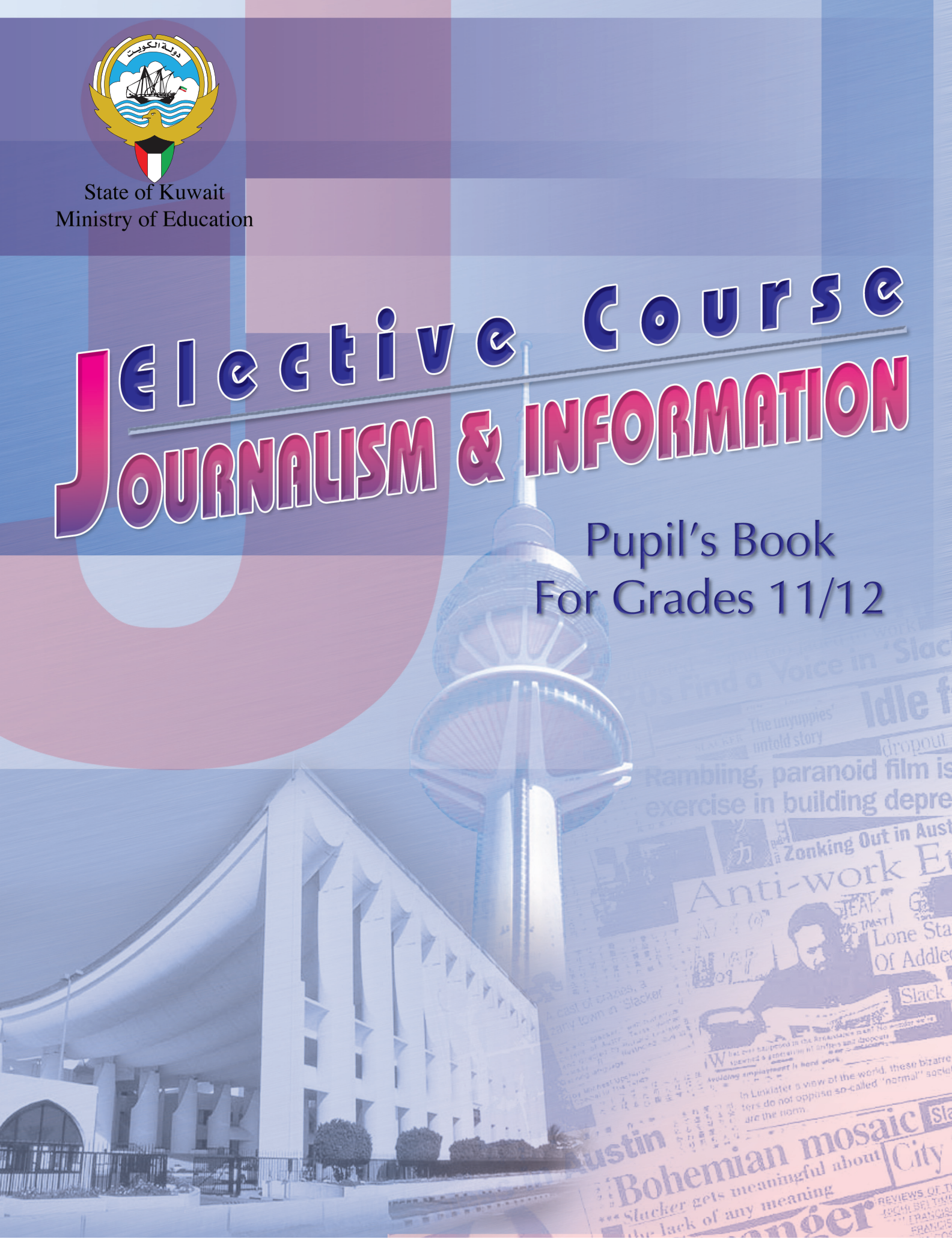




State of Kuwait  
Ministry of Education

# Selective Course JOURNALISM & INFORMATION

Pupil's Book  
For Grades 11/12



ESBNOG ENLGE

أودع بمكتبة الوزارة تحت رقم (٢٨٥) بتاريخ ٢٠٠٧ / ٢ / ٣

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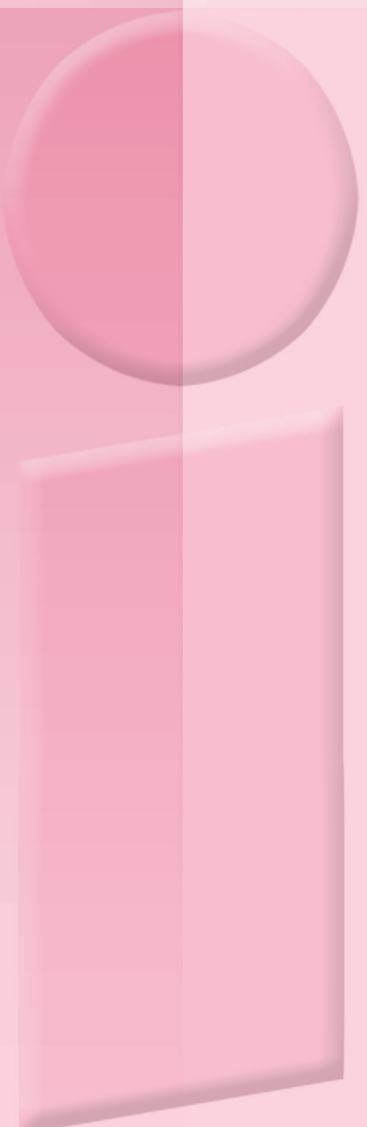
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ESRUGO GOVRS  
EMILGTE





**UNIT**

**UNIT**

**1**

# Careers in Sports





## Careers in Sports

### How to Break in as a Sportswriter

Sports writing has become a very competitive career in today's job market. While opportunities in larger print media companies can be limited, more are available in part-time freelancing and in the ever increasing online venues. Smaller, less frequent publications are also a good source of possible employment. Other openings may be found in radio and television as well.

The educational background of a sports writer begins with high school classes in English, composition and journalism. Bachelors and Masters Degrees in journalism are often required by employers as well. Aspiring sports writers should have an extensive history of writing for various publications and should be acquainted with the latest computer and communication technologies.

Sports writers provide the public with coverage of sports from around the globe. Whether they're professional or amateur, they should share the up-to-the-minute information on events, in-depth stories and analyses, as well as offering editorial comments on a variety of sports topics. While their duties and responsibilities differ from position to position, they share several common traits.

They should share some basic skills like: creativity, emotional distancing, numeracy, physical ability, persistence, time management and many others...

There is much more to the trade than watching sporting events and writing about them. Do you know what it's really like to wait for coaches to return your phone calls?

Can you adjust a lifestyle that finds you working while others play?

If you choose sports writing as a career, you should find the following bits of information valuable:

- 1- You should keep up daily with all sports news, local and national through reading, personal contacts and constantly surfing the internet.
- 2- If you happen to be in a situation where news breaks, you're on the job working for the news department. It's not just about scores and interviewing players all the time.
- 3- You should know where to find information fast and accurately, how to translate information for a reader to understand. It's also how to make an impact on your community, convey thoughts and opinions in columns that impact people's thinking.



# 1 Vocabulary

|                    |                                                                                                              |
|--------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Venue</b>       | : a meeting place                                                                                            |
| <b>Freelancing</b> | : self-employed person (esp. a writer) who is not employed continuously but hired to do specific assignments |
| <b>Frequent</b>    | : recurring at short intervals                                                                               |
| <b>Aspiring</b>    | : having a powerful or ambitious plan, desire or hope to do something                                        |
| <b>Extensive</b>   | : widespread                                                                                                 |
| <b>Acquainted</b>  | : having knowledge or experience of / familiar with                                                          |
| <b>Amateur</b>     | : a person who engages in an activity ,esp. sports a pastime rather than professionally or for gain          |
| <b>Editorial</b>   | : an article in a newspaper                                                                                  |
| <b>Traits</b>      | : a characteristic feature or quality distinguishing a particular person or thing                            |
| <b>Impact</b>      | : impression or strong effect                                                                                |

## 2 Reading

**A) Read the passage , then answer the following questions:**

1 - Where can you apply as a sportswriter?

