

UNIT 2

DISCOVERING LANGUAGE MAKE PEACE!

Before you read

Look at the picture and answer the following questions.

1. What are the soldiers in the tanks called?

The soldiers in the tanks are called the blue helmets. U.N Task Force.

2. For which organization do they work?

They work for the United Nations.

3. Where are they from?

They are from different countries which are members of the United Nations.

4. Why are the buildings destroyed?

The buildings are destroyed because of wars and international conflicts.

5. What's the chief duty of these soldiers?

The chief duty of these soldiers is to keep peace in hot spots of the world.

6. Would you like to be one of the soldiers? Why or why not?

Yes, I would./ I would like to be one of the soldiers because I want to make peace in the world.



As you read

1. Read the text and check some of your answers to the questions above.

The horrors of modern warfare have made Man think about ways of preserving human life. In 1920 the League of Nations was formed to keep international peace after World War I. The League of Nations was able to resolve some conflicts around the world. But it could not oppose the rise of totalitarianism in Germany, Italy and Japan. Hitler and Mussolini were able to start World War II because the League of Nations could do nothing about it for the simple reason that it had not enough power of its own.

The United Nations replaced the League of Nations in 1945, just after the end of World War II. Today, most of the world's independent nations are members, and each has one vote in the General Assembly. Every member state can refer its disputes with its neighbors to the United Nations Security Council. The UN Security Council is the body of the United Nations which can take political, economic or military action to settle international disputes. It has 15 members of which five are permanent (Britain, China, France, the Russian Federation and the US). It can thus get member states to contribute contingents of soldiers from their own armies to constitute a UN Task Force. These soldiers, nicknamed 'Blue Helmets' are entrusted with keeping peace in hot spots of the world.

Other agencies of the United Nations include the UN Food and Agricultural Organization, the World Health Organization and the United Nations Children's Fund. These UN agencies cooperate in fighting disease and reducing poverty in the world. So far they have been able to stop killer diseases such as tuberculosis and smallpox. They will hopefully be able to eradicate other diseases and hunger soon.

2. Read the text again and answer the following questions.

1. What made Man think about the preservation of human life?

The horrors of modern warfare have made Man think about ways of preserving human life.

2. What was the League of Nations incapable of doing? Why?

The League of Nations could do nothing about the rise of totalitarianism in Germany, Italy and

Japan because it had not enough power of its own.

3. Which body of the UN can settle disputes?

The UN Security Council is the body of the United Nations which can settle international disputes.

4. What title would you give to the text? Discuss.

The Role / Function / Task of the World Organizations - The League of Nations, The United Nations, UN Food and Agricultural Organization, the World Health Organization and the United Nations Children's Fund.

After reading

GRAMMAR DESK

Read the sentences (1-5) and answer the questions (a-c).

1. Any member state can refer its disputes to the United Nations.
2. The League of Nations was able to resolve some conflicts.
3. It could not oppose the rise of totalitarianism.
4. The League of Nations couldn't impose sanctions.
5. So far they have been able to stop killer diseases.

a- What does the auxiliary 'can' in sentence 1 express? Do you know its other functions? If yes, give examples.

- | The auxiliary 'can' in sentence 1 expresses ability.
- | The other functions are:
 - ▶ Inability e.g. I cannot speak Chinese.
 - ▶ Request e.g. Can you help me?
 - ▶ possibility e.g. Tomorrow can be hot.

b- 'Can' has the two past forms. What are they? Which form can be replaced by 'managed to'?

- | The two past forms of 'can' are 'could' & 'was / were able to'.
- | 'Managed to' can be replaced by 'could' & 'was / were able to'

c- 'Has been able to', in sentence 5 is the present perfect form of 'can'. What is the future form of 'can'?

- | The future form of 'can' is 'will be able to'.

See Grammar Reference N°8, p.197

Modals 'can' and 'could' and verb idiom 'be able to'

Positive statement	I/You/He/She/We/They/It	Can / could	verb
Negative Statement	I/You/He/She/We/They/It	cannot / could not can't/couldn't	verb
Question		I/you/he/she/ We /they / it	verb..?
can / could			
Negative Question	I/you/he/ she/we/they/it		verb..?
Can't / Couldn't			
Can / Could	you / he...		not + verb?

▲ Forms of 'can' & 'could'

- | The verb that follows 'can' / 'could' is in the infinitive without to.
- | 'Be able to' is a verb idiom. It replaces 'can' in tenses of the future and may replace it in tenses of the past.

▲ Meaning and use

- | **Ability:** She can /could / will be able to / was able to / has been able to swim.

E.g. Mary can swim 1000 meters now.

E.g. Ten years ago, she couldn't swim at all.

E.g. Last year her boat sank in the English Channel, but she was able to swim to the shore.

E.g. She will be able to travel around the world by boat soon.

E.g. Unfortunately, she hasn't been able to swim since the accident.

- | **Permission:** E.g. Can I stay in class during the break? Yes, you can.

E.g. Could I stay in class during the break? Yes, certainly.(more polite)

- | **Prohibition:** E.g. You cannot /can't stay in class during the break.

