more than any other thing. Family helps adolescents adopt positive values and develop healthy, emotional and physical behaviours. I mean teens who don't have good communication with their families or don't feel supported by their parents, are more likely to have problems in school, use drugs and alcohol, and have trouble with the law. Unfortunately, family is losing the weight it once had!

Mamdouh, Egypt

c. Of course my own looks are important to me. That's why I'm concerned with fashion, new styles and so on. To my mind, adolescents should take care of their appearances because I think a person's outward appearance reflects the sort of person he or she is. Believe it or not, I spend about thirty minutes on myself, my makeup, my clothes and my hair before I leave home. You may think I'm sort of obsessed with looking glamorous; but, I can't imagine how you can impress others if your appearance isn't more than super.

Samantha, USA

d. What matters to me most is study. My point of view is that adolescents should concentrate more on their studies. This way, they would determine for themselves their own future status. It's through studying hard and being alert to distracters, such as too much leisure or careless friends, that you can achieve all that you dream of. Remember: Success in life depends on how much you are focused on your school work.

Jawad, Morocco

READ AND LEARN

Get involved

Teacher initiates the reading session with a brainstorming session on gifted celebrities in all domains. Students express their opinion about whether genius is inborn or acquired. To motivate and involve them in purposeful reading, teacher makes students survey the titles and the pictures in the four passages and jot down questions they expect the passages to answer.

Read and discover

Students read the four passages to check if the text contains answers to their questions. Students take notes from the four passages and organise them in table form.

Key:

Name	Age	Gift	Awards (if applicable)
Bossoufa	22	soccer	Soulier d'Or 2006
Saad Benabid	15	poetry	---
Song You	Born in 1987	physics	---
Fnaire	---	music	---

Students read the statements and try to distinguish facts from details. This activity targets the competency of sorting out information.

Key: (exercise 6)

a. fact	b. detail	c. fact	d. detail
e. detail	f. fact	g. fact	h. detail

Students do the multiple choice exercise by inferring the meaning of the given statements.

Key: (exercise 7)

A. 3	B. 2	C. 3	D. 3
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Have your say

Students talk about the roles of parents, teachers and society in tending children's talents and gifts.

STUDY GRAMMAR

- Students read the passage and find out the verbs in the infinitive and gerund forms. They should notice and get acquainted with the instances where each form is used. Teacher takes students to the practice phase to check whether students have grasped the usage of the targeted structures.

2. Key: A. c B. a/b C. a D. c

a. playing	b. to have	c. celebrating	d. to set up
e. to answer	f. to fill	g. to design	h. participating

PRACTISE WRITING

Prewriting

Students read the paragraph describing a gifted boy and fill in the given prewriting organiser. Students fill in another similar organiser about a gifted person they know.

First draft

Students use the information in the diagram to write a descriptive paragraph. Useful adjectives are given to help students write good descriptions

Editing

Students proof-read each others' paragraphs to correct eventual mistakes.

Final draft

Students recuperate their paragraphs and rewrite them, taking into consideration their peers remarks and corrections.

STUDY SKILLS

Students browse the tips on how to organise a good timetable, and then follow the suggested steps to fill in their timetables.

Students compare their own timetables with their partners', make comments and suggestions.

Students read tips on how to manage their time for effective study.

Students talk about their favourite studying environment and exchange views on the topic with their classmates.

EXPLORE CULTURE

Students read the information bits concerning the gifted celebrities. The purpose is to discover somewhat "dark" sides in their lives.

Students come up with what they know about these celebrities, including field of interest, country of origin etc.

Unit 2

HUMOUR

Standards, Competencies and Skills

Interpersonal Communication

- express lack of understanding
- ask for clarification
- make requests

Presentational Communication

- talk about humour
- write about a funny incident

Interpretive Communication

- listening: listen for gist, listen and take notes, listen for details.
- Reading: read for writer's attitude, read and sequence, read and locate reference, read and recall

Language Development

- study and practise modals (present and past)
- enrich vocabulary linked to humour

Learner Training

- learn ways to study vocabulary effectively

Cultural Awareness

- learn about Anglo-Saxon humorists
- compare Moroccan comedians to foreign ones

Project

- work out an E-magazine

INTRODUCTORY PAGE

A good introduction to the unit may be to elicit from students the names of people in the pictures: Mr Bean, Charlie Chaplain, Gad Elmaleh and Rachida Khalil.

Students should perceive that these people are comedians or humorists.

Students invoke more famous humorists.

It is a favourable opportunity as well to elicit, review or present new vocabulary items such as: laugh, laughter, smile, fun, humour, jokes,

Students read the poem, detect some benefits of humour and come up with other benefits.

The poem incorporates a few useful vocabulary items that need some attention: foe, woes, grief, tensions, stress....

EXPAND YOUR VOCABULARY

Before students do the first exercise, teacher should make sure that they grasp the meaning of the things suggested.

Students classify the humorous things and talk about their preferences.

Students do the matching exercise which will serve later as a reference to fill in the blanks in exercise 3.

key (exercise 2): a. 1 b. 5 c. 6 d. 2 e. 7 f. 3 g. 8 h. 4

key (exercise 3): a. humour b. jokes c. humorous d. kidding
e. witty f. impression g. silly

Students try on their own to distinguish positive from negative emotions in the list and do the categorisation activity.

In the correction phase, teacher checks students' understanding of the given emotions.

Key:

Positive Emotions	Negative Emotions
joy- gaiety- delight- cheerfulness- merriment- vivacity- calm- satisfaction- enthusiasm- optimism- jubilation	anger- despair- depression- loneliness- sadness- frustration- worry- gloominess- fear

The last exercise provides students with expressions to use when referring to good and bad moods. Students use the context in which the expressions appear to fill in the table.

Key:

Good mood	Bad mood
a, d, f, h	b, c, e, g

LISTEN AND SPEAK

Get involved

1-4 Students examine the photos of the four comedians and say what they have in common: They are humorists or comedians They make people laugh or tell jokes to people

Students talk about their favourite comedians, explaining why and what they like about them. Teacher presents any difficult vocabulary to help students understand the texts.

Listen and discover

5. Students listen to the radio chat with the retired comedian and decide on the gist of the chat.

Key: c

6. Students complete the diagram with the things that help a comedian become successful.

Key:

good sense of humour, a strong ego, nerves of steel, practice, preparation, reading, watching other comedians,...

7. Students complete the sentences from the radio chat.

Key:

a. stage fright b. prepare c. new wits and moves. d. ability or talent

8. Students try to catch the informal contractions used by the interviewed artist.

Key:

gotta, havta, wanna, gonna

9. Students guess from context what the given contractions mean.

Key:

a. give me b. going to c. isn't it d. kind of e. let me f. want to

Have your say

Students cite names of famous female comedians and discuss whether it is possible for females to take up this kind of job.

SCRIPT

A Radio Chat

Hi, everybody out there. Welcome to a new edition of 'Meet A star' on OMEGA 2 radio channel.

Our guest today is the retired humorist Joanne Thomson.

Nice to have you with us Joanne.

My first question would be .. er ..

Well, I guess a good sense of humor is essential to be a successful stand-up comedian. Is that so?

Yeah, you gotta have a pretty good sense of humor. But it's only one part of making people laugh. It's really tough to get on a stage in front of an audience and do stand-up comedy. To do any kind of live performance, you need to have a strong ego and nerves of steel. Almost everybody gets stage fright the first time they perform a comic show.

I'm not sure I got your point. Would you clarify that, please?

I wanna say people think stand-up comics do nothing but tell little stories and jokes to others. It's A LOT tougher than that. Stand-up comics spend hours every day practising and perfecting their shows, and they havta know their audience and the kind of humor they'll respond to.

Do you mean stand-up comics prepare their acts beforehand rather than improvise them?

That's exactly what I mean. You havta figure out what you're gonna say before you get on stage. The audience may find it amusing when you're stuck. But preparation is really important. Even great comics write down their shows first. They have their acts all planned out, then they improvise around them.

Comedians need other things to perform well, don't they?

Certainly. Reading and watching the most outstanding comedians are also necessary ingredients. These give the comedian a wide range of comic words and tricks. The idea isn't to copy others; but it helps comedians gain new wits and moves. Look, comedians lose their charm if they stick to a certain style a long time.

I can't understand why there aren't many famous female stand-up comedians.

Well, let's not make a gender issue out of it. But, I think it's a question of personal tendency and career choice. It's NOT at all a question of ability or talent!

Thanks a lot Joanne

Thank you

Ask For Clarification

Students classify the expressions used by the speaker to show lack of understanding and those used to solicit clarification.

Students provide and insert more expressions in the table, complete the dialogue and rehearse it with each other.

Students read the small exchange and extract expressions of making requests.

Teacher elicits from students more exponents. Then, students practise the target function as suggested.

Making Requests

Students read the exchange and answer the multiple choice exercise.

Key:

2. c

3. b

Students extract from the exchange expressions of making and responding to requests.

Students fill the chart with more exponents of the targeted functions.

Students practise the targeted functions through the given situations.

READ AND LEARN

Get involved

Students examine and discuss the quotations given at the outset of the reading session. They should come to the conclusion that the quotations approve of humour.

Students supply arguments to support their agreement/disagreement with the quotes.

Read and discover

1. Students track the writer's attitudes to humour by reading the introductory and concluding paragraphs. These contain straightforward expressions showing the writer's positive tone.
2. Students read the whole text and sort out the ideas mentioned in the text from the ones not mentioned.

Key:

Only statement c is not mentioned in the text.

3. Teacher accepts any appropriate answers provided by students while doing the wh questions.

Students should be encouraged to provide various answers.

4. Students go back to the text and do the word reference exercise.

Key:

a. work and school

b. people who are fun loving

5. To summarise and recall information in the text, students enumerate the benefits of humour, using their own words.

Have your say

Teacher leads students to a discussion about the use of humour at school.

Students express their opinions, discuss their partners' views and provide supporting arguments to support their attitudes.

STUDY GRAMMAR

1. The focus question given in the beginning of the lesson is only a pretext to make students review/recycle modals. Checking comprehension is not the main concern here.
2. Students underline the modals that appear in the dialogue.
3. Students read the conversation and decide on the correct explanations of the given statements.

Key:

A. b

B. c

C. c

4. Students do the gap filling and multiple choice exercises to practise modals.

Key: (gap filling exercise)

a. should have

b. had to

c. may

d. can't

e. should/must

5. Key: (M/C exercise)

a. must

b. must have

c. can't

d. had to

e. should

f. must have

g. shall

PRACTISE WRITING

Prewriting

Students fill in the chart with information from the funny story. The chart outlines the main elements in writing a story such as date, setting, people involved, and events.

Students complete a similar chart about funny incidents they have experienced.

Draft writing

Students use the information in their charts to write a story.

Editing and final draft

Students edit their own stories, using the given checklist, before handing in the final draft to teachers for assessment.

HAVE FUN

Students read the funny exchange to find out the boy's ambition.

STUDY SKILLS

Students are provided with the means to learn and organise new vocabulary in a meaningful way. Techniques suggested are: using context, using a dictionary, using word structures and forms, classification processes, word associations.

EXPLORE CULTURE

Students read the two mini-biographies about Charlie Chaplain and Mr Bean. Then, they tell the new things they have learned about the two humorists.

Students compare and contrast their favourite Moroccan comedians and Charlie Chaplain and Mr Bean.

WORK OUT YOUR PROJECT

Students will collaborate with each other to design an e-magazine.

The suggested magazine would empower students to express and share their talents and gifts with their partners.

CHECK YOUR PROGRESS UNIT 1 AND 2

1.

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

2.

a. don't have to	b. should /must/has to	c. must
d. must	e. has to/must	f. don't have to
g. might		

3.

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

4.

a. 1	b. 3	c. 2	d. 1	e. 1	f. 2	g. 3
------	------	------	------	------	------	------

Unit 3

FORMAL, INFORMAL AND NON-FORMAL EDUCATION

Standards, Competencies and Skills

Interpersonal Communication

- express purpose
- discuss education issues

Presentational Communication

- talk about education, illiteracy and related topics
- write a report on an educational issue

Interpretive Communication

- listening: listen and check predictions, listen for details in an interview
- Reading: read and check predictions, read and identify main idea, read and scan information

Language Development

- study and practise the use of past perfect tense
- expand vocabulary on education

Learner Training

- learn how to read systematically ("SQ4R" method)

Cultural Awareness

- compare and contrast illiteracy in England and the USA

INTRODUCTORY PAGE

The introductory page can be exploited by teachers to introduce the topic and theme of the unit. Teacher invites students to survey the page looking at the title of the unit, the illiteracy map and the poem. The title implies that education should be available to all citizens regardless of their age, sex, area of residence, etc. It also implies that education is the concern of all citizens regardless of their positions and responsibilities in society. This is an opportunity for the teacher to introduce types of education: basic, formal, informal, etc.

The illiteracy map shows countries where illiteracy is high among people older than 15. Teacher invites students to compare Morocco with other countries in terms of illiteracy (better than some African countries but less good than Europe...).

The poem shows how important learning at an early age is. Teacher invites students to interpret the poetic image shown in the poem.

EXPAND YOUR VOCABULARY

1. Teacher builds on the items that have been presented before to expand students' vocabulary. He/she invites students to look at the list of types of education and check the ones they know then use the definitions to learn more. The aim here is not to test students, but help them know more vocabulary by raising the need for such vocabulary.