.....

2 - Name some educational requirements for this job.

.....

3 - What do sportswriters provide the public with?

.....

4 - Why should they be fast and accurate?

.....

5 - What qualifications should a sportswriter have?

.....

**B) Fill in the spaces with words from the list below:**

*frequent – editorial – amateur – traits – acquainted – impact*

1- A : I'm still not well..... with all members of the team.

B : Let me introduce you to them so that you feel more comfortable.

2-A : Try taking those pills daily after meals, then your pains will become less .....

B : Thank you doctor.

3- A : The issue of woman's rights is dominating the local news.

B : Yes. I've read something about it in the ..... on the first page.

4 -A : The press has a great ..... on forming public opinion.

B : That's why journalists should be accurate in publishing news.

5-A : Teenagers all around the world share the same .....

B : Well, being argumentative is one of them.

### 3 Grammar Spot

Look at the difference in meaning and usage between:

*Should – must*

**Read these examples from the passage:**

- 1- You should keep up daily with all sports news.
- 2- You should know where to find information fast and accurately.

**Compare them to these two examples:-**

- 1- We must have a party to celebrate your graduation.
- 2- You must get up earlier in the mornings.

**Should** is used to express the subject's obligation or duty, or to indicate a correct or sensible action. As with **must** and **have to** we normally have the impression that the obligation is being or will be fulfilled, but with **ought to** and **should** we do not necessarily feel that. **Should** can also be used to express advice whereas **must** expresses more obligation.

**Now choose the correct word from those between brackets:**

- 1- On hearing the fire alarm, hotel guests (*should/must*) leave their rooms.
- 2- Candidates (*should/must*) be prepared to answer all questions.
- 3- You (*must/ought to*) read this. It's marvellous.
- 4- She (*should/must*) have answered the door bell when it rang.
- 5- You (*must/should*) promise me not to tell anyone.

**A)Listening Comprehension:**

Listen to this part of an interview with "Tom Hoffarth," a professional sportswriter who works for a daily newspaper, then answer the questions below:



### Questions:

- 1- Who does Tom Hoffarth work for?
- 2- What similarities are there between the profession of a doctor and a sportswriter?
- 3- What equipment does he use for covering news?

### B)Speaking and Writing:

- 4- With a partner think of the basic skills a sportswriter should have. Rank them in order of importance, then choose one skill and write about it. Mention how a sportswriter can use this particular skill to impact public opinion.

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### 2-Translation:

Translate the following into English:

يجب على الصحفي النزيه أن يتمتع بقدر من الصفات التي تؤهله لممارسة تلك الوظيفة بأمانه و  
صدق.حيث أنه تقع عليه مسئولية توجيه الرأي العام توجيهها صحيحا .

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# ESBIOG COURSE



**UNIT**

**UNIT**

**2**

# **Breaking Records**







## The Man who Conquered Every Peak in Europe

During a daring two months climbing expedition in some of Europe most volatile regions, Rod Baber, a 29-year-old former telecom salesman, has survived rock falls and avalanches, side stepped landmines and climbed one peak at night to avoid armed mountain patrols. He has spent a night on a treacherous one-metre ice ledge, battled altitude sickness and used Cuban cigars to bribe the shadowy figures who control mountain access.

For his troubles, he will enter the “Guinness Book of World Records as the climber who has conquered the highest peak in each of the 47 European countries in the least time, shaving four years off the record of seven years that had been set two years previously. It seems an extreme way to earn a place in the history books. The idea of doing the record started back in 1997, when Baber who became a climbing fanatic in his teens after being sent on an adventure weekend, was spending an evening with some work colleagues. The conversation got around to climbing mountains and, from then on, he was hooked, and spent hours on the telephone to potential sponsors, trying to get them to agree to give him financial support for his venture.