- | **Requests:** E.g. Can / Could / will/would you help me, please?

- | **Possibility:** E.g. The weather can be very hot in Algiers.

- | **Impossibility:** E.g. She cannot /can't be poor. She earns a monthly salary £ 4000.

Note: When we speak about **ability** or **inability** to do something, we generally use:

- 'can' or its negative ('cannot' and 'can't') when we refer to the present,
- 'could' or its negatives (could not/couldn't) when we refer to the past,
- 'will be able' / 'won't be able to' when we refer to the future,
- 'was able' / 'wasn't able to' when we refer to something (exceptional) that happened on a particular occasion in the past,
- and 'has been/have been able to' when we conjugate 'can' to the present perfect.

PRACTICE

1. Fill in the blanks with 'can', 'can't', 'could', 'couldn't', 'will be able to', 'was/ were able to', or 'have/has been able to' .

a. The League of Nations **couldn't** impose economic sanctions on warlike nations.

b. Germany **can** join the Security Council soon because it is the third economic power in the world.

c. The UN General Assembly **can** only make recommendations to the Security Council. It **can't** make decisions.

d. The United Nations Organization **has not been able to** create a permanent military force yet.

e. Dag Hammarskjold, who served as Secretary General of the UN from 1953 to 1961, **was able to** organize peacekeeping task forces.

f. UN peacekeeping troops, called 'blue helmets', **can** use force only for temporary self-defense purposes. They **can** maintain peace, but they **can't** prevent war.

g. The United Nations Educational, Scientific and Cultural Organization (UNESCO) **was able to** launch its Peace Programme only after the end of the Cold War.

2. Group work. Match the sentences in column A with their functions in Column B. Then write similar sentences to express the same functions.

Column A	Column B
1. Can you hear what he's saying?	a. warning
2. We could build a culture of peace by being more tolerant.	b. ability
3. Contrary to what some people think, women can be tall and strong.	c. possibility

4. "I've hurt her feelings. What shall I do? »

"Well, you could apologize to her."

5. I wonder if you could come here and talk it over.

6. At the age of 17, you can take your driving licence with your parents' consent, but you can't vote.

7. Don't lean out of this window; you could fall down.

8. Can I help you?

d. suggestion

e. request

f. remote possibility

g. offer

h. permission

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

Similar sentences to express the same functions. – Feedback-

a. warning: Don't smoke; you could get lung cancer.

b. ability: Can you speak English?

c. possibility: Contrary to what some people think, women can run for presidency.

d. suggestion: I wonder if you could help me.

e. request: you could apologize if you think you are wrong.

f. remote possibility: At the age of 17, you can take your driving license with your parents' consent, but you can't get married.

g. offer: A culture of peace could be built upon tolerance.

h. permission: Can I lend a hand?

3. Pair work. Complete the responses using **was / were able to**. Then act out the short dialogues with the books closed.

Example

You: Did you convince them?

Your partner: Yes. It was difficult. But we were able to do it in the end.

1. You: Did they settle the dispute?

Your partner: Yes. It took them a lot of time negotiating, but they were able to settle the dispute.

2. You: The exercise was difficult, wasn't it?

Your partner: Yes, but we were able to solve it.

3. You: My car broke down in a forest road.

Your partner: Were you able to fix it?

q Write it right

Write a poem to enter a UNESCO poetry competition against prejudice. Complete the blanks denouncing prejudices (generally false opinions about others).

Down with Prejudices

|| Do you think a woman can be tall and strong?

|| Do you think she can be a president and run a country?

|| Do you think she can work and educate her children?

|| Do you think a man can be small and pretty?

|| Do you think he can work and have a normal life?

|| Do you think the elderly people can be active?

|| Do you think they can be useful to society?

|| Do you think young people can be young and wise?

Do you think they can be the change of the world they want to see?

If you do, then you deserve a medal of respect.

SAY IT LOUD AND CLEAR /,ɪn.tə'neɪ.ʃən/

1. Listen to your teacher and mark the intonation at the end of the underlined sentences with an arrow (or).

An interview with Mohamed El-Baradai , the Head of the International Agency for Atomic Energy

Journalist: Good morning, Mr El-Baradai. Could you spare a few minutes please?

El-Baradai: Certainly.

Journalist: You and the IAEA have won the Nobel Peace Prize. How do you feel about it?

El-Baradai: It's great. That's another victory of peace over war.

Journalist: Would you mind saying in what sense?

El-Baradai: Not at all. I mean that the international community has definitely said "no" to weapons of mass destruction.

Journalist: May I ask another question?

El-Baradai: Sure.

Journalist: I wonder if you could tell me something about the chances of peace for the next decade.

El-Baradai: Yes. The chances of peace for the next decade are greater than they are now. This is simply because man has all sorts of worthy wars to make.

Journalist: Will you give us some examples, please?

El-Baradai: Well, for example, we have to wage war against global warming....

2. Pair work. Now use the clues below making requests and replying to them. Pay attention to your intonation.

! In phonetics, intonation is primarily a matter of variation in the pitch level of the voice (tone), but stress and rhythm are also involved.