Key:

Types of Education	Definitions
Formal education	is the structured educational system provided by the government for students, running from primary school through the university.
Non-formal education	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 not attending schools or adults.
Informal education	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.
Vocational education	prepares learners for careers or professions related to a specific trade, occupation or vocation.
Special education	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.
Inclusive education	is education that addresses the learning needs of children, youth and adults - especially those who are vulnerable to marginalization and exclusion.
Gifted education	is a broad term for special practices, procedures and theories used in the education of children who have been identified as gifted or talented.
Basic education	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.

2. The second activity invites students to read the definitions again for more details: spot the target groups in each type of education.

Key:

Types of Education	Target Groups
Formal education	Students (primary -> university)
Non-formal education	Children and adults
Informal education	All people
Vocational education	Learners for the job market
Special education	Students with special needs
Inclusive education	Marginalised children
Gifted education	Gifted students
Basic education.	Illiterate people

3. The third activity offers students an opportunity to use the vocabulary they have learnt in meaningful contexts.

Key:

a. gifted b. literacy c. portfolio d. boarding school e. compulsory f. partnership
g. e-learning h. dropouts

LISTEN AND SPEAK

LISTEN TO THE CHAIRMAN OF THE UNESCO

Get involved

Teacher brainstorms students about the UNESCO, its fields of interest, its aims and objectives, and its current chairman. Teacher can refer students to the summary table at the end of the page.

Students guess questions journalists might ask the chairman and write some on the board.

Listen and discover

Students listen for a first time and check their predictions.

Students listen again and do activity 5 individually.

Students listen for a third time and work in groups to discuss and justify their answers. If necessary, students can listen to the interview many times to agree on a shared answer in the group.

Still in groups, students listen to the interview one section at the time to do tasks 7, 8, and 9.

Have your Say

Still in groups, students discuss implications from the interview on the Moroccan situation of illiteracy.

Script

An Interview with the Chairman of UNESCO

From our correspondent in Beijing:

Xinsheng Zhang is Chairman of UNESCO's Executive Board. He is also Vice Minister of Education, People's Republic of China.

Welcome Mr Chairman. My first question is about adult illiteracy in China.

The number of illiterate adults in China has decreased by over 140 million in the past twenty-five years. What is your secret for this success?

Thank you for inviting me to this interview. Ok, in China, we have been making great strides since 1978, and in the 21st century, we are reducing illiteracy at a rate of 2 million people per year. Our recipe is simple. Our government places a high priority on two tasks – eliminating illiteracy and providing nine years of compulsory education for all. Our government enables people to see the benefits of literacy by linking it to family life, agricultural production, economic development and indigenous traditions. We also encourage women's literacy, because if a woman becomes literate, her whole family benefits.

Education for Rural People was high on the agenda of the 5th High-level Group on Education for all held in Beijing last November. Why is this issue so important to China?

Unlike in Paris, Shanghai or Beijing, the natural conditions in much of western rural area of China are harsh. Much of the western part of our country is vast and lightly populated. This means that we need to double our efforts and our investments in order to achieve the same results. Other countries, especially those in sub-Saharan Africa can relate to these challenges. Political will is key to finding a solution.

We have a coordinated mechanism in which leadership and accountability are shared at the central, provincial, prefecture, municipal levels, according to the strength of each ministry and agency.

What is at the top of your agenda as Chairman of UNESCO's Executive Board?

Well! We need to focus on UNESCO's strengths in education, science and culture. UNESCO's 60th anniversary is a milestone. We must fulfil the Organization's mandate by contributing to peace and prosperity. But there are new challenges too, HIV and AIDS, SARS, avian flu, sustainable development and terrorism. I have a very good Board in terms of its experience, diversity, knowledge and willingness to contribute. Reaching our goals will be a collective effort.

Thank you Mr Chairman

Thank you.

EXPRESS PURPOSE

Students read and notice how the notion of purpose is expressed in the suggested sentences and answer the question in task 2

Students are given different structures to express purpose and are asked to write examples for each structure. Students can use the examples in the previous task and/or give their own examples.

In task 4, students are given situations to match so as to make different sentences expressing purpose.

Task 5 is an open exchange where students take turns in questioning and answering. The aim is to encourage students to ask questions leading to answers with purpose structures.

READ AND LEARN

Get involved

Students work in groups to study the graphs and interpret them.

Key:

Graph one: Illiteracy among women is higher than among men.
Graph two: Illiteracy is decreasing in Morocco from 70 % in 1980 to 38% in 2007 (according to official statistics, April 2007).
Graph 3: Illiteracy is higher in rural areas than in urban ones.

Students recall and tell the class a story of an adult who succeeded in combating illiteracy.

Read and discover

Students survey the text by looking at the title, subtitles, and the pictures, then predict what the survey is about. Students skim through the text (They don't need to read carefully) to check their predictions. Students read carefully the text and do tasks 5, 6, and 7.

Key:

a. true b. false c. true

Have your say

Teacher initiates an open discussion on how illiteracy can be combated and what initiatives civil society can do to help in this endeavour.

STUDY GRAMMAR

I had done it before

1. Students read the sentences and notice how the events are ordered in each sentence then underline the events which happened.

Teacher can refer students to the grammatical summaries.

2. Students read the sentences again and fill in the table with verbs in the simple past and verbs in the past perfect.

3. Students read the uses of past perfect and support each use with an example from the given sentences.

Key:

A. a - c - e B. d
C. b D. f

4. Students put the verbs in brackets in the correct form.

Key:

a. had never read b. Had Nadia ever studied c. had been d. had read
e. got f. had had g. had been reading

5. Students rewrite the sentences following the example given..

PRACTISE WRITING

1. Teacher makes sure students understand key words in the table and invites them to answer the questions.
2. Students use information from the table and from their answers to complete the model report.
3. Students follow the model and the tips suggested to write another report and exchange their reports for peer checking and correction. They can use the check list suggested.
4. When students finish the first draft, they exchange it for peer correction.
5. Students use the checklist suggested to correct their reports and teacher can add other items to the checklist.

STUDY SKILLS

Teacher initiates a discussion on efficient ways to read texts. He/she can use task 1 for this purpose.

Students go through the suggested method SQ4R and ask for any help from their teacher.

Students try and practise the method using one of the four extra reading texts at the end of their textbook.

EXPLORE CULTURE

Teacher brainstorms students' knowledge about literacy in England and the USA.

Students notice and study the tables and figures about literacy in England and the USA and compare them. The figures show that illiteracy is also a problem in both countries.

Unit 4

SUSTAINABLE DEVELOPMENT

Standards, Competencies and Skills

Interpersonal Communication

- express cause and effect
- talk about development issues

Presentational Communication

- talk about sustainable development
- write an application letter

Interpretive Communication

- Listening: listen and check guesses, listen and summarise, listen and take notes,
listen for specific information
- Reading: read and survey, read and skim text, read and transfer information,
read for word meaning

Language Development

- study and use future perfect tense
- learn vocabulary on sustainable development

Learner Training

- brushing up the skills of navigating the Internet

Cultural Awareness

- compare sustainable development world-wide
- connect with other disciplines

Project

- produce a booklet

INTRODUCTORY PAGE

Teacher invites students to describe the pictures in the introductory page of this unit. The aim is to see how they relate to sustainable development.

Teacher encourages students to add more words to the four dimensions of sustainable development (social justice, ecological sustainability, economic efficiency and political stability).

He/she then asks them to read the quotation and say what they understand from it.

Teacher encourages students to come up with more ideas related to the topic.

EXPAND YOUR VOCABULARY

Teacher starts this activity by eliciting from students relevant key vocabulary related to Sustainable Development. He, then, invites them to do the exercises or devise his own ones.

Keys:

1.

Social issues: health care, social justice, poverty elimination, property rights, equal pay for women

Economic issues: raw materials, micro enterprises, money investment, energy preservation, transport infrastructure

Environment issues: water pollution, climate change, forest preservation, ecological crisis, recycling waste

2.

A. a. capitol : parliament building, building in which the United States Congress meets

b. capital: money with which a business is started.

► capital

B. a. collaborate: work together

b. corroborate: confirm to be true; reinforce; certify

► collaborate

C. a. affluent: wealthy

b. effluent : stream flowing from a river or lake, discharge of sewage from a factory

► affluent

D. a. indigent: poor; impoverished

b. indigenous: native; belonging naturally to a place; originating from a place

► indigent

E. a. compulsive: uncontrollably urged to act

b. compulsory : obligatory

► compulsory

F. a. assistance: aid, help

b. assistant : one who aids, helper

► assistance

3. **Collocations:** civil society non-governmental organisations sustainable development
renewable energy urban areas

4. a. Sustainable development

b. civil society

c. urban areas

d. Renewable energy

e. non-governmental organisation

5. Students read what "an idiom" means and do the exercise choosing the right idiomatic expressions.

Key:

1. b

2. c

3. a

4. b

5. c

LISTEN AND SPEAK

Get involved

1. Teacher asks students to brainstorm ways to sustain development in different domains by designing his own activities or telling the students to answer the given questions.
2. He/she, then, invites students to read the introductory paragraph and predict the questions the journalists will ask the interviewee.

Listen and discover

3. Teacher plays the CD for students to listen to the whole interview and check their predictions.
4. Students listen again and answer questions (a-d).

Keys:

a. journalist 2

b. journalist 1

c. journalist 4

d. journalist 3

5. Students listen another time and take notes.

key:

Meaning of rural-urban linkage	Benefits of rural-urban linkage approach	How to implement it	Drawbacks of urbanising rural areas
Rural-urban linkage generally refers to the growing mobility of people, services and goods between city and countryside.	- achieve faster development - decrease poverty - create employment - develop and improve rural productivity. - allow access to markets, jobs and public services.	- evaluate and understand the relationships between urban and rural areas - develop adequate infrastructure - recognise the potentials of rural-urban development at all levels	- Cities and their metropolitan extensions absorb productive agricultural land, exploit water resources, and pollute the rural environment. - Cities rarely expand and build up efficiently

6. Students listen to the whole conference and jot down synonymous expressions to the ones given.

key:

a. more and more : increasingly b. without doubt: of course c. suitable: adequate

Have your say

Teacher brings students to have their say by describing the picture about urbanisation in USA.

Students answer questions a and b.

Teacher expands the activity by encouraging students to compare urbanisation in the United States and Morocco.

Script

To shed light on the topic of sustainable development, four journalists are going to ask some questions to Dr. OKPALA a Chief responsible of Urban Economy and Finance Branch at the UN headquarters.

Journalist 1: Could you please tell us what you mean by rural-urban linkage?

Well ... Rural-urban linkage generally refers to the growing mobility of people, services and goods between city and countryside. This refers to people migrating or commuting and goods exchange between the two areas.

Journalist 2: What are the benefits of this approach?

Of course it has many benefits. Various countries and regions adopt the urban-rural linkage approach as a strategy for achieving faster development. For example, a development action on both areas plays a positive role in decreasing poverty. It also creates employment and develops income. Adequate investments certainly improve rural productivity. Moreover, it allows access to markets, jobs and public services.

Journalist 3: How can Morocco implement this approach?

A good question in fact. First, we need to evaluate and understand the relationships between urban and rural areas in Morocco. Second, adequate infrastructure such as transportation, communication, energy and basic services should be developed to facilitate mobility. Third, the government should recognise the potentials of rural-urban development at all levels; national, regional and local. Both areas hold many capacities that are inactive. Efforts should be made to benefit from these capacities in the development process of both areas.

Journalist 4: What are the drawbacks of urbanising rural areas?

Well, some people don't think that there are drawbacks. Personally, I think urbanising rural areas is not all positive. Cities and their metropolitan extensions absorb productive agricultural land, exploit water resources, and pollute the rural environment. Besides, cities rarely expand and build up efficiently.

Adapted from: <http://www.sig.net> (January 2007)

Express Cause and Effect

1. Teacher invites students to study the sentences (a-d).
2. Teacher explains to students the importance of this rhetorical function in speaking and writing.
Then, he/she invites them to underline the expressions of cause and effect and copy them in the table.

Key:

Expressions of Cause	Expressions of Effect
due to - one cause of - because	One effect is ... - As a result

- Teacher asks students to look carefully at the table illustrating ways of expressing cause and effect. Teacher asks students to add more expressions to the table.
- Students practise the function by making cause and effect sentences from the statements given, using expressions from the table.
Students practise the function orally and in writing.

READ AND LEARN

Get Involved

- Teacher invites students to read the title of the reading text and elicits from them what "NGOs" means.
- Students answer the question and give examples. (Accept any appropriate answer.)
- Students read the introductory paragraph and answer the accompanying questions.

Read and discover

- Students survey the text by reading the words in red bold type and choose the correct answer.
- Students read the whole interview and check their answers.

Keys: 1. c

- Teacher invites students to answer the comprehension questions.
- Students fill in the Chart with objectives of both associations.

Possible Key:

Name of Foundation	Objectives
- Zakoura	- empower women - allow many Moroccan women to start their own projects. - provide micro-credits - raise awareness of the importance of fighting corruption, being dignified, respecting women, and voting
- DABA 2007	- empower youth - involve young people in the political life of the country - convince intellectual elite to create welcome environments

- Students reread the interview and find words meaning almost the same as the ones given.

Key:

a. graded: ranked	b. consciousness: awareness
c. dedicate: devote	d. turning away from: shunning
e. criticising: denigrating	f. retreat from: withdraw

Have your say

9. Teacher invites students to a discussion phase by answering the question.

Students come up with different examples of NGOs that aim at sustaining development in our country locally, regionally and nationally.

Students compare national NGOs with international ones to bridge the gap between what is local and what is global.

10. Students interpret the caricature and come up with ideas about the meaning of sustainable development.

STUDY GRAMMAR

1. Teacher tells students to read the dialogue and notice the verbs in the future.
2. Students underline the verbs in the future and put them in the space provided.
(Teacher may give them other situations to present the future perfect.)
3. Students fill in the table with verbs expressing future simple and verbs expressing future perfect.
Students practise the structure.

Keys :

- | | | | | | |
|---|-----------|-------------|--------------------|----------------|------|
| 4. A. a | B. b | C. b | D. a | E. b | F. b |
| 5. have you decided | will stay | will go | will have visited | | |
| 6. will have doubled | will help | will become | will have regained | will have been | |
| 7. a. By 2010, developing rural areas will have become more necessary. | | | | | |
| b. By the end of this decade, more men will have helped women with the housework. | | | | | |
| c. More women will have become aware of their roles in society by 2010. | | | | | |
| d. By 2017, more youths will have started to take part in political life. | | | | | |
| e. In a short time from now, families will have become smaller. | | | | | |
| f. By 2010, the government will have launched more interesting workshops. | | | | | |

PRACTISE WRITING

Teacher uses the process writing approach to proceed in this activity.

1. Students read the municipal communiqué and answer the questions.
2. Students think of a project and work in groups to discuss it and, then, fill in the chart with their project specifications.
3. Students write a letter to the local municipality to ask for a grant for their project.
They may use the framework in the book or another one suggested by the teacher.
Before students begin their writing, teacher elicits the lay out of formal letters to respect.
5. Students edit their letter before depositing their application.

STUDY SKILLS

1. Students talk about the importance of navigating the Internet to look for information, do web researches, exchange ideas with different people etc...

Teacher makes them aware that the Internet screen page has many important elements that they should know to facilitate their navigation.

Students look carefully at the Internet screen page in their book and match the numbers with their corresponding labels in the chart.

Key :

a.	4	e.	1
b.	3	f.	6
c.	5	g.	7
d.	2		

2. Students log on to www.inatoc.ma and navigate the page shown in this activity to read more on sustainable development through the National Initiative for Human Development.

Students answer the question given at the end of this activity.

EXPLORE CULTURE

The aim of this activity is to explore other cultures as far as sustainable development is concerned.

1. Students work in pairs, choose a story, read it and answer the accompanying questions.

Students exchange answers with their peers to learn about the other story.

2. Students compare the foundation supporting the two people in the two stories to any Moroccan ones that care about sustainable development.

3. Teacher asks students to tell a story about a person who has had a story similar to the ones in this activity.

He/she may tell them to do a net search and bring other stories about sustainable development across the world.

WORK OUT YOUR PROJECT

Students read the paragraph and look at the pictures and, then, tell what it is about.

Students form work teams to produce a booklet about education for sustainable development as it is launched by UNESCO.

Teacher tells students what to include in their booklet, and how the booklet should look like before starting.

Teacher clarifies to students that some of the booklets will be handed to all people involved in the project, some will be delivered to the delegation, academy or other high-level officials and a well- designed copy will be sent to UNESCO'S headquarters to enter a competition.

Students produce nice and attractive booklets that can sensitise people about the importance of education in sustaining development.

CHECK YOUR PROGRESS UNIT 3 AND 4

Before starting this activity, teacher reminds students that there is no total synonyms or antonyms.

Students do the review exercises in class or at home.

Keys : 1.

Word	Synonym	Antonym
literacy	education	illiteracy
skilful	competent	unskilful
formal	official	informal
attend	be present at	miss
lifelong	lasting	temporary
truancy	absence	attendance
reduce	decrease	increase
universal	worldwide	national
encourage	support	discourage

2. world - rural - education - distance - conditions - drinking - areas - circle

3.

- The headmaster called the participant in the literacy circle so that they could start the first session.
- One participant took a taxi so as not to be late.
- Another participant apologised because he was in hospital.
- The teacher worked on his plans in order to be ready.

4.

- She had already bought one last year.
- She had never written before.
- The lesson had already started.
- The headmaster had already offered her one.

5. Will have graduated - will go - will have completed - will have worked

6.

- | | | |
|---------------------|-------------------|----------------------------|
| a. developing world | b. Globalisation | c. Sustainable Development |
| d. Developed world | e. Health care | f. Ecological crisis |
| g. Micro-credit | h. Social justice | |

Unit 5

WOMEN AND POWER

Standards, Competencies and Skills

Interpersonal Communication

- express addition and concession

Presentational Communication

- talk about women and power, women and their changing status
- write a book review

Interpretive Communication

- Listening: listen for details, listen and take notes
- Reading: read and predict, read and scan, read and recall information

Language Development

- review and practise passive voice and its uses
- enrich vocabulary about women's roles and conditions

Learner Training

- develop critical thinking

Cultural Awareness

- talk about women stereotypes across cultures

INTRODUCTORY PAGE

Teacher introduces the theme of 'Women and the power' by inviting students to describe the pictures of the four women in this introductory page.

Students tell the class what they know about these outstanding women.

Students give names of other prominent women in power.

Students read the ideas about 'strong woman' and discuss them with their partners.

Teacher encourages students to suggest other ideas about women and power.

EXPAND YOUR VOCABULARY

1. Students come up with some changes that the new Moroccan family code has brought in favour of women to complete the diagram.

2. Students match the definitions with the right words.

Key:

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

3. students fill in the blanks with the correct words from the list given.

Key:

a. stereotypes	d. emancipation
b. family code	e. self-confidence
c. polygamy	f. humanitarian

4. Teacher explains to students that nouns can be formed by adding a suffix.

He/she elicits from them suffixes used to form nouns.

Students form nouns from the set of words given by adding the appropriate suffixes and put them in the table, following the example.

Key:

--ation	--ment	--ance/ence	--ism	--ity
emancipation	requirement	assistance	terrorism	security
organisation	improvement	dominance	feminism	unity
globalisation	management	difference	criticism	activity
repudiation		governance		inferiority
participation		conference		equality
		ignorance		responsibility
		resistance		
		dependence		

5. Students practise some of the words they have just formed by filling in the blanks in the exercise that follows.

Key:

a. conference	d. ignorance
b. globalisation	e. organisations
c. equality	f. Inferiority

6. Students close this vocabulary activity by filling the table with nouns or adjectives of the given words.

Key:

Nouns	Adjectives
power	powerful
strength	strong
feminism	feminist
pregnancy	pregnant
literacy	literate
law	legal
existence	existing
prominence	prominent
heroine	heroic

LISTEN AND SPEAK

Get involved

1. Teacher asks students if they are familiar with some Moroccan authors and writers, males or females.

He/she elicits from them topics that women are concerned with.

Students look at the photo of Loubna Skalli and try to guess topics she is interested in.

Students answer the questions and discuss the answers.

2. Students read the introductory paragraph and jot down two questions they think the journalist will ask Loubna Skalli.

Listen and discover

3. Teacher plays the CD for students to listen to the whole interview and check if their questions are answered.

Students listen again and do the given tasks.

Keys:

4.
 - a. Loubna left for USA to continue her studies.
 - b. Loubna targets Moroccan women's use of magazines.
 - c. Loubna taught in Morocco for 15 years.
5.
 - a. Morocco's changing media landscape in the mid-1990s - new press freedom in Morocco - new era of journalism
 - b. they look at the images - women use the magazine's pictures as resources for dressmaking - they borrow copies and have friends explain the stories.
 - c. Loubna relates poverty to income, resources and opportunities. Poverty results from women's lack of education, employment, and health services.
 - d. Loubna returned to Morocco because her Fulbright scholarship required that she serve her country for two years.
6.
 - a. audacity
 - b. elitist
 - c. marginalisation

Have your say

Teacher opens a discussion by telling students to give examples about Moroccan women magazines, their common topics, and who are interested in reading these magazines.

Script

Magharebia: *How did you decide to write Local Prism?*

Loubna Hanna Skalli: *The idea came from several developments and observations. The first was Morocco's changing media landscape in the mid-1990s. Before I left for the United States to start my PhD, I noticed new press freedom in Morocco.*

There seemed to be a new era of journalism resulting in new Moroccan women's publications addressing topics with freedom and audacity.

This relates to another point: the impact of globalisation on local cultures and gender roles. In the mid-to late 1990s, "globalisation" was a buzzword. There was and still is a fear of losing local traditions to global influence.

Magharebia: *Whom does your book target?*

Skalli: *It's for people interested in the gender and cultural dimensions of globalisation. It addresses the production and consumption of women's magazines and analyses the context in which they emerged, including changes in Morocco since the mid-1980s. The book explains the evolution of Moroccan women's journalism and compares women's magazines.*

Magharebia: *Moroccan women's magazines are criticised for being elitist and focusing on urban issues. How did you reach rural women since your research focused on those magazines?*

Skalli: *Magazines where female illiteracy is high cannot be anything but elitist. This doesn't mean we should ignore what the elite are reading and producing.*

Magazine use in Morocco is interesting. While illiteracy prevents many women from reading the magazines, they still look at the images. Women use the magazine's pictures as resources for dressmaking. Many can neither read nor buy the magazines. Instead, they borrow copies and have friends explain the stories.

Magharebia: You've noticed a gender dimension in Moroccan poverty. What is it?

Skalli: Poverty is experienced differently by both sexes. It is not just about income. Poverty has multidimensional levels. There is poverty of resources and opportunities. There are laws that do not protect women, and poverty that results from their lack of education, employment, and health services.

Morocco is on the right track. For example, Morocco's Mudawana, girls' education and training programmes are laudable. Women's increased political participation is putting women's issues on the national agenda.

But the challenge is daunting. The situation of rural women is still precarious because of marginalisation.

Magharebia: Why don't you tell us about your American journey?

Skalli: I came to the United States after 15 years of teaching in Morocco. I wanted to gain skills to take back to Morocco. I did my PhD at Pennsylvania State University, where I met my husband. I then returned to teaching in Morocco because my Fulbright scholarship required I serve my country for two years. In 2003, I joined my husband in Washington and started teaching at the American University's School of International Service. I now have two-year-old twin boys, Adam and Zachary. I spend my days balancing my personal and professional life.

www.magharebia.com (November 2006)

Express Addition and Concession

1. Students read the quote carefully and answer the two questions.

Teacher may devise his own activity to introduce ways of expressing addition and concession as rhetorical functions.

- 2.3. Students read the two tables showing ways and examples of expressing both functions.

Students add more expressions to the tables.

4. Students practise the functions by completing the sentences with appropriate expressions of addition and concession.
5. Students, then, link the sentences with the words given between brackets.

Keys:

4.

- | | |
|------------------------------|----------------------------------|
| a. Although | d. Moreover / Also / In addition |
| b. Along with | e. But / However / Yet |
| c. In spite of / Despite | f. Moreover / Also / In addition |
| g. not only ... but ... also | |

5.

- a. Educated women have a big influence on society. Moreover, they contribute to the welfare of their families.
- b. Educated women look after their houses. They also work outside their homes.
- d. Despite spending much time at work, working women are able to perfectly manage their households.
- c. It's true that a lot of women and girls in Morocco have access to education. However, their situation is far from perfect.
- e. Although Globalisation has a positive impact on women's status, they are still regarded as inferior in some societies.

READ AND LEARN

Get involved

Teacher may go back to the introductory page of this unit to brainstorm students about women at the top.

1. Students make a list of women leaders in different fields (arts, sports, music, science, politics...)
2. Students look at the photos and names of the four women and say what they know about them (country, nationality, interests, occupations etc...)

Read and discover

3. Students read the four texts and compare their answers with information provided in the four passages.
4. Students read again and complete the chart with information from the four passages.

Possible key:

Name	Position / Responsibility	Country	Achievements and /or Awards
Angela Merkel	chairwoman of her party Chancellor of Germany	Germany	chairs G8
Nawal El Moutawakel	member of the International Olympic Committee	Morocco	1984's 400m hurdles winner First Muslim and African female Olympic champion
Shirin Ebadi	Lawyer – Judge	Iran	Noble Peace Prize
Margaret Thatcher	Former Prime Minister of UK	England	Former Prime Minister of UK The only woman to have held the office of PM in UK Longest serving British PM First woman to lead a major political party in UK

5. Students answer the comprehension questions.
6. Students correct the statements containing mistakes without looking at the texts until they finish.

Key :

- a. Angela Merkel was the second woman who participated in the summit of the G8 after Margaret Thatcher.
- b. Nawal El Moutawakel was a coach after becoming an inspector at the ministry of sport.
- c. Shirin Ebadi was awarded the Noble Peace Prize for promoting the rights of women and children in her country.
- d. Thatcher's downfall was due to Sir Geoffrey Howe's resignation in protest at her attitude to Europe.

Have your say

7. Students interpret the graph by answering the accompanying questions.
8. Students prepare a short presentation to perform in front of their peers about an outstanding woman in Morocco or elsewhere.