! Intonation conveys differences of expressive meaning (e.g., surprise, anger, wariness). Intonation serves a grammatical function, distinguishing one type of phrase or sentence from another. Thus,

E.g. "Your name is John." a falling intonation indicates a simple assertion.

E.g. "Your name is John?" a rising intonation indicates a question.

! Rising intonation means the pitch of the voice increases over time.

! Falling intonation means that the pitch decreases with time.

! A dipping intonation falls & then rises.

! A peaking intonation rises and then falls.

! The classic example of intonation is the question-statement distinction. For example, n American English, has:

▶ A rising intonation for declarative questions & Yes or no questions: ↗

1. Declarative questions:

E.g. He found it on the street?

2. Yes or no questions often have a rising end, but not always:

E.g. Did he find it on the street?

▶ A falling intonation for wh-questions, statements: ↘

1. Wh-questions:

E.g. Where did he find it?

2. Statements:

E.g. He found it on the street.

Requests

1. Please, **will** you help me?
can you lend me a hand?
Would you lend me your C.D, please?
Could you let me use your C.D, please?
2. I wonder if you **would** teach me English, please.
if you **could** teach me English, please.
3. Could you give me a lift?
Can you give me a lift? **No, I can't.**
4. Do you mind **helping** me?
Would you mind **lending** me a hand?








- Okay
- Certainly !!!!!
- Of course.
- Yes, I could
- Not at all






Note: 'Please' can be used either in initial or end position. ?????????????????????????????????

WORKING WITH WORDS

Homework

1. Make an abbreviation chart. An example is given to you. Add other abbreviations if you can, and illustrate with pictures, logos ...

Abbreviation	Full form	Description
/Lnwrei / 	United Nations Relief and Works Agency	The UNRWA is a world organization which provides health care, education, relief and social services and micro-credit loan programs to the poor.
ABC /eibisi /	American Broadcasting Company	The ABC is one of the U.S major national television networks. 
A-bomb /erhbm /	Atom/ic-bomb	The A-bomb is a bomb that derives its destructive power from the release of nuclear energy.
AID /eid /	Acute Infection Disease	The AID is a severe infectious disease
BBC/bibisi / 	British Broadcasting Corporation	The BBC is the British largest TV & radio broadcasting corporation in the world.
CIA /siaiei / 	Central-Intelligence-Agency	The CIA is the principal intelligence and counterintelligence agency of the U.S. The law limits its activities to foreign countries; it is prohibited from gathering intelligence on U.S. soil.
CNN /sinn /	Cable News Network	The CNN is a U.S cable TV network. 
FBI /fbia / 	Federal Bureau of Investigation	The FBI is a division of the U.S. Dept. of Justice charged with investigating all violations of federal laws.
FIFA /fifl /	Fédération	The FIFA is the largest sporting organization of football in the world. 

	Internationale de Football Association	
GB /dʒɪbɪ/	Giga Byte / Great Britain	The Giga Byte One billion bytes / Great Britain is an island off the western coast of Europe comprising England, Scotland, and Wales.
MBC /mbɪsɪ/	Middle East Broadcasting Center	The MBC is a Pan-Arab cable TV network
NATO /neɪtəʊ/	North Atlantic Treaty Organization	The NATO is an international military alliance created to defend western Europe. 
NBA /nbɪeɪ/	National Basketball Association	The NBA is a U.S. professional basketball league. 
 OPEC /əʊpæk/	Organization of Petroleum Exporting Countries	The OPEC is a cartel that aims to manage the supply of oil in an effort to set the price of oil on the world market, in order to avoid fluctuations that might affect the economies of both producing and purchasing countries.
Ph. D /piːtɪˈfɑɪ/	Doctor of Philosophy	Ph. D is the highest university title / degree.
 PTA /piːtɪeɪ/	Parent Teacher Association	The PTA is an organized body of teachers & parents who have a purpose in common; the children.
UK /juːkeɪ/	United Kingdom	The UK is a monarchy in northwestern Europe occupying most of the British Isles; divided into England and Scotland and Wales and Northern Ireland
WBA /wbɪeɪ /	World Boxing Association	The WBA is an international organization of professional boxing 

2. Complete the dictionary entries below. Then find other words related to peace and war, and write entries for them.

Peace /pi:s / *n.* **1.** The absence of war or other hostilities. **Not used in pl** **make** peace. To stop hostilities. **keep the** peace. To be silent / To maintain or observe law and order. **at** peace. In a state of tranquility: *She is at peace with herself and her friends.* **In** peace: *to live in peace.*

▶ **peace·a·ble** (pi: "s...-b...l) *adj.* **1.** Inclined or disposed to peace; promoting calm: *They met in a peaceable spirit.* **2.** Peaceful; undisturbed. **--peace“a·ble·ness** *n.* **--peace“a·bly** *adv.*

▶ **Peace Corps** (pi:s"ki: "p...r) *n.* A federal government organization, set up in 1961 that trains and sends American volunteers abroad to work with people of developing countries on projects for technological, agricultural, and educational improvement.