STUDY GRAMMAR

1. Students notice the examples in the passive form and answer the questions

Key:

- | | |
|--|--|
| <ol style="list-style-type: none"> a. People all over the world sing Dion's songs. b. Angela Merkel chaired the G8 summit. | <ol style="list-style-type: none"> c. are - was - have been d. Past participle |
|--|--|

2. Students, then, go to the reading text in this unit and find an example of passive voice in each passage.

Key:

was considered	was appointed	was awarded	was educated
----------------	---------------	-------------	--------------

3. Students work with their partners to complete the table with the appropriate tenses and verb forms.

Key:

- | | |
|--|---|
| <ul style="list-style-type: none"> - were directed - past simple - given - has been admired | <ul style="list-style-type: none"> - simple future - granted - should be offered - must be given |
|--|---|

4. Students complete the rules about the passive voice.

5. Students rewrite the sentences in the passive form.

Key:

- a. The University of Al-Qarawiyyin was founded by Fatima Fihriyya in Fes.
- b. Mother Teresa has been recently honoured by women's associations.
- c. Five women in different fields of interest were paid homage by Khmisa 2007.
- d. Princess Diana is still kept in mind by English people.
- e. Maid servants are supported by Moroccan women's associations.
- f. A new morning talk show will be opened by Oprah Winfrey on MBC TV channel.
- g. A new economic plan is going to be presented to the German government by Angela Merkel.
- h. Women shouldn't be considered as inferior to men.

6. Students read the text about Meriem Chadid and put the verbs between brackets in the correct form.

Key:

is described - travelled - is / was used - have already been carried out - cooperated

PRACTISE WRITING

1. Teacher invites students to read the book review entitled *The Last Chapter* by Leila Abouzid and fill in the chart.

Possible Key:

Title of the novel	The last Chapter
Author's name and nationality	Leila Abouzeid -Moroccan
Summary of the novel	A semi-autobiographical book about Aicha and her struggle for identity in the post-colonial period from adolescence to adulthood, telling about traditions, male-female relationships, women's change after independence and other social practices
Writing style	Flashbacks, anecdotes and monologues

2. Students match the four parts of the review with the corresponding titles.

Key:

Part A : 3	Part C : 4
Part B : 1	Part D : 2

3. Teacher asks students to think of a few novels or plays that they have studied during high school and complete the chart with information about one of those books.
4. Then, he invites them to write a book review using the information from the chart.

STUDY SKILLS

One of the most important learning strategies is thinking critically. Teacher explains to students the importance of this technique in organising their learning.

1. Teacher invites them to read the characteristics of critical thinkers, understand them and, then, evaluate the arguments and ideas given to see if they are valid and logical.
2. Students read the arguments and find out the implicit assumption.
3. Students think critically and explain to their partners the common mistakes in the two statements (a-b)
4. Finally students read the puzzle and figure out the answer.

Key:

his son

Teacher tells students that the answer appears on the same page, but it is written in reverse at the bottom corner of the page.

EXPLORE CULTURE

1. Teacher invites students to read the paragraph about women stereotypes and answer the questions.
2. Students come up with as many stereotypes as they can as well as proverbs and sayings that underestimate the role of women in society, either in English, French or Arabic.
Teacher, then, reminds students of the bad effects of these stereotypes in blocking women's advancement. Therefore, they should combat them as much as they can in their real life.
3. Students tell some proverbs or sayings about the role of women in society.

Teacher encourages them to discuss what they come up with.

Dear Editor,

In the previous issue, you argued that disabled people have no reason to complain. You claimed that they enjoy the same rights as the other normal citizens. You may be right at some point. But, the situation of the disabled is still far from being perfect.

My name is Alice and here is my story.

1. When I left university, most people weren't bothered by the fact that disabled people often couldn't find jobs. Anti-discrimination laws relating to disability were only introduced in 1996. But I managed to find employment as a computer programmer and worked my way up. After 10 years, I did an MBA- a business qualification- but then I couldn't get work because of the economic depression in the early 1990s. I got so frustrated at being beaten up by people who were less qualified than me. One company turned me down, saying their building wasn't suitable for someone in a wheelchair. But when the person they appointed didn't work out, they came back to me. I was short of money and in an urgent need for work but I didn't take the job. The building hadn't changed, so what suddenly made it suitable?

2. Eventually, I set up a small business with my sister, a legal adviser who also used a wheelchair. I had four good years before moving back into the commercial sector. Then, I saw the Railtreck job advertised, went for it and here I am. My role at Railtreck is to improve the train service so that it would be easier for disabled people to use trains. As a wheelchair user, I understand how it feels to be abandoned on the platform.

3. Nowadays, employers are less likely to discriminate unthinkingly. However, discrimination still exists although it is difficult to pinpoint because no one wants to be prejudiced. They wouldn't turn your application down in a frank way. They prefer to point out potential problems, saying such things as "Where are you going to park?" and "We have heavy doors or high stairs here."

4. I don't think there's anything special about me, but I hope I'm making life easier for disabled people. The future will be brighter for all of us as anti-discrimination laws are being implemented and public places have become more accessible for disabled people. I'm confident the description "normal" will one day be broadened to include us as equals in society.

With best regards

Alice Maynard

(adapted from *Women's Own* 2002)

I. COMPREHENSION: (15 points)

Read the letter and answer the questions.

A. Which one of these three questions has Alice answered in the text? Tick the correct option. (1 point)

- ☐ How has your handicap affected your career?
- ☐ How did you become a handicapped person?
- ☐ What advice would you give to disabled people?

B. Reorder these statements according to the sequence of events in the text.

Write the suitable number from 1 to 6 in front of each statement. (3 points) 0.5each

- ☐ Alice started a family business.
- ☐ Alice left university.
- ☐ Alice found a job with Railtrack.
- ☐ Alice was denied a job because she was handicapped.
- ☐ Alice got a second degree.
- ☐ Alice was offered a job but she turned it down.

C. Are these statements true or false? Justify.

(4 points) 1 pt each

1. Alice is a proud person.

.....

2. Alice is the only handicapped person in her family.

.....

3. Alice thinks the handicapped are nowadays treated as normal people.

.....

4. Alice is optimistic about the future of the disabled.

.....

D. Complete this summary with reference to paragraph one.

(3 points) 1 pt each

In spite of her handicap, Alice was able to

But during the 1990s depression, a company claimed that they could not employ

Alice because

However, the real reason was

E. Find in the text words or phrases that mean nearly the same as: (2 points) 0.5pt each

1. got a higher position at work (paragraph 1) =

2. established, created (paragraph 2) =

3. to find or define exactly (paragraph 3) =

4. sure; convinced (paragraph 4) =

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

(2 points) 0.5pt each

1. they (paragraph 1) =
2. it (paragraph 2) =
3. they (paragraph 3) =
4. us (paragraph 4) =

II- LANGUAGE

(15 points)

A. Replace the wrong words in this paragraph with correct alternatives.

Write the correct alternatives in the boxes below.

(2 points)

Women certainly play important roles in society. However, they are still deny many of their rights especially in developed countries. So, more legal have to be made so that women can improvement their status.

Wrong word	deny	developed	legal	improvement
Correct alternative				

B. Fill in the blank an appropriate word from the list

(3 points) 0.5pt each

(ineffective - measures - provide - effect - century - sewers)

The last, Brazil saw a population boom in its cities, making it more difficult to basic necessities like drinkable water and in poor areas. Environmentalists complain that the government's reactions were slow and But officials ask if it makes sense to discuss antipollution and the greenhouse when families go without food and medicine.

C. Match the words (1-2) with the corresponding definitions (a, b). (1 point) 0.5 each

1. genius a. the ability to start and implement a plan or task
2. initiative b. natural ability or skill in a particular subject or activity

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

(3 points) 1pt each

1. Stricter antipollution methods have to (implement)
2. You're late again! You should (take) a taxi.
3. Salah (set up) his own business long before he actually retired.

E. Fill in the blanks with an appropriate word or expression from the list. Pay attention to punctuation.

(3points) 1pt each

nevertheless - therefore - although - as well as - because - even if

The National Initiative for Human Development aims at improving the social the economic status of the population. It is the project of the entire society., the state, political parties, NGOs and individuals must collaborate to achieve this end. It is a big challenge, indeed., we can surmount it with strong will and good governance.

F. Complete the following conversation, responding to the prompts between brackets. (3 points) 1 pt each

You: (You ask Peter about his opinion regarding the use of humour at school.)

.....?

Peter: (He gives his opinion.)

.....

You: (you express your agreement.)

.....

III- WRITING

(10 points)

Write a descriptive paragraph about a person who has managed to succeed in his/her studies despite his/her handicap.

Key to global test covering units 1-5

I. COMPREHENSION: (15 points)

A. 1 point

How has your handicap affected your life?

B. 3 points; 0.5 each

1. Alice left university.
2. Alice got a second degree.
3. Alice was denied a job because she was handicapped.
4. Alice was offered a job but she turned it down.
5. Alice started a family business.
6. Alice found a job with Railtrack.

C. 4 points; 1 point each

- | | |
|----------|----------|
| 1. false | 3. false |
| 2. false | 4. true |

D. 3 points; 1 each

- ... find a job
- ... because their building wasn't suitable for her
- ... that she was handicapped

E. 2 points; 0.5 each

- | | |
|---------------------|--------------|
| 1. worked my way up | 3. pinpoint |
| 2. set up | 4. confident |

F.

2 points; 0.5each

1. the company
2. job with Railtrack
3. employers
4. the disabled/ the handicapped

II - LANGUAGE (15 POINTS)

A.

2 points; 0.5 each

denied underdeveloped laws improve

B.

3 points; 0.5 each

century provide sewers ineffective measures effect

C.

0.5 point each

1-b 2-a

D.

3 points; 1 each

1. have to be implemented
2. should have taken
3. had set up

E.

1 point each

as well as Therefore Nevertheless

F.

1 point each

Teacher accepts all appropriate responses.

III - WRITING (10 POINTS)

While scoring writing these criteria should be taken into consideration:

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

Unit 6

CULTURAL VALUES

Standards, Competencies and Skills

Interpersonal Communication

- learn ways of defining
- discover and practise expressions of complaining and apologising

Presentational Communication

- talk about cultural issues and values
- write an informal letter about cultural specificities

Interpretive Communication

- Listening: listen for specific info in a mini-lecture, listen and match
- Reading: browse texts, read and compare

Language Development

- study phrasal verbs
- broaden lexicon about values, traditions and values across the world

Learner Training

- explore ways of keeping record of one's learning

Cultural Awareness

- compare and contrast local manners and foreign ones

Project

- prepare a PowerPoint presentation

INTRODUCTORY PAGE

Students describe and comment on the photo which depicts youths from different countries and cultures.

Students think of values the photo suggests: tolerance, coexistence, peace, co-operation ...

The poem introduces other values: democracy, respect and brotherhood.

Teacher may elicit from students other values and their antonyms.

EXPAND YOUR VOCABULARY

1. 'Value' is a poly-word; it means different things in different contexts. The teacher is recommended to have students grasp the different meanings of the word through the dictionary entry given at the outset of the vocabulary section.

To demonstrate whether students can actually differentiate among the meanings of 'value', teacher takes them through the sentences (a-j). Students match 'value' in each sentence with its adequate meaning in the dictionary entry.

Key: a-3 b-4 c-6 d-7 e-1 f-5 g-6 h-1 i-2 j-1

2. Students examine the list of values and assort them into two categories: values they are familiar with and values they are not familiar with.

3. Then, they do the matching exercise.

Key:

a. 4 b. 7 c. 6 d. 1 e. 2 f. 3 g. 5

4. Students match the given values with their antonyms.

Key:

a. 3 b. 7 c. 5 d. 6 e. 2 f. 1 g. 4

The picture and caption may serve to raise a discussion later about ways we can promote and propagate tolerance among different cultures.

5. Students complete the paragraph about criteria of universal values, using the words in the list. Key:

a. criteria b. appropriate c. suitable d. backgrounds
e. circumstances f. community g. nations

6. One good way to learn vocabulary is through collocations. Exercises 5 and 6 target this end.

Students form collocations with words from the two given lists, and place them in the gaps.

7. Key:

a. civic education b. common good c. moral obligations
d. cultural diversity e. culture shock f. global citizenship

Students survey the picture, define global citizenship and suggest ways to achieve it.

LISTEN AND SPEAK

Get involved

To introduce the concept of "culture shock" and get students actively involved in the activity, teacher deduces from them problems that a person may encounter when moving to another country.

Teacher presents any difficult vocabulary to help students understand the texts.

Students talk as well about the possibility of integration in a foreign country and related issues.

Listen and discover

1. Students prepare their definition of "culture shock", listen to the mini-lecture and compare how the lecturer defines the concept with how they define it.
2. After listening to the whole lecture and determining how many stages culture shock has, students take notes of the characteristics of each stage.
3. Key:

Stages of culture shock	Characteristics
The discovery stage	The individual has a desire to explore the new culture.
The resistance stage	The individual rejects or pulls away from the new culture.
The immersion stage	The individual gains more self-confidence.
The adaptation stage	The individual feels very much at ease.

4. Students listen and take notes of feelings the individual experiences during each stage.

Key:

The first stage	→	enthusiasm	The third stage	→	assurance
The second stage	→	nostalgia	The fourth stage	→	comfort

5. Students listen to the mini-lecture and do the multiple choice exercise.

Key:

a. 2 b. 2 c. 1 d. 1 e. 1

6. In the final listening task, students discuss the suggested titles and agree on the most appropriate one. They should justify why or why not each of the titles would be appropriate.

Have your say

Relating the concept of "culture shock" to real life, students tell their mates about the case of a relative of theirs. Things to be mentioned are: what problems he/she faced in the foreign country, whether he/she succeeded to adapt, and how he/she succeeded in doing so.

Script

Culture Shock

A lecture

Listen to this lecture on culture shock, given by a university professor.

Well, let's start by a brief definition of "culture shock". We can define it as the physical and emotional discomfort one suffers when coming to live in another country or a place different from the place of origin. This term expresses the lack of direction, the feeling of not knowing what to do or how to do things in a new environment, and not knowing what is appropriate or inappropriate.

Living in a new country can be hard, but sometimes you just have to adjust to difficult situations.

Generally speaking, we could say that there are four stages to culture shock. First of all, the "discovery stage". Uh, to the visitor, everything seems new and unusual- the food, the surroundings, the buildings. And it produces a feeling of excitement to be in the new environment - a desire to look around, to experiment, to explore the new culture. In this stage, the individual feels involved in some kind of fantastic adventure.

The second stage is the "rejection" or "resistance stage", where the newness wears off, and the visitor sees the country from a different light, and often begins to criticise the country, the life, and the values of the people. This period of culture shock can be very difficult and lead the individual to reject or pull away from the new culture.

The third stage, we could say, is called the "immersion stage". This is when the individual establishes a courageous connection with the new environment as he begins to realise that things are not so bad in the host culture. The things around him become more familiar. He therefore gains more self-confidence and usually becomes stronger because he can take care of himself in the new place. Things are still difficult, but the individual feels he can survive!

And the final stage, we could say, is the "adjustment" or "adaptation stage" when the individual adapts to conditions in the host country and becomes used to the new situation. He becomes more comfortable. He begins to feel at home and enjoy living in that foreign country. He feels very much at ease, indeed.

Define your Concepts!

Students recall what expression the lecturer introduced the definition of "culture shock".

Students match the given concepts with their definitions- the purpose being to introduce expressions used when defining.

Key:

a. 3	b. 1	c. 4	d. 5	e. 2
------	------	------	------	------

Students pick up defining expressions and put them in the chart.

Students place more expressions in the chart.

In the practice session, students look up the suggested concepts in their dictionaries and use the expressions they have learned to write complete definitions.

Complaining / Apologising

Students read the exchange and answer the comprehension questions to get introduced to expressions of complaining and apologising.

Students fill in the chart with exponents of the targeted functions.

Students write small exchanges about given situations and rehearse them with their peers.

READ AND LEARN

Get involved

Students study the stereotypes and comment on them.

While discussing those impressions, students either confirm or refute them.

Teacher also asks students about the reasons that make people have wrong impressions about foreigners and foreign cultures.

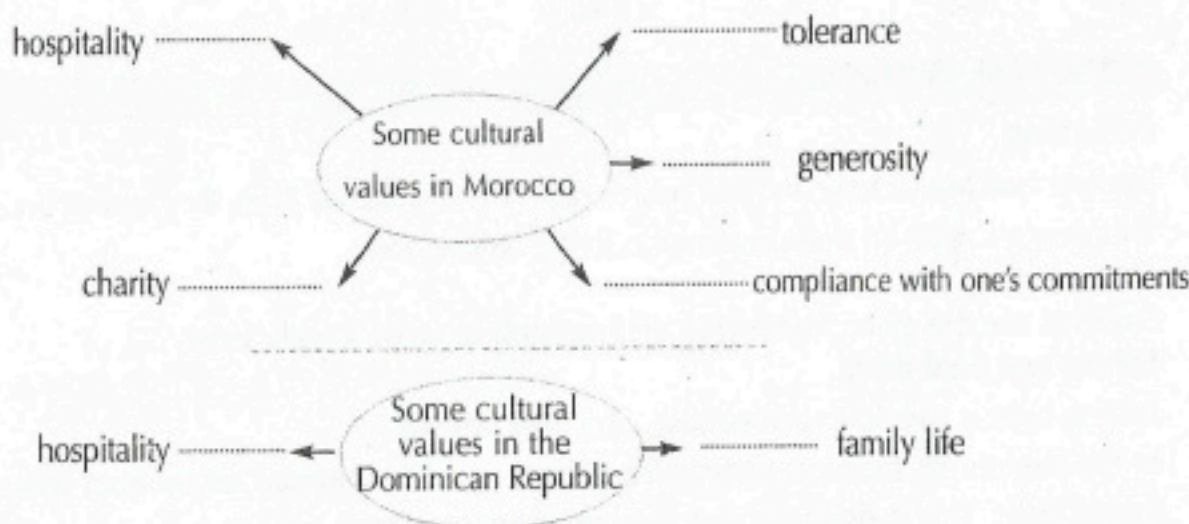
Read and discover

Students try to guess what the two stories are about. Guesses are to be based on the discussion, the introduction and titles.

After checking their guesses, students skim the stories and find out the authors' countries of origin and host countries. Then, they complete the table and find phrases which support the given ideas.

Then, students complete the diagrams with values mentioned in the texts.

Key:



Students add more cultural values to the diagram about Morocco.

Have your say

Students compare and contrast the Moroccan and Dominican cultural values.

Then students describe the two photos and say what values they suggest.

STUDY GRAMMAR

1. Students read the passage, answer the focus question and then extract the phrasal verbs being defined.
2. Teacher may refer students to the Phrasal Verb Glossary at the end of the book. This would help them do the exercise easier. **Key:**

a. apply for	b. turned down	c. fill in
d. find out	e. pick up	f. looking forward

3. Students read the tips for understanding phrasal verbs. Teacher may provide more examples.
4. Students replace the explanations with phrasal verbs from the list. **Key:**

a. handed out	b. jotted down	c. look up
d. put up with	e. dress up	f. dine out
g. longing for	h. write down	i. hand in

5. Students fill in the gaps with appropriate prepositions. **Key:**

a. in	b. out	c. into	d. out	e. of
f. down	g. up	h. up	i. up	j. over

6. Teacher provides students with clear context to explain the given phrasal verbs. **Key:**

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

7. Students do the multiple choice exercise. **Key:**

A. b	B. a	C. c	D. b	E. a
------	------	------	------	------

PRACTISE WRITING

Prewriting

Students read Mary's letter and find out her worries and enquiries. Then, they answer her questions. This may serve as an oral preparation to the writing task.

Draft writing

Students use the given framework and prompts to write a reply letter.

Editing and final draft

Editing here is two fold: self-editing and peer editing.

In the beginning, students distinguish phrases used in informal letters from those used in formal ones. This is done through the two exercises given.

Later, swap and correct each others' letters.

STUDY SKILLS

The skill suggested in this unit aims at enabling students to keep records of the things they learn at school or outside in a well-organised way. Techniques suggested are: notebooks, blogs, journals and portfolios. Students exchange their personal experiences and preferences.

EXPLORE CULTURE

Students learn about good and bad manners for Indians. The purpose is to discover cultures different from their own, compare and contrast their own cultural beliefs and practices with foreign ones. Then, teacher entrusts students with a net search to explore the similarities and difference between Indian and Western manners. Some web sites are suggested.

WORK OUT YOUR PROJECT

Students read the introductory paragraph and come up with examples of festivals which celebrate women in Morocco and elsewhere. The teacher's role is to encourage and monitor students' work. Students have the choice to work on the suggested projects.

CHECK YOUR PROGRESS UNITS 5 AND 6

1.
 - a. suitable
 - b. female
 - c. governed
 - d. patriarchal
 - e. priority
 - f. gender
 - g. equal
2.
 - a. Yet
 - b. Along with that,
 - c., too
 - d. also
 - e. However,
 - f. In spite of that,
3.
 - a. The year of the Elephant was written by Leila Abouzeid.
 - b. Some outstanding have been awarded the Nobel.
 - c. Women should be helped with the housework.
 - d. Rural women situations need to be improved.
 - e. Dinner is being cooked.
 - f. New-Fashioned caftans have been produced.
 - g. First women graduates will be given scholarships.
 - h. Skilled women should be given more jobs.
 - i. A show is going to be performed by Rachida Khalil.
 - K. Argan oil cooperatives have been set up.

Standards, Competencies and Skills

Interpersonal Communication

- learn and practise how to ask for and give advice
- suggest ways of preserving the environment

Presentational Communication

- talk about issues related to citizenship
- apply for voluntary work

Interpretive Communication

- Listening: listen to a song, listen and guess, listen and discuss
- Reading: read and contrast, read and distinguish cause from effect, read and draw conclusions

Language Development

- learn how to report statements, questions and commands in the present and past.
- extend vocabulary on citizenship

Learner Training

- learn about the importance of studying in groups

Cultural Awareness

- explore British culture

INTRODUCTORY PAGE

The introductory page can be exploited by teachers to introduce the topic and theme of the unit.

Teacher invites students to survey the page looking at the title of the unit, the picture and the poem. This is an opportunity for the teacher to review and introduce vocabulary related to citizenship.

The picture symbolizes peace, world wide cooperation, clean environment, world citizenship,...

Teacher invites students to read the poem and relate it to the picture then react.

EXPAND YOUR VOCABULARY

1. Teacher asks students to go through the list of rights and responsibilities and helps them with any difficult vocabulary.

Students classify the items and check in groups their classification then discuss in class their lists. Teacher should be flexible with students' answers as there is sometimes overlap between rights and responsibilities.

2. Students read the definitions and try to find out the corresponding word or words then check their answers in the table in task 3.

key:

a. volunteering b. sacrifice c. NGO d. lobbying e. censorship f. charity g. community
h. globalisation i. human rights j. trade union k. responsibilities l. rights m. citizen

LISTEN AND SPEAK

Get involved

1. Teacher involves students in the topic of the song (citizenship and environment) by asking them questions on responsibilities in polluting our environment and ways of preserving it. He/she can also ask them about their favourite singers and if they know Ben Harper or another committed singer.

2.3. Students survey the song by looking at the words in bold letters and predict the topic. The teacher can link this task to the previous discussion.

Listen and discover

4. Students listen to the song and check their guesses.

5. Students listen for the second time and fill in the missing words.

Teacher encourages students to memorise parts of the song and compete reciting it.

Missing words:

time, important, ear, blind, hear, mister, taking, enough, enough, enough, much, help, trying, look, mister, taking, enough, enough, enough, enough, much, heaven's, late, saved, gave, mister, taking

Have your Say

6. Teacher initiates a discussion based on the suggested extract. Teacher can lead students to criticise those who think only about saving money without helping others and being active citizens.

Advice please !

- 1.2. Students read the imaginary dialogue where Mr is asking for advice and the singer is giving advice. They should notice expressions of asking for and giving advice and underline them.

Key: What do you think I should do? - What would you do in this situation? - What do you suggest?
Maybe you should... - I think you should... - If I were you, I would...

3. Students then complete the two dialogues and act them out in pairs.

READ AND LEARN

Get involved

1. Teacher brainstorms students on citizenship and write ideas on the board. Then he/she asks them to define citizenship in their own words.
2. Students read the definitions provided and compare them with their own.
3. Students give examples of citizenship acts, organisations, associations, foundations,...

Read and discover

4. Students skim the text and take notes to fill in the chart and to compare the situation before and after the school was built.
5. Students look in the text and find out words or expressions that mean the same as the underlined words.
6. Teacher asks students comprehension questions and/or refer them to questions suggested in the textbook.
7. Students study the pairs of sentences and distinguish 'cause' from 'consequence'.
Teacher can help them by asking questions beginning with 'why'.

Key: The majority of the children in that village had never seen a school. → consequence
At a very young age, most went to work in the countryside. → cause
The teachers had to show the children how to operate the faucets. → consequence
They had never used a water tap. → cause

Have your Say

Students study the table showing British students' opinions about citizenship and comment on them. They can also conduct a survey in class and compare their opinions to the ones in the table.

STUDY GRAMMAR

He asks me if I can do it.

1. Students first classify the sentences in the three categories (statements, commands, and questions).
2. Students notice how sentences in task 1 are reported. The objective here is to lead students to infer how to report each type of sentences.
3. Students report the sentences in the present.

Key:

- a. The quote reads that responsibility means being in charge.....
- b. Students ask their teachers what fairness involves.
- c. The teacher replies that fairness involves issues of equality and impartiality.
- d. He always tells them not to judge others without prior knowledge and to judge them. only on their character, abilities and conduct.
- e. My friend wants to know if I watched yesterday's show about citizenship.

He told me...

1. Students read the excerpt from Koffi Annan's speech, notice and study how it is reported in the past. Then, students fill in the table with changes from direct to indirect speech.

Key:

Reporting Verbs.	Direct Speech	Indirect Speech
said	is	was
	have	had
added	have achieved	had achieved
stated	can	could
stressed	remains	remained
insisted	tomorrow	the following day / the day after
	these	those
declared	ago	before

2. Students practise reporting statements, questions and commands in the past.

Key:

- a. A member of an association told the volunteer to fill in the application form to become a member.
- b. The volunteer wanted to know how he could help in sensitising people to become good citizens.
- c. He advised the audience not to underestimate voluntary work.
- d. He reported that a lot of people had participated in the campaign.

- e. Ann told Betty that she would participate in a conference on citizenship.
- f. Betty asked Ann whether she was invited there.
- g. She wanted to know how long she was going to stay there.
- h. She begged her to bring her a copy the annual report.

PRACTISE WRITING

- Teacher makes sure students understand the ad by asking some comprehension questions and/or presenting vocabulary items like: *welfare, launch,...*
- Teacher goes through the application form to check if students know what is required from them in each rubric then invites students to fill it in.
- Students exchange their applications for comparison and editing and teacher goes around monitoring their work.

STUDY SKILLS

Teacher asks students about their preferred way of studying and about group study-He/she can use the proverb in the title. Teacher notes on board advantages and/or disadvantages of group study.

Students read through the tips on group study and ask their teacher for any difficulties.

Teacher can help students form groups of study for the Baccalaureate exam.

EXPLORE CULTURE

Teacher encourages students to do a search to know more about British culture and way of life.

- Students match the famous monuments in England with appropriate legends.

Key: 1. Tower Bridge in London 2. Big Ben 3. Windmill in Essex

- Students tick the correct answer or answers.