▶ **peace·keep·er** (pi:s"ki:"p...r) *n.* **1.** One that preserves or promotes peace: *the peacekeeper in the family.* **2.** A member of a military force engaging in **peacekeeping** activities, often under international sanction.

► **peace·ful** (pi:s`f...l) *adj.* **1.** Undisturbed by strife, turmoil, or disagreement; tranquil. See Synonyms at **calm**. **2.** Inclined or disposed to peace; peaceable. **3.** Of or characteristic of a condition of peace. --**peace`ful-ly** *adv.* --**peace`ful-ness** *n.*

| **War** / wɔ: / *n* [C,U] (state created) by the use of armed forces between countries, states or parties. **Warlike** / `wɔ:lai:k / *adj* **1.** Having or showing an eagerness to fight. **2.** Of, relating to, or inclined to make war. **3.** Hostile, battling

► **war baby** / wɔ: beibɪ / *n.* A child born during wartime, especially during World War I or World War II.

► **war correspondent** / wɔ: kɔ:rɪ-spɔ:dənt, / *n.* A journalist, reporter, or commentator assigned to report directly from a war or combat zone.

► **war crime** / wɔ: kraim / *n.* Any of various crimes, such as genocide or the mistreatment of prisoners of war, committed during a war and considered in violation of the conventions of warfare. --**war criminal** *n.*

► **war cry** / wɔ: krai / *n.* **1.** A cry uttered by combatants as they attack; a battle cry. **2.** A phrase or slogan used to rally people to a cause.

► **war-ri-or** (wɔ:r`i:-...r) *n.* One who is engaged in or experienced in battle.

LISTENING AND SPEAKING

1. Look at the picture and guess why the girl who is holding her head is weeping.

| Start your guess like this:

- I guess she is in trouble.
- Maybe she has heard bad news.
- Perhaps, she has lost a family member.



2. Listen to your teacher simulating the dialogue and check your answers to the question in exercise 1 above.

UNIT: 2/ SCRIPT

Maya: Morning, Leila. How are you?

Leila: Fine.

Maya: What's wrong?

Leila: Nothing.

Maya: Come on, tell me what's wrong?

Leila: I told you. Nothing.

Maya: There must be something. Are you angry with me?

Leila: I'm just upset.

Maya: And why are you upset / disturbed, bothered?

Leila: Ok. You made fun of me.

Maya: No, I didn't.

Leila: Yes, you did. You said I was stupid.

Maya: When?

Leila: Yesterday, in front of all my classmates.

Maya: Did I? I'm sorry I shouldn't have said that.

Leila: But you did.

Maya: Yes, but it's just because I had to say something to make my friends have a laugh.

Leila: I'm sorry, but you needn't have said that to me.

Maya: Ok, Leila, I'm really sorry. I realize that I was wrong.

3. Listen again and answer the following questions.

- a. Who are the speakers? They are classmates / colleagues.
- b. Where are they? They are in a classroom.
- c. What is the problem? Leila is upset / **disturbed, bothered** because Maya told her that she was stupid / made fun of her in front of all their classmates.
- d. Is the problem solved? Yes, it is. – Maya apologized / she was sorry-
- e. Summarize / epitomize / sum up / recapitulate **the dialogue in your own words.**
 - ♣ Who? What? Where? When? Why? The 5 wh-questions.
 - Who? Leila & Maya are 2 classmates / 2 colleagues.
 - What? Leila is upset / **disturbed, bothered** because Maya told her that she was stupid / made fun of her in front of all their classmates.
 - Why? Maya did so because she wanted to make their friends have a laugh. But, she realized that she was wrong and apologized.

Possible Output:

Leila & Maya are 2 classmates / 2 colleagues. Leila was upset / **disturbed, bothered** because Maya told her that she was stupid / **made fun of her** in front of all their classmates. Maya did so because she wanted to make their friends have a laugh. But, she realized that she was wrong and apologized.

4. Listen and mark with a prime (‘) the word you hear most among the words written in bold in the snippet – **a small piece of anything**- below.

Leila: **Ok. You made fun of me.**

Maya: **No, I ‘didn’t.**

Leila: **Yes, you ‘did. You said I was stupid.**

Maya: **When?**

Leila: **Yesterday, in front of all my classmates.**

Maya: **‘Did I? I’m sorry I shouldn’t have said that.**

Leila: **But you ‘did.**

5. Pair work. Act out the snippet – **fragment** - in exercise 4 on the previous page. Pay attention to your pronunciation. (Books closed)

TIP BOX

When you listen, it is important first to form an overall impression rather than try to understand every word. The type of questions in exercise 3 are the ones which can help you to focus on the general idea when listening to conversation.

You also listen in order to find specific information you are interested in. Here again, it is not necessary to understand every word. Concentrate instead on the key words which can help you to find the information you need.

Your turn

1. Pair work. Take turns to criticize or apologize for the wrong actions (A-D) using should/ shouldn't have. Make any necessary changes.