Key:

1. France	2. England and Scotland
3. 1969	4. Get a collar with the owner's name and address
5. One year	6. Thames
7. Oxford	8. Conservative and labour
9. The beatles	10. Stratford-on-Avon

- Students write a legend describing the three pictures.

Key: a. Manchester United football team b. Fish and Chips c. Bag piper

Unit 8

INTERNATIONAL ORGANISATIONS

Standards, Competencies and Skills

Interpersonal Communication

- practise ways of responding to news items

Presentational Communication

- discuss the relevance of international organisations
- write a formal e-mail

Interpretive Communication

- Listening: listen to a speech, listen and guess, listen and take notes
- Reading: read, extract and organise information about international organisations

Language Development

- learn and practise ways of linking sentences
- enlarge jargon used in international affairs

Learner Training

- boost one's memory skills

Cultural Awareness

- learn about and discuss different people's attitudes towards the UN

Project

- design a poster

INTRODUCTORY PAGE

Before starting this unit, the teacher is advised to ask students to do a net search about famous international organisations.

Students try to identify the international organisations whose logos are in the introductory page.

Teacher may question students about these organisations' missions and fields of action.

Teacher should lead students to the following ideas: establishing peace in the world, propagating co-operation and solidarity, solving international conflicts, combating epidemics, facing disasters ...

Koffi Annan's quotation is about the importance and relevance of the United Nations. It may be a good start to talk about the role the UN and other international organisations.

Teacher exploits the introduction to elicit, review or present any vocabulary item that may be needed later.

EXPAND YOUR VOCABULARY

1. In the beginning, students try to figure out the organisations the given acronyms stand for.

Key:

- a → The United Nations
- b → The UN Educational, Scientific and Cultural Organisation
- c → The UN Children's Emergency fund
- d → The UN High Commissioner for Refugees
- e → World Health Organisation
- f → Food and Agriculture Organisation
- g → International Committee of the Red Cross/Crescent
- h → Transparency International
- i → Amnesty International

2. Students, then, match the given organisations with their concerns.

Key:

- a → 3 b → 4 c → 5 d → 2 e → 1 f → 6

3. To get acquainted with international organisations' jargon, students classify the terms given into the suggested categories.

Key:

Officials: spokesperson deputy diplomat vice president commissioner
ambassador secretary general

Documents: charter resolution report declaration constitution

Establishments: assembly general headquarters congress court council

4. Students match the words with their definitions.

Key:

a → 4 b → 3 c → 2 d → 1 e → 6 f → 5

5. Students complete the paragraph about the UN with words from exercise 4.

Key:

a → charter b → bilateral c → diplomacy
d → violation e → sanctions f → court

6. Students complete the paragraph about Amnesty international, using the words in provided list.

Key:

a → campaigns b → founded c → headquarters
d → network e → donations f → lobbying

LISTEN AND SPEAK

Get involved

1. Students talk about the United Nations Organisation, its objectives, its date of foundation (1945) and its previous and current secretaries.

Much of the information to be elicited here has already been provided in the introductory page.

2. Teacher presents any difficult vocabulary to help students understand the listening text.

Teacher may ask students what things a farewell speech would contain.

3. Students make guesses about how long Koffi Annan served as a UN secretary general and how many lessons he learned while in office.

Listen and discover

4. Students listen to the speech and check their guesses. Then, they complete the given chart with information from the speech.

5. Teacher should not require from students to come up with the original sentences Koffi Annan says. What is important is whether students have grasped what he wanted to say.

Key:

The 1st lesson: Security for some could never be achieved at the expense of insecurity for others.

The 2nd lesson: Global solidarity is both necessary and possible.

The 3rd lesson: Development depends on respect for human rights and the rule of law.

The 4th lesson: Governments must be accountable for their actions.

The 5th lesson: We can achieve these goals only by working together through the UN.

6. After listening to the whole speech and determining the lessons Koffi Annan learned during his experience as the UN secretary general, students take notes from the speech to complete the given sentences.

Key:

- a → genocide, war crimes, ethnic cleansing and crimes against humanity
- b → stable and secure
- c → common humanity, and the belief that human dignity and rights should be protected
- d → commercial corporations, charities and pressure groups, labour unions, philanthropic foundations, universities
- e → the unique instrument we have

7. Students listen and pick up from the speech phrases that support the given statements.

Have your say

Teacher reviews the principles Koffi Annan talks about.

Students say which of the principles is the most important. Of course, they have to provide justifications.

Students come up with other principles that need to be promoted world-wide.

Good News! Bad News!

Students retrieve from the conversation expressions used to react to good and bad news. Then they fill in the chart.

In the practice session, students complete the exchanges and respond to the news items suggested.

Script

Farewell Speech of KOFI ANNAN, UN previous Secretary General

Ladies and gentlemen, good morning.

Today I want to talk to you about five lessons which I learned in the 10 years during which I had the difficult job of the secretary general.

You will see that every one of my five lessons brings me to the conclusion that ... leadership is no less ... needed now than it was 60 years ago.

My first lesson is that in today's world security of every one of us is linked to that of everyone else. Security for some could never come or be achieved at the expense of insecurity for others. Security must be collective and indivisible.

And I would add that this responsibility is not simply a matter of states being ready to come to each other's aid when attacked It also includes our shared responsibility to protect populations from genocide, war crimes, ethnic cleansing and crimes against humanity....

My second lesson is that we are not only responsible for each other's security but we are also responsible for each other's welfare. Global solidarity is both necessary and possible.

It is necessary because without solidarity no society can be truly stable, and no one's prosperity truly secure. It is not realistic to think that some people can go on deriving great benefits from globalization while billions of their fellow human beings are left in abject poverty, or even thrown into it. We have to give our fellow citizens, not only within each nation but in the global community, at least a chance to share in our prosperity....

My third lesson is that ... development ... depends on respect for human rights and the rule of law.

Our world continues to be divided -- not only by economic differences, but also by religion and culture. That is not in itself a problem. Throughout history human life has been enriched by diversity, and different communities have learnt from each other. But if our different communities are to live together in peace we must stress also what unites us: our common humanity, and our shared belief that human dignity and rights should be protected by law.....

My fourth lesson -- closely related to the last one -- is that governments must be accountable for their actions in the international arena, as well as in the domestic one.

Today the actions of one state can often have a decisive effect on the lives of people in other states. (So,) powerful states (have) a special responsibility to take account of global views and interests, as well as national ones. And today they need to take into account also the views of what we call "non-state actors". I mean commercial corporations, charities and pressure groups, labour unions, philanthropic foundations, universities -- all the myriad forms in which people come together voluntarily to think about, or try to change, the world.

My fifth and final lesson derives certainly from those other four. We can only do all these things by working together through a multilateral system, and by making the best possible use of the unique instrument (we have), namely the United Nations.

My friends, we have achieved much since 1945, when the United Nations was established. But much remains to be done to put those five principles into practice.

Thank you very much.

READ AND LEARN

Get involved

Students vote for the party which should watch over peace and well-being in the world. A debate should follow this vote to discuss the issue and exchange arguments.

Read and discover

1. Students study the pictures and find out the international problems they sketch.
This task is meant to introduce the issues and concerns which international organisations care for.
2. Students go over the four passages to find out the organisations that should be implicated in the situations depicted in the pictures.
3. Students complete the chart with information about the four international organisations.

Key:

Organisation	Foundation	Mission	Financing
1. Greenpeace	1971	Safeguarding the environment	Individual supporters
2. ICRC	1863	Humanitarian aid and protection	Voluntary donations
3. UNICEF	1946	Caring for children world-wide	Donations, partnerships...
4. TI	1993	Fighting corruption	Individual supporters

4. Students, then, complete the given sentences from the passages.

Key:

a → it wants to maintain its independence	b → victims of war and armed conflicts
c → health, education and protection	d → governments, civil society and media

5. In the last task, students try to guess the meaning of the compound adjectives. Guesses should be based on context and word structure.

Have your say

Students express their opinions about the ways international organisations use to raise awareness world-wide.

STUDY GRAMMAR

1. Students read the paragraph about WHO and match the linking words with their functions

Key:

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

2. Students read about the importance of linking words in writing. They also explore the uses of a selection of the most common linking words. Then, they move to practice.

Key: (Exercise A)

a. because	b. Although	c. despite
d. consequently	e. such as	

Key: (Exercise B)

- a. Despite being illiterate, Jamal is a member ...
- b. Because he is respected by all his neighbours, they choose him ...
- c. Although many organisations denounce ...
- d. Some people aren't volunteers in any NGOs. Yet, they help ...
- e. Whereas
- f. Therefore, its work is voluntary.

PRACTISE WRITING

Prewriting

Teacher asks students to read the Internet advertisement about the campaign on education and answer the two comprehension questions.

The advertisement solicits emails from people to the United Nations. The purpose is to lobby the UN to care much more about education throughout the globe.

Teacher encourages students to support this campaign and address an email to the secretary general of the UN.

Draft writing

Students use the given email frame to send an electronic letter to the secretary general of the UN.

Editing and final draft

After writing their first draft, students edit and correct their emails through the checklist given.

Teacher may resort to peer correction instead.

STUDY SKILLS

The aim of the skills suggested in this unit is to help students improve their ability to memorise what they learn. Techniques suggested are: using acronyms, word chains, and mind-maps. Students practise the technique of mind mapping by applying it to one of the four passages about international organisations.

EXPLORE CULTURE

Students study the information provided in the graph.

The graph summarises a survey about people's attitudes towards the performance of the United Nations.

Teacher is recommended to present difficult vocabulary items like: *broker*, *equal footing*, *double-standard*, etc.

INTRODUCTORY PAGE

The introductory page can be exploited by teachers to introduce the topic and theme of the unit. It can also serve as a starting point to introduce key vocabulary.

Teacher invites students to survey the page looking at the title of the unit, the different pictures of science and technology branches and the poem.

The poem shows that technology has both positive and negative impact on human beings.

EXPAND YOUR VOCABULARY

1. Teacher writes the two words 'science' and 'technology' on the board and asks students if they are different or similar then elicit from them some similarities and/or differences by focusing on examples.

Students read the four definitions and complete them with the words 'science' or 'technology'. Though the two words overlap in meaning, the main difference is that science focuses on general knowledge by investigating natural phenomena whereas technology focuses on designing tools and systems for practical purposes. Technology draws on science and contributes to its progress. 'Technology is applied science'

2. Students read the four definitions and underline the key words in each definition.

Key:

- | | | | |
|---------------|------------|------------|---------------|
| 1. technology | 2. science | 3. science | 4. technology |
|---------------|------------|------------|---------------|

3. Students fill in the word map with branches of science and technology. Remember that some branches may overlap between science and technology.

Key:

Branches of science: mathematics, physics, chemistry, biology, astronomy...
Branches of technology: robotics, biotechnology, communication, engineering...

4. Students label the pictures of inventions. This is better done in groups and corrected in class. Students might come up with other correct labels (camcorder instead of digital camera for instance).

Key:

- | |
|--|
| 1. digital camera, 2. palm computer, 3. web cam, 4. jet plane, 5. mp3 player, 6. Internet, 7. game controller, 8. satellite dish, 9. scanner, 10. vacuum cleaner, 11. computer, 12. washing machine. |
|--|

5. Students fill in the blanks with the appropriate word or words from the list.

Key:

- | |
|--|
| 1. remote controller, 2. mobile phone, 3. computer, 4. e-mails, 5. vacuum cleaner, 6. microwave oven, 7. dishwasher. |
|--|

LISTEN AND SPEAK

Get involved

Students read the title of the poem and guess the poet's attitude to modern life: He/she prefers simple life to modern one. Teacher may ask students to give some reasons why the poet prefers simple life.

Listen and Discover

First listening and students check their guesses. Student can also figure out that the poet is probably an old person.

Second listening and students do activity 3 individually and in pairs.

Students predict the meaning of the words "stool" and "cushion" from the context.

Keys:

Stool: small chair with no back

Cushion: a bag filled with soft material to put heads on

Students listen to the chorus of the poem many times and rehearse it. The aim here is to help students boost their memorisation skills.

Students look at the painting and describe it. It shows a woman sitting comfortably reading a book, a similar image to the one described in the refrain of the poem.

Students who are artistically gifted can draw a picture or a sketch to symbolise the poetic image expressed in the chorus/refrain. Students then share and compare their pictures.

Students listen to the fourth paragraph/stanza of the poem and name two things the poet doesn't like about modern life.

Have your Say

Students try to memorise the poem and compete reciting it.

Students express their attitudes towards modern life justifying with concrete examples.

Script

LISTEN TO A POEM

Give me a simple life

Give me a simple life

With a book by the fire

A stool to rest my feet on

And a cushion for my head.

Free me from mobiles, emails, ipods,
Phones, computers, cars, pollution,
Hospitals, Work or Job Centres,
Motorbikes or cars with screaming sirens.

Give me a simple life
With a book by the fire
A stool to rest my feet on
And a cushion for my head.

Don't throw at me Self-Assembly kits
Where I have to hunt for all the bits
Don't tell me I can order online
Or phone 0870 and wait in a queue.

Give me a simple life
With a book by the fire
A stool to rest my feet on
And a cushion for my head!

Mags Scorey 3-Dec-06
<http://carterandrigby.mypodcasts.net>

Express Certainty and Uncertainty

1. Students notice and study the sentences then complete the table with expressions of certainty or uncertainty. Teacher may help with difficult vocabulary and refer students to modals to add more expressions.

Key: Certainty: undoubtedly, crystal clear, no one can deny, won't be, are sure
Uncertainty: may go, may, probably, doubt

2. Teacher encourages students to go back to the grammar activity in unit 2 and helps them find other expressions.
3. Students fill in the blanks with appropriate expressions from the list. Different options are possible for the blanks.

Key:

a. may/can	b. must	c. probably	d. think/guess
e. certainly	f. guess/think	g. certainly.	

READ AND LEARN

Get involved

Students notice that the word 'Biotechnology' is formed combining 'biology' + 'technology' and infer its meaning from the combination.

Students look at the pictures accompanying the text and find out fields of applications of biotechnology (plants, livestock, disease).

Read and Learn

Students skim through the text and write in their own words a definition of "biotechnology".

Students read the text again and find out examples of benefits of biotechnology on human beings and examples of problems related to biotechnology. Teacher can draw a table of two columns on the board and fill it with students' answers from tasks 4,5 and 6.

Have your say

Students work in groups to discuss and write a small paragraph stating their opinions on biotechnology and the issues related to it. Teacher can ask students to conduct their own search to find out about these issues and write the missing paragraph.

As the text is rich in collocations (side effects, heart attack, genetically engineered, ...), the teacher can exploit them for further practice.

STUDY GRAMMAR

If only

1. Students read the small text about Samir's wishes and Einstein wishes and answer the comprehension questions. The aim here is to lead students to notice the difference between 'present wish' and 'past wish' in structure and use.
2. Students complete the grammatical rule in pairs and share with the whole class.

Key: Present wish: wish / If only + subject + verb in the past
Past wish: wish / wished / If only + subject + verb in the past perfect

3. Students use the situations provided to express wishes following the example given.
Notice that different students might come up with different sentences. The following key is just a sample of these.

Key:

- a. Human right activists wish countries hadn't used intelligent weapons in wars...
- b. My friend wishes his mobile phone hadn't been out of network.
- c. I wish my mobile phone had Bluetooth technology.
- d. I wish I hadn't missed the interesting lecture on cloning.
- e. My uncle wishes he hadn't emigrated to continue his scientific researches in Canada.

If I had had time, I would have done it

1. Students read what Jamal said and answer the questions below. Teacher makes sure students understand the text and do with them task 2 and 3. Again, the aim here is to lead students to notice the structure and use of conditional type 3 and complete for themselves the rule. Students practise using the structures by rewriting the sentences in task 4 and 5.

- Key :**
- a. If my friend had had reference books, he would have written a report on scientific progress.
 - b. He could have connected on the net if his father hadn't changed the password.
 - c. He could have gone to the cyber café if he had had money.
 - d. He would have tried his school's connection if the multimedia room hadn't been occupied.
 - e. If he had found relevant encyclopaedias, he could have had some information.
 - f. If he hadn't borrowed some good books from his friend, he wouldn't have been able to write his project.

PRACTISE WRITING

1. Teacher invites students to read the paragraph and makes sure they have understood it.
2. Students work in pairs to fill in the chart about cellular phones and then use this information to write an expository article about characteristics of modern cell phones.
3. Students can use the suggested prompts to write their article. Teacher can help students by working with them on a model of an article.
4. Students exchange their draft essays for peer correction using the check list suggested in task 5. They, then get their draft back and rewrite it to be handed to the teacher.

STUDY SKILLS

Teacher initiates a discussion on taking notes in class. He/she can ask students questions about the other school subjects and how they take notes during the lessons. Students work in pairs to look at their own notes from different school subjects and evaluate them. Students go through the suggested system 3Rs and try to practise it in class. They can compare their notes with the suggested system and find ways of improving them.

EXPLORE CULTURE

Teacher asks students what they infer from the title 'digital culture'.
Teacher brainstorms students on famous online games and the ones they prefer to play.
Teacher asks students to read the introductory paragraph and see whether they know the online game The Sims most Americans play.
Students do the matching task and label the pictures in groups.

- Key:**
- | | | | | | | | | | |
|----|---------------|-----------|----------------------|-----------------|-----|-----|-----|-----|-----|
| 1 | a.3 | b.9 | c.1 | d.2 | e.4 | f.7 | g.8 | h.6 | i.5 |
| 2. | 1. simulation | 2. techno | 3. wearable computer | 4. telepresence | | | | | |

Standards, Competencies and Skills

Interpersonal Communication

- express regret

Presentational Communication

- discuss the phenomenon of brain drain
- write an argumentative essay

Interpretive Communication

- Listening: listen to an interview, listen for details
- Reading: survey, skim and distinguish cause from effect

Language Development

- study how to use restrictive and non-restrictive clauses
- expand vocabulary about brain drain

Learner Training

- learn how to prepare for exam

Cultural Awareness

- read what some skilled immigrants say about living in the USA

INTRODUCTORY PAGE

Teacher introduces the theme of 'Brain Drain' by asking students what they understand from the title of the unit.

Teacher invites students to describe the picture in this introductory page.

He/she asks them what they can infer from the picture.

Students read the poem 'My Brain' and say how it is relevant to the topic of brain drain.

EXPAND YOUR VOCABULARY

1. Teacher asks students to brainstorm the reasons behind the emigration of talented and skilled professionals to developing countries.
2. Students match the words in column A with those in column B to form collocations.

Key:

brain drain	low pay	attract attention
developed countries	high technology	skilled workers

3. Students fill in the blanks with the correct words from the list given.

Key:

experts	salaries	situation	developing	loss	optimism
---------	----------	-----------	------------	------	----------

- 4.5. Students match the words with their definitions and, then, fill in the blanks with some of the defined words.

Keys:

- 4.
- | | |
|------|-------|
| a. 4 | f. 3 |
| b. 6 | g. 1 |
| c. 5 | h. 2 |
| d. 9 | i. 10 |
| e. 8 | j. 7 |

5.

- | | |
|----------------|-------------|
| a. Brain drain | c. skilled |
| b. developing | d. tempting |
| e. physicist | |

6. Teacher explains to students the meaning and function of the given prefixes and any difficult vocabulary in this activity.
 7. Students give other examples with the same prefixes.
- Students do the exercise by adding the correct prefixes to the adjectives between brackets as shown in the example.

Key:

- | | |
|-------------------|---------------------|
| a. international | d. overexcited |
| b. supernatural | e. intercontinental |
| c. underdeveloped | f. extraordinary |

LISTEN AND SPEAK

Get involved

Teacher may ask students to read the title and guess what the listening will be about.

1. Students answer the questions about the countries which African talents emigrate to and whether this phenomenon is positive for both Africa and host countries.
2. Students read the introductory paragraph and answer the accompanying questions.

Key:

- a. Philip Emeagwali is a famous American inventor and scientist.
- b. Gorden Bell Prize
- c. One of the great minds of the Information Age, a father of the Internet, the most searched scientist on the Internet

Listen and discover

3. Teacher plays the CD for students to listen to the whole interview and answer the focus question.

Key:

Philip Emeagwali is from Nigeria

Students listen again and do the given tasks.

Keys:

4. d
5.
 - a. UN can help controlling brain drain by imposing a "brain gain tax" upon those nations benefiting from it.
 - b. The skilled people who emigrate should be blamed in part.
 - c. In the 19th century, economy needed strong hands. In the 21st century, economy needs persons with "extraordinary ability".
 - d. because he is working on creating new knowledge that could be used to redesign supercomputers and his home can't afford to buy him one.
6.
 - a. It will be impossible to achieve a renaissance without the contributions of the talented.
 - b. By the end of the 21 century, people will describe brain drain as a modern slavery.
 - c. Philip can't return to his homeland because he is working on creating a knowledge that could be used to redesign super computers.
 - d. Africa can reverse brain drain by creating hi-tech jobs to its skilled but unemployed people.

Have your say

- a. Teacher opens a discussion by asking students to describe the paintings.
Students tell what they infer from the painting, what it represents etc...
- b. Students think of another artistic way to represent brain drain.
Teacher encourages them to use caricatures, paintings, posters, drawings etc...

Script

Dr. Philip Emeagwali is an American scientists originating from Africa. He is going to answer the interviewer's questions about Africa's brain drain and how to turn it to a brain gain.

Interviewer: Do skilled Africans have the moral obligation to remain and work in Africa?

Philip: I believe those with skills should be encouraged and rewarded to stay, work, and raise their families in Africa. When that happens, a large middle class will be created. Then, a true revitalisation and renaissance will occur.

Interviewer: Should skilled African emigrants be required to return to Africa?

Philip: I believe controlling emigration will be very difficult. Instead, I recommend the United Nations impose a "brain gain tax" upon those nations benefiting from the "brain drain."

Interviewer: I wonder...Eh... Is "brain drain" a form of modern slavery?

Philip: By the end of the 21st century, people will have different sensibilities and will describe it as modern day slavery. In the 19th century, which was an Agricultural Age, the U.S. economy needed strong hands to pick cotton, and the young and strong were forced into slavery.

In the 21st century, which is an Information Age, the U.S. economy needs persons with "extraordinary ability" and the best and brightest are lured with Green Card visas. Africans who are illiterate or HIV-positive are automatically denied American visas.

Interviewer: Do you believe that the "brain drain" can be reversed?

Philip: This is what I am concerned with. As I always say, "brain drain" is a complex and multidimensional problem that can be reversed into "brain gain."

India is now reversing its "brain drain," and turning it into "brain gain." I believe Africa can do the same. But unless we reverse it, the dream of an African renaissance will remain vague.

Interviewer: Why have you lived in the United States for 30 continuous years?

Philip: Africa has bitten at my soul since I left. My roots are still in Africa. My house is filled with Africana food, paintings, music, and clothes - to remind me of Africa.

I long to visit the motherland, but I must confess that when Africa called me to return home, I couldn't answer that call. The reason is that I work on creating new knowledge that could be used to redesign supercomputers. The most powerful supercomputers cost \$120 million each and Nigeria could not afford to buy one for me.

Interviewer: Can you tell me what your last word to African governments is?

Philip: Finally, I would like to say that millions of high-tech jobs can be performed from Africa, but may instead be lost to India. We must identify the millions of jobs that will be more profitable when transferred from the United States to Africa. Doing so will enable us to create a brain drain from the United States and convert it to a brain gain for Africa.

Interviewer: Thank you Dr Philip for accepting to do this interview.

Philip: My pleasure

Express Regret

1. Students read the paragraph about Anas and answer the questions (a-b).

Key:

a. Anas feels homesick

b. Expressions of regret: If only I had stayed - If I hadn't abandoned my job -
I should have thought well - I regret it

2. Students practise expressing regret using the given situations.

READ AND LEARN

Get involved

1. Students study the table with their partners and answer the accompanying questions.

Key :

a. United Kingdom

b. USA

c. Lower-Income countries

d. (teacher accepts any appropriate answer)

Read and discover

2. Students skim the text and find the countries which receive individual graduates.

Key :

United States, United Kingdom, Canada, Australia and Western Europe

3. Students reread the text and answer the comprehension questions.

4. Students rearrange the ideas in the order in which they appear in the text.

Key:

Idea	Paragraph
a.	2
b.	3
c.	1

5. Teacher explains to students that looking for the reason why things happen (cause/effect) is a basic human drive. So, understanding the cause/effect text structure is essential in learning to read. He/she, then, invites them to fill in the chart accordingly.

Possible Key:

Cause	Effect
Highly educated people leave the country.	Economic growth is slow.
Improved schooling opportunities	Income in developing countries will rise.
Tempting salaries, improving the quality of life, educational opportunities for children and job security.	Highly skilled workers prefer to emigrate to richer countries.
The definition of international immigrants differs from one country to another.	There is no uniform system of statistics on the number and characteristics of international migrants.

6. Teacher explains to students that much of what we read in books, newspapers or magazines is a mix of factual information, examples and opinions of the author. Often the opinions are disguised as facts, to make the author's argument seem more believable. He/she, then, asks students to decide if the statements in exercise 6 are facts, examples or opinions.

Key:

a. fact	d. fact
b. opinion	e. opinion
c. example	f. example

Have your say

7. Students discuss the causes of brain drain, and what we can do to turn brain drain into brain gain.
8. Students interpret the picture at the end of this reading activity.

STUDY GRAMMAR

1. Students read the text and write down clauses introduced by wh-word (who, which and whose)

Key:

- a. who is Morocco's Secretary of State in charge of non-formal education and the eradication of illiteracy
- b. which aims at limiting the brain drain
- c. which are envisaged to dam up this brain drain
- d. whose aim is to keep Moroccans in touch all over the world

2. Students underline the relative pronoun in these clauses.

3. Students study the two sentences and answer the accompanying questions.

Key:

- a. Sentence A doesn't have commas whereas in sentence B the relative clause is separated by commas.
- b. The clause in sentence B can be deleted without affecting the meaning of the sentence.

4. Teacher elicits from students the difference between restrictive (defining) and non-restrictive (non-defining) clauses. Students match statements with sentences (A-B).

Key:

- (i). B (ii). A

5. Students work with their partners to complete sentences (a-e) with clauses (1-5).

Key:

- a. 5 b. 3 c. 2 d. 1 e. 4

6. Students work with their partners to match (a-e) with (1-5)

Key:

- a. 5 b. 3 c. 1 d. 2 e. 4

Students read the grammar corner about the use of restrictive and non-restrictive clauses, and check if they understand the use of these two structures.

PRACTISE WRITING

1. Students read the scrambled article and answer the questions below it.

Key:

- a. The author is for brain drain.
- b. 3 arguments

2. Students reread the article and put the paragraphs in the correct order.

Key:

- Introduction : B
- Argument 1 : D
- Argument 2 : C
- Argument 3 : E
- Conclusion : A

Students tell what helped them to re-order the paragraph.