Example:

You: **Karim read my letter/my diary.**

Your partner: **He shouldn't have read it. It's personal.**

A. You: **You lent my books to Farida without my permission.**

Your partner: Sorry, I **shouldn't** have lent it. I am wrong.

B. You: The teacher shouted at me for no obvious reason.

Your partner: **He shouldn't** have shouted at you. It's upsetting / disturbing.

C. You: She borrowed my bag without letting me know.

Your partner: He **should** have asked for permission. It's impolite.

D. You: I'm angry with you. You said I was overweight.

Your partner: He **shouldn't** have said it. It's upsetting / disturbing.

'should' used to express a moral obligation or duty

2. Pair work. Write **D. (Deduction)**, or **O (Obligation)** next to the sentences which contain the modals in bold type. Act out similar dialogues.

A. You: You've arrived late again.

Your partner: Sorry, the bus broke down and **I had to** come on foot. O (Obligation)

B. You: She hasn't said a kind word to us since this morning.

Your partner: She **must be** angry with us. D. (Deduction)

C. You: Don't panic! You **can't be** late for the exam. It doesn't start till 10:15. D. (Deduction)

Your partner: Right, then. I'll take my time.

q Write it up

1. Group work. Discuss and write a list of school rules using the clues in the box and the auxiliaries in the table below it. Then compare your answers.

tolerate differences / respect / keep cool / shout at each other, learn to listen to each other / bully / impose ourselves on others / cheat at exams / accept the opinions of others / insult others / always agree with each other / violent / settle disputes peacefully (Add other examples.)

Strong Versus Moral Obligations

OBLIGATION

We should tolerate differences. / We ought to respect each other / We ought to learn to listen to each other. / We have to settle disputes peacefully.

PROHIBITION

We mustn't cheat at exams / accept the opinions of others. / We mustn't insult people.

ABSENCE OF OBLIGATION

We don't have to shout at each other.

OBLIGATION	PROHIBITION	ABSENCE OF OBLIGATION
We have to ...	We mustn't ...	We don't have to ... We don't need to ...
We must / should / ought to ...		

See Grammar References N°9, p.198

Modals of Obligation and Necessity Unit 2, p.46

1. Must

◆Forms:

Positive	Negative	Interrogative
I / you / he / she/they/we must go now.	I/you/he/they/we must not/mustn't go now.	Must I /he/go now? When must I/you... go?

◆Meanings

Must = obligation

- | We use 'must' when we think it is important or essential to do an action.
E.g. In England, you must drive on the left, but in Algeria, you must drive on the right.
- | Mustn't = negative of obligation (prohibition)
- | We use mustn't when we think that it is important or essential not to do an action.
E.g. We mustn't drive fast here. The road sign says that the speed limit is 50 kms per hour.

2. Have

◆Forms:

Positive	Negative	Interrogative
Zohra is a nurse. Sometimes she has to work on weekends.	Yasmine is a teacher. She does not have/ doesn't have to/needn't work on weekends.	"Does Yasmine have to work on weekends?" "Yes, she does."

◆Meanings

Have to: obligation

- | In positive sentences, we often use 'have to' to express obligation. In this case, 'have to' is little different from 'must'.

E.g. In Algeria, you have to be 18 before you're allowed to take your driving license test.

Have to: Necessity

- | We can use 'have to' to talk about an action that is necessary.

E.g. We have to eat in order to live.

(Eating is a necessity because there is no other possibility for staying alive.)

Compare

- | You don't have to/needn't do this exercise. It's optional. Absence / lack of obligation.
- | You mustn't cheat in the exam. It is forbidden. Prohibition/ negative obligation.

2. Write your own acrostic - **A poem or series of lines in which certain letters, usually the first in each line, form a name, motto, or message when read in sequence** - for one of the following words: peace, democracy, dialogue, diversity, tolerance or consensus. Draw inspiration from the acrostic below.

Acrostic – RESPECT -

R = Remember that YOU are responsible for the safety of your school.

E = Esteem yourself; have self-respect.

S = Show others respect.

P = Promote peaceful resolution of conflicts.

E = Engage in activities that you enjoy and that help others.

C = Communicate openly about your concerns regarding school violence.

T = Take the initiative to make your school safer.

Acrostic – PEACE -

P = Peace on Earth!

P = Peace

E = Enjoy the world

E = End crime

A = Act with self-control

A = All people are human

C = Come together

C = Care & respect

E = End fighting

E = Everyone is special

Acrostic – DEMOCRACY -

D is for **D**evelopment / **D**emocracy now or never!
E is for **E**quality of individuals / **E**lecting people freely
M is for **M**en and women are created equal
O is for **O**bedience to the principles of social equality.
C is for **C**herishing all of your freedoms
R is for the **R**ule by the people
A is for the **A**bolition of dictatorship
C is for the **C**apacity of a people to control their institutions.
Y is for **YOU!**

Acrostic – LIBERTY -

L is for **L**ight
I is for **I**ndependence
B is for the **B**ell of freedom
E is for **E**quality
R is for **R**epublic
T is for the **T**omb of the Unknown Soldier
Y is for **YOU!**

Acrostic – TOLERANCE -

T = **T**olerate the intolerant
O = **O**pen-minded you should be
L = **L**et the others be free to choose
E = **E**ndure hardship & pain without blaming the others
R = **R**espect the beliefs or practices of others
A = **A**cept inconvenience without complaint
N = **N**eutralize intolerance
C = **C**herish tolerance as a virtue
E = **E**levate yourself to reach this value

2. Class work. Distinguish between the duties and rights in the box. Then complete the class charter below. Discuss and add other items to the charter.

Duties: An act or course of action that is demanded of one, as by position, custom, law, or religion.

Rights: Personal liberties that belong to an individual owing to his or her status as a citizen or resident of a particular country or community.

Express opinions / work hard / respect opinion of others / meet together to express views / free education / tolerate differences / good working conditions / health care / respect the rights of others / promote a culture of peace / information / co-operate to solve problems....

Duties	Rights
work hard	Express opinions
respect opinion of others	meet together to express views
tolerate differences	free education
the rights of others	good working conditions
promote a culture of peace	health care
co-operate to solve problems	information

COLONEL LOTFI SECONDARY SCHOOL, MASCARA
LITERARY STREAM, YEAR 2 - STUDENT GOVERNING BODY
CLASS CHARTER

We the undersigned, after class discussion and referendum, have agreed on the following:

Article One: **Rights**

- a. Children have the right to **free education**
- b. Children have the right to **health care**
- c. The school authorities must provide children **good working conditions**
- d. The Parents, teachers and children must be free to **express opinions**
- e. The Parent-Teacher Association must **meet together to express views**

Article Two: **Duties and Responsibilities**

- a. We have the duty to **work hard**
- b. We must **respect opinion of others**
- c. We should **tolerate differences**
- d. We have to **promote a culture of peace / co-operate to solve problems**

The present charter shall come into force and vigor as soon as it is deposited with the headmaster.

Date:

Signatures

READING AND WRITING

1. Look at the picture and discuss the following questions.

- a. What does the picture represent?

The picture represents handcuffed slaves and their white men owners on board of a ship.

- b. Where do you think the boat is and where is it going?

I think the boat is somewhere along the African coast and it is going to America.

- c. These dates and personalities are important in American history. Why? *George Washington July 4, 1783 - Abraham Lincoln, 1861- 1865 Martin Luther King Jr. August 1963.*

These dates and personalities are important in American history because of several reasons:

! ***George Washington, 1732–1799***

George Washington led America's Continental Army to victory over Britain in the American Revolutionary War (1775–1783), and was the first President of the United States, from 1789 to 1797. Because of his central role in the founding of the U.S, Washington is often called the "**Father of his Country**".

! ***George Washington, July 4th, 1776***

America celebrates July 4th as **Independence Day** because it was on **July 4, 1776** that members – the **1st 13 colonies** - of the Second Continental Congress, meeting in Philadelphia, adopted the final draft of the **Declaration of Independence**.

! ***Abraham Lincoln, 1809 – 1865***

Abraham Lincoln became the 16th U.S. President. He led the Union during the Civil War and **emancipated slaves in the South (1863)**. He was assassinated shortly after the end of the war by John Wilkes Booth, an actor.

! ***Martin Luther King Jr. (1929 – 1968), August 28th, 1963.***

Martin Luther King, Jr. was an African-American clergyman / a black activist / a Civil Rights Figure who advocated social change through non-violent means. He was a powerful speaker and a man of great spiritual strength; he became the public face of civil rights with his famous 'I have a dream' oration / speech / discourse. On **August 28th, 1963** (the 100th anniversary of Abraham Lincoln's Emancipation Proclamation), King organized a peaceful march on Washington, D.C. that drew 200,000 people demanding equal rights for minorities. King won the 1964 Nobel Peace Prize.

2. Read the newspaper article below and answer the following questions.

a. Who was Martin Luther King?

Martin Luther King was / The Man of Peace / a great leader who was able to combat hatred with non-violence and love.

b. What were his hopes and wishes? Start your answer like this:

He hoped / wished / expected his children to:

- ▶ be able to sit down together at a table of brotherhood
- ▶ live in a nation where they will not be judged by the color of their skin

but by the content of their character.

c. Martin Luther King's address in the article is in an oratorical / rhetorical style.

What are the characteristics of this style, and why did he use it? Discuss.

▶ Rhetoric is the art of speaking or writing effectively; skill in the eloquent use of language- used for persuasive effect- .

▶ Rhetorical style requires: 1. Right choice of words –diction-. 2. Repetition of key words so as to impress / persuade the audience.

d. Have you appreciated reading the part of King's address reproduced in the article? Why?

I have appreciated reading the part of King's address reproduced in the article because it is impressive / moving / inspiring / persuasive / convincing / realistic / credible.