Key:

At the first glance - The first argument - Another argument - One further argument - To conclude

3. Students work in pairs to fill in the table with ideas from the article about arguments for brain drain.

Possible key:

Arguments for brain drain

- Individual talents would get the chance to grow in a favourable environment.
- Talented brains would like to ensure their own future and that of their families.
- The experience that talented people gain abroad will be very useful if they decide at a later stage to go back and settle in their own countries.

Students, then, fill in the other part of the table with arguments against brain drain basing their answers on what they have learned about brain drain in this unit, namely the listening and reading activities.

4. Students, finally, write an article for their school magazine and show if they are for or against brain drain, using arguments from the two tables to support their view. They may use Omar's article as a model

5. Students edit their articles by exchanging them with their peers.

6. Students write their final draft and hand it in.

STUDY SKILLS

Teacher reminds students of the importance of preparing for the exams to have high scores. Students read the suggested strategy, which will help them manage their exams, and circle the most important tip for them.

Students memorise this strategy through the acronym 'PIRATS'.

Teacher is recommended to present this activity some time before exams.

EXPLORE CULTURE

Students read the opinions by different professionals from different countries about their life in USA and tell which one encounters problems and which one is satisfied with his situation.

Teacher devises questions that show cultural aspects (difference and similarities) between these people's countries of origin and the USA.

Teacher can devise more tasks based on this activity time permitting.

WORK OUT YOUR PROJECT

Students read the paragraph about how to conduct a survey.

Teacher ensures that students understand the tips for writing a survey.

Teacher explains to student what they are supposed to do.

Students do their project work out of class.

They may use the school multimedia room to use computers; Internet, books etc...

Teacher encourages students to be competitive so as to produce a good and rigorous survey.

CHECK YOUR PROGRESS UNITS 9 AND 10

1. (Accept any correct answer).

2.

a. Philip gave a lecture which was about reversing brain drain into brain gain.

b. I met Dr. Anas, who taught French at a university in Canada.

c. Driss chraibi, whose novels are written in French, died in France in March 2007.

d. The organisation which campaigns against emigration of skilled labour is non-profit.

3. Across:

1. underdeveloped

3. science

5. biotechnology

6. salary

10. unskilled

14. inventions

17. brain drain

19. technology

Down:

4. emigration

4'. webcam

8. telepresence

10. computer

INTERNET FANATICS

An English report has recently revealed that children are becoming so fanatical with the Internet that really half prefer their computers to their friends. It claimed that a generation is growing up using the Internet at an early age.

Forty-six per cent of British parents believe their children are so busy playing with computers that they spend less time with their friends. At the same time, 55 per cent of parents fear their children will become info-addicted.

The report cites the example of Alexander Feldman, 13, from west London, who switches on his P.C. as soon as he returns from school, often spending several hours, staying up late to take part in chat groups on the Internet.

Alexander said: «There's so much interesting information on the Internet that it is sometimes hard to switch off. It is an easy way to make friends and stay in touch with people I know in different countries. » But he denied that he was addicted to the Net. « I could stop but I would be frustrated and upset about it because I have friends all over the world and like to communicate with them. » He is convinced that chat enables him to acquire many skills. «Thanks to chatting with different e-friends from different countries, I learnt to type, speak and write in many languages.»

Author Mark Griffiths, psychology lecturer at Nottingham Trent University, claimed the report showed that information is becoming "the drug of the third millennium." He added: "Have we become fact-fanatics and info-junkies? There is a very fine line between having enough information and getting too much. As well as computer skills, children should be able to relate to each other, communicate and get the physical exercise they need to develop."

The survey of business people found that 53 per cent longed for electronic information and 5 per cent got a « high » when they found what they wanted. Sixty-one per cent believed they were victims of information overload while 80 per cent of managers gather more facts than they use.

The Express. December 2006

I. COMPREHENSION: (15 points)

Base your answers on the text

A. Are these sentences true or false? Justify.

(3 point) 1pt each

1. All British parents worry about their sons playing with the computer for a long time.
2. Alexander refused to say that he was obsessed by the Internet.
3. The survey found that few Internet users suffer from information excess.

B. Fill in the chart with the right information from the text.

(6 points) 2pt each

Cause	Effect
.....	Children prefer their computers to their friends.
Children are busy playing with computers.	
There is so much information on the Internet.	

C. Choose the right answer from the list given.

(1 point)

- ☐ a. third millennium invention.
- ☐ b. an electronic means of information.
- ☐ c. a modern addiction.

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

(2 points) 1pt each

- 1. It (paragraph 1):
- 2. I (paragraph 4):

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

(3 points) 1pt each

- 1. excessively enthusiastic (paragraph 1):
- 2. defeated or disappointed (paragraph 4):
- 3. collect (paragraph 6):

II- LANGUAGE

(15 points)

A. Fill in the blanks with the right words from the list.

(2 points) 1pt each

- 1. When using the Internet we should tolerate the (believe) _____ of others.
- 2. We should have a good character with positive and (ethics) _____ traits.

B. Fill in the blanks with the right phrasal verbs from the list given.

(2 points) 1pt each

(put off - take off - pick up - look up - back up)

- 1. You should always _____ important files and documents so that you won't lose all your work if something goes wrong with your computer.
- 2. Young children _____ the web jargon quickly and easily.

C. Match the words that go together to make appropriate collocations.

(2 points) 1pt each

1. Psychological	a. growth
2. Economic	b. science
	c. criticism
	d. test

D. Rewrite these sentences as suggested

(2 points) 1pt each

- 1. "Have we become fact-fanatics and info-junkies?"
→ Author Mark Griffiths questioned
- 2. Alexander missed an audio chat with his friend because he didn't log in on time.
→ Alexander wishes.....

E. Join the pairs of sentences with the suggested words.

(4 points) 1pt each

1. Children have good computer skills. Their websites are attractive. (whose)
2. Net users select educative information. They are conscious. (who)
3. Alexander is addicted to the net. He does his homework regularly. (despite)
4. 60% of children are victims of information overload. 5 % benefit a lot from the net. (whereas)

F. Match the sentences with their functions.

(3points) 1pt each

Sentences	Functions
1. A blog refers to a journal that is available on the web.	a. Cause and Effect
2. Alexander stays up late in order to take part in chat groups on the Internet.	b. Defining
3. Children's Internet addiction is due to parents' carelessness.	c. Purpose

III- WRITING

(10 points)

Some parents think that children using the Internet spend less time with their friends. Other parents think that these children will become addicted to the Internet.

Write an article to your school magazine about the advantages and disadvantages of children using the Internet. Give clear and accurate arguments and state your opinion on children using the Internet.

Key to global test covering units 6-10**I. COMPREHENSION: (15 points)****A. 3 points 1 pt. each**

1. F 2. T 3. F

B. 6 points 2 pt. For each correct information

Cause	Effect
Children are fanatical	Children prefer their computers to their friends
Children are busy playing with computers	They spend less time with their friends
There is so much information on the Internet	It's hard to switch off

C. 1point

answer:3

D. 2points 1pt. each

1. It (paragraph 1): a report
2. I (paragraph 4): Alexander

E. 3 points 1 pt. each

1. excessively enthusiastic (paragraph 1): fanatical
2. defeated or disappointed (paragraph 4): frustrated
3. collect (paragraph 6): gather

II- LANGUAGE (15 points)

A. 2 points 1 pt. each

1. beliefs
2. ethical

B. 2 points 1 pt. each

1. back up
2. pick up

C. 2 points 1 pt. for each collocation

Psychological test - Economic growth

D. 2 points 1 pt. each

1. Author Mark Griffiths questioned if they had become fact-fanatics and info-junkies.
2. Alexander wishes he hadn't missed an audio chat with his friend / had logged in on time.

E. 4 points 1 pt. each

1. Children whose websites are attractive have good computer skills.
2. Net users who are conscious select educative information.
3. Despite being addicted/his addiction to the net, Alexander does his homework regularly.
4. 60% of children are victims of information overload whereas 5 % benefit a lot from the net.

F. 3 points 1 pt. each

1. b
2. c
3. a

III- WRITING (10 points)

Assessment and scoring criteria:

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

Promoting Young Talents

Get involved

Teacher gets students involved in talking about artistic festivals that take place in their regions.

Read and discover

1. Students jot down questions they expect the text to answer after surveying the text and the introductory paragraph.

Teacher may write on the board sample questions provided by students.

2. Students read the whole text and check whether their questions are answered.
3. Then, students read the text again and do the other comprehension questions.

Key:

c not mentioned

e not mentioned

4. key to True/False exercise :

Only statement "e" is true.

5. Students answer the comprehension questions.

Teacher accepts any appropriate answer.

6. Students complete the summary from the text.

Key: "The Boulevard des Jeunes Musiciens" is held **in Casablanca**. It is run by **some devoted** volunteers. It enables gifted youngsters to **express their talents**. Apart from promoting musical talents, the festival is also an opportunity for friendship and **cultural exchange**.

7. Then, students go over the text to find words they can associate with gift.

The diagram may look this way:



Have your say

In the post reading phase, students fill in the given chart about a festival held in their region and write a small paragraph about it.

Argan Cooperatives

Get involved

1. Teacher brainstorms students about different types of trees and forests in Morocco by answering the questions in this pre-reading phase. (examples of trees : Argan tree, olive tree, palm tree, etc.

Read and discover

2. Students then survey the text by reading the title, the first paragraph and looking at the photos accompanying the text.

Students, then, ask three questions they think the text will answer.

3. Teacher puts students' questions on the board and invites students to read and check whether their questions have been answered.
4. Students reread the text and answer the comprehension questions.
5. Students do the true/false exercise without going back at the text until they finish for checking.

Key:

a.F b. F c. f d.T

6. Students complete the sentences recalling information from the text.

Possible Key:

- a. In order to make of Argan oil a well-known product, Dr. Zoubida Cherrouf set up women's cooperatives.
- b. Dr. Zoubida Cherrouf says no other study has focused on the Argan tree since the end of the 19th century.
- c. If Argan tree is given an international label, only oil produced in the region can be called Argan.
- d. As Argan tree has medicinal properties, Moroccans call it the "tree of life".

7. After that, teacher invites students to summarise the text using their own words in just one paragraph.

Have your say

Teacher brings students to a discussion phase by looking at the picture, describe it and suggest way and remedies to prevent goats from devastating Argan trees. He/she should encourage students to give their ideas and suggestions.

Mini project

Finally students form small groups and work out a mini-project by compiling a file about Argan tree and Argan oil following the steps suggested.

Students present their mini projects in class.

Moroccan women leaders in focus

Get involved

1. Teacher initiates a discussion in class on women performance in parliament, government, and city councils. Teacher classifies students' opinions in 3 categories as suggested in the first task. Teachers and students conduct a survey in class to find out the number of students who adhere to each opinion.
2. Students work in groups who share the same opinion and discuss arguments to support or justify their point of view. The aim here is to help students organise their ideas and support their opinions. They are also trained to work in groups to discuss and elect a spokesperson.
3. Spokespersons from each group present their arguments to the whole class.

Read and discover

4. Students survey the first and last paragraph to find out if their opinions are voiced in the report or not.
- 5.6. Still working in groups, students ask questions they think the text will answer and read the text to check if their questions are answered.

Teacher encourages students to write the answers in their own words and not to copy chunks from the text.

7. Students recall information from the text to answer the questions. Teacher accepts any appropriate answers from students.
8. Students notice and study the sentence from the text then choose the best explanations:

key:

These stereotypes cut across gender...

- c. Both men and women express positive stereotypes about women.
- d. Both men and women express negative stereotypes about women.

9. Students review their questions and answers and fill in the chart. They can exchange their charts and compare them.
10. Students go back to task one and two and compare or contrast their opinions with the ones expressed in the text.

Have your say

11. Students look at the pictures and names of other Moroccan women leaders and conduct a net search to find out more about them. The pictures are just samples and students can choose other women leaders from other fields.
12. Students write a two-paragraph text about the woman of their choice and read their texts in class.

Cultural aspects from China

Get involved

1. Teacher brainstorms what students know about china and its culture. He/she can use word web or tree and write students ideas.
2. As students will be using the SQ4R method in this long reading text, the teacher invites them to go back to study skills in unit 3 and review the reading method or help them recall the different steps of this method. Teacher might present key vocabulary if necessary.

Read and discover

3. Students survey the text by looking at subtitles and pictures and find out what aspects of Chinese culture are described.
4. Students ask a question about each section they think the text will answer.
- 5.6. Students read each section of the text to find out answers to their questions. If some of their questions are not answered they might mark them till the discussion part.
7. Students read each section of the text and take notes from the text to fill in the chart. Students' notes needn't be complete sentences. Teacher accepts any appropriate notes from students.
8. Students rely on their notes and recall information from the text to answer the questions. Teacher accepts any appropriate notes from students.
9. Students go back to the text and choose the appropriate meaning of the words given.

Key:

a. tremendous : great	b. arbitrary : randomly
c. disgusting : horrible	d. wealthy : rich
e. hugged : embraced	f. spoiled brats : unpleasant children

Have your say

Students review each cultural aspect and compare or contrast it with Moroccan cultural aspects.

The focus should be on similarities and/or differences between the two cultures avoiding value judgements. Students can also recall instances from British or American ways of life.

Students write two paragraphs; one on similarities and one on differences between Moroccan and Chinese cultures. Some students can choose to compare other cultures if they like.

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