Martin Luther King, The Man of Peace

*Black Americans **can** do a lot of things that their parents could not do years ago because of **racism**. They can vote; they can eat in any restaurant they like; and their children can go to the same schools as white children. As we prepare ourselves to celebrate Martin Luther King Day next Monday, we'll reproduce a part of King's **address** **I Have a Dream** in memory of this great leader who was able to combat racism and hatred with non-violence and love.*

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream today. I have a dream that one day little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

When we let freedom ring, when we let it from every village, from every state and every city, we will be able to speed up that day when all God's children, black men and white men will be able to join hands and sing in the words of the old Negro **spiritual**, "Free at last ! Free at last! Thank God Almighty, we are free at last!"

Read the dictionary entries of the words in bold. Then identify the meanings of the words as they are used in the newspaper article above.

3. Read the dictionary entries of the words in bold. Then identify the meanings of the words as



they are used in the newspaper article above.

Address: /ə'dres/ n. 1. details of where a person may be found and where letters may be sent. e.g. *What's your home/business address?* 2. Speech or talk to an audience. 3. (Old use) manner or behaviour.

Can 1 /kæn/ n. 1. metal container, usually with a lid for liquids. e.g. milk can. 2. vt preserve food by putting in a can which is hermetically sealed. e.g. canned fish.

Can 2. /kən/; strong form /kæn/ (neg. cannot /kænət/ or can't /kɑnt/ pt. Could /kəd/ strong form /kʊd/ neg. couldn't /kʊdnt/ 1. aux. Indicates ability or capacity to do something. E.g. *Can you lift this box?* 2. Indicates permission. (Could is used for past time). e.g. *You can't smoke in the classroom.*

Spiritual: /'spɪrɪtʃʊəl/ adj. 1. of the spirit or soul; of religion, not of material things. e.g. *He's concerned with spiritual things.* 2. of the church: *Lords Spiritual* 3. n. religious song as sung by Negroes in the United States.

TIP BOX

The makers of a dictionary try to offer all the usual meanings for every word they list. It is up to you to choose which meaning you need. To find the meaning you want easily, you should first look at the category of the word as it is used in your text (is it noun, a verb, an adjective, or an adverb?).

Choose a word from the newspaper article above and write a dictionary entry for it.

Negro /'ni:grəʊ/ n., pl. **Negroes**. 1. A member of a major human racial division traditionally distinguished by physical characteristics such as brown to black pigmentation and often tightly curled hair, especially one of various peoples of sub-Saharan Africa. 2. A person of Negro descent: "*Discrimination is a hellhound that gnaws at Negroes in every waking moment of their lives to remind them that the lie of their inferiority is accepted as truth in the society dominating them*" (Martin Luther King, Jr.). See Usage Note at **black**. [Spanish and Portuguese *negro*, black, Black person, from Latin *niger*, nigr-, black.] -- "**Negro** adj.

dream /'dri:m/ n. 1. A series of images, ideas, emotions, and sensations occurring involuntarily in the mind during certain stages of sleep. 2. A daydream; a reverie. 3. A state of abstraction; a trance. 4. A wild fancy or hope. 5. A condition or achievement that is longed for; an aspiration: *a dream of owning their own business*. 6. One that is exceptionally gratifying, excellent, or beautiful: *Our new car runs like a dream*. --**dream** v. **dreamed** or **dreamt** (drʌmt), **dream-ing**, **dreams**. --*intr.* 1. To experience a dream in sleep: *dreamed of meeting an old friend*. 2. To daydream. 3. To have a deep aspiration: *dreaming of a world at peace*. 4. To regard something as feasible or practical: *I wouldn't dream of trick skiing on icy slopes*. --*tr.* 1. To experience a dream of while asleep: *Did it storm last night, or did I dream it?* 2. To conceive of; imagine. 3. To pass (time) idly or in reverie. --**phrasal verb**. **dream up**. To invent; concoct: *dreamed up a plan to corner the market*. [Middle English *drem*, from Old English *dræam*, joy, music Old Saxon *dræam*, mirth, dream.]

q Write it out

You are in Hyde Park at the Speakers' Corner, in London, England. Deliver a speech in defense of the of the children's rights.

Imitate Martin Luther King's speech making the best use of the auxiliaries you have learnt in this unit.

TIP BOX

The main purpose of a speech is to inform, convince, and stimulate an audience. Speeches are generally made in an oratorical style which includes repetition of key words, phrases and sentences as well as a diction (choice of words) that can impress the audience.

I Preamble of your speech UNICEF CONVENTION

Ladies and gentlemen, let me make this point right away: Children have rights as human beings and also need special care and protection. These basic rights set minimum entitlements and freedoms that **should** be respected by governments. They are founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to every human being everywhere.

I Body of the speech The Convention on the Rights of the Child adopted & ratified by UN in 1989

Ladies and gentlemen, I have a dream that children of my age will be able to enjoy their rights one day.

♥ I have a dream that children must be treated without discrimination of any kind, irrespective of race, color, sex, language, religion ... or other status.

♥ I have a dream that in all actions concerning children, the best interests of the child should be a primary consideration.

♥ I wish / hope / expect that one day the State signatories must respect the rights and duties of parents and recognize that both parents have common responsibilities for the upbringing of the child.

♥ I expect that one day a child must not be separated from his or her parents against their will and must be permitted to cross national borders for family reunification.

♥ I have a dream that one day every child has the inherent / natural right to life, survival and development.

♥ I have a dream that one day no child shall be subjected to arbitrary or unlawful interference with his or her privacy or to unlawful attacks on his or her honor and reputation.

I Concluding words

Thank you very much for your kind attention, ladies and gentlemen. Please sign the petition entitled CHILDREN'S RIGHTS which is being circulated by my classmates. God bless you all!

PUTTING THINGS TOGETHER A STATEMENT OF ACHIEVEMENTS

Your statement (record) of achievements will be about Nobel Peace Prize winners and will be presented in the form of a small sketchbook.

It will include:

I Opening §

♣ What is a Nobel Prize? (Nobel Prizes are awarded each year to people, regardless of nationality, who have made valuable contributions to the "good of humanity").

♣ When did Nobel Peace Prize start? (Jean Henri Dunant (Swiss) for founding the Red Cross and originating the Geneva Convention 1901).

1901 First Nobel Peace Prize Laureate

Founder of the International Committee of the Red Cross, Geneva

Originator of the Geneva Convention (Convention de Genève).

Background /1828-1910 / Residence: Switzerland

♣ Who were the last Nobel Peace Prize winners over the past ten years.

I A checklist of the Nobel Peace Prize winners over the past ten years

Name	Year Awarded
Williams, Jody	1997
Trimble, David	1998
Doctors Without Borders (Médecins Sans Frontières)	1999
Kim Dae Jung	2000
United Nations	2001
Carter, Jimmy Jr.	2002
Ebadi, Shirin	2003
Maathai, Wangari	2004
International Atomic Energy Agency(IAEA)	2005
Yunus, Muhammad	2006

I Body of the text

Two or three short biographies about two Nobel Peace Prize winners with three short statements of their achievements.

Background / Yunus, Muhammad

Was awarded for his efforts to create economic and social development in poor areas.

- Born: [June](#) 28, 1940
- Place of birth: Chittagong, Bangladesh
- Nationality: Bangladesh
- Education:
 - Dhaka University, Bangladesh, BA (Economics), 1960
 - Dhaka University, Bangladesh, MA (Economics), 1961
 - Vanderbilt University PhD (Economics), 1969
- Biographical highlights:
 - 1972 Returns to Bangladesh as Professor of Economics at the University of Chittagong
 - 1974 Pioneered the idea of Gram Sarker (village government)
 - 1975-1989 Director of the Rural Economics Program
 - 1976 Founded Grameen Bank
 - 1978 Received the President's award for Tebhaga Khamar (a system of cooperative three-share farming)
 - 1994 receiver of the World Food Prize
 - 1995 Recipient / receiver of the Freedom Prize
- Quotes
 - *One day our grandchildren will go to museums to see what poverty was like. (5 May 1996, The Independent)*

[2005](#) Nobel Peace Prize Laureate

Background / International Atomic Energy Agency(IAEA)

Was awarded for its efforts to prevent nuclear energy from being used for military purposes and to ensure that nuclear energy for peaceful purposes is used in the safest possible way.

- Founded: 1957
- Address:
 - Headquarters Offices
International Atomic Energy Agency
P.O. Box 100
Wagramer Strasse 5
A-1400 Vienna, Austria
 - Telephone: (+431) 2600-0
 - Fax: (+431) 2600-7

2004 Nobel Peace Prize Laureate

Background / Maathai, Wangari

for her contribution to sustainable development, democracy and peace.

- Born: [April](#) 1, 1940
- Place of birth: Nyeri, Kenya, Africa
- Nationality: Kenyan
- Education:
 - Mount St. Scholastica College, Kansas, B.S. Biological Sciences, 1964
 - University of Pittsburgh, M.S. Biological Sciences, 1966
 - University of Nairobi, PhD Anatomy, 1971
- Biographical highlights:
 - 1971 [First](#) East and Central African Woman to earn a PhD
 - 1973-80 Director, Kenya Red Cross
 - 1976 [First](#) Female Chair of Dept of Veterinary Anatomy at University of Nairobi
 - 1977 [First](#) Female Associate Professor of Dept of Veterinary Anatomy at University of Nairobi
 - 1977 Founded [The Green Belt Movement](#)
 - 1981-7 Chairman of the National Council of Women of Kenya
 - 1997 Ran for Presidency of Kenya
 - 1998 Launched Kenya [Jubilee 2000](#) coalition
 - 2002 Elected to Parliament with 98% of the vote, Tetu Constituency
 - 2003 Appointed Assistant Minister of Environment, Natural Resources & Wildlife
 - 2004 [First](#) Female African to be awarded Nobel Peace Prize

I Closing §

What do you think of the Nobel Peace Prizes? Why? (to promote / encourage & foster a culture of Peace in the world) / man saves himself by saving peace in the world.

I A list of potential candidates for the Nobel Peace Prize from Algeria and abroad for next year. !!!

I Two or three short biographies and statements about their achievements.
??

I A written justification for your nominees. (In what ways can their winning of the Nobel Prize contribute to a further advancement of peace in the world?
!!??

Use as many appropriate modals as you possibly can.