Once he had received the first promise of money, Baber went into serious training. A panel of professional climbers was called in to draw up a list of the 47 peaks which included Mt Elberus in Russia (5,642 m), the tallest mountain in Europe, and the highest mountain in Monaco, just 162m, both of which he climbed along with 44 others during five months in 1998.

Frustratingly, weather and politics slowed him down. There were three left to do: 2,656 m. Mount Daravica in Kosovo, whose slopes were studded



with mines, Mt Shakhara in Georgia, whose steep sides make the 5,068 m ascend difficult and dangerous; and Mt Ararat in Turkey, whose summit is nearly 5km above sea level.

Through a combination of support from local people, bribing officials, luck and sheer determination to achieve the record, Baber has done it. He does not see anything pointless or strange about his record. "Work isn't challenging enough, and we shall all love a challenge. The most important thing is happiness, and I just love climbing", says Baber, whose efforts raised several thousand pounds for various charities. He plans next to conquer the highest peak in every country in the world. He reckons he will be able to complete the remaining 199 peak at the rate of a continent per year. "I'd like to lead a normal life", he says, "but I'm on the mountain wagon now".

# 1 Vocabulary

|                        |                                                                                        |
|------------------------|----------------------------------------------------------------------------------------|
| <b>Avalanches</b>      | : a fall of large masses of snow and ice down a mountain                               |
| <b>Altitude</b>        | : the vertical height of an object above sea level                                     |
| <b>Bribe</b>           | : to give money to a person to procure services or gain influence especially illegally |
| <b>Hooked</b>          | : caught or trapped                                                                    |
| <b>Sponsor</b>         | : a person or a group that provides funds for an activity.                             |
| <b>Venture</b>         | : a project which is new and often risky                                               |
| <b>Frustrating /ly</b> | : upsetting , agitating                                                                |
| <b>Summit</b>          | : the highest point or part especially of a mountain                                   |
| <b>Determination</b>   | : the act or an instant of making a decision                                           |
| <b>Challenge</b>       | : to invite someone to do something or take part in a contest                          |
| <b>Fanatic</b>         | : a person whose enthusiasm or zeal for something is extreme or beyond normal limits   |
| <b>Treacherous</b>     | : betraying or likely to betray faith or confidence                                    |

## 2 Reading

**A) Fill in the spaces with words from the list below:**

*challenge - fanatic - bribe - summit - sponsor – record*

1- A : Why was she arrested by the police officer?

B : She was caught trying to ..... the bank clerk to give her more facilities.

2- A : Edward wants to ..... his friends to swim the canal in this cold weather.

B : He must be out of his mind.

3- A : The world final cup took place in Germany in 2006.

B : It was such an important event that mass companies were willing to ..... it.

4- A : The climbers hope to reach the ..... this afternoon.

B : Hopefully they will reach it before the storm.

5- A : Ahmed is an art .....

B : Yes. He is keen on attending every art exhibition in the world.

**B) Scan the passage quickly and discuss the answers with your partner:**

1 - Why is Baber in the Guinness Book of World Records?

.....

2 - When did the idea of doing the record come to his mind?

.....

3 - What slowed him down once he had started?

.....

4 - Apart from luck, what helped Baber achieve his goals?

.....

5 - What did he use to do in order to avoid being arrested by border guards?

.....

.....

**A) Reread the passage and answer the following questions:**

1- Mention three problems that faced Baber during his attempt to climb mountains?

.....

.....

.....

.....

2- Identify his personal traits as you have read them. Use the following table as a guide to your answer:

| Interests | Challenges | Accomplishments |
|-----------|------------|-----------------|
|           |            |                 |
|           |            |                 |
|           |            |                 |
|           |            |                 |
|           |            |                 |
|           |            |                 |
|           |            |                 |
|           |            |                 |
|           |            |                 |



### 3 Grammar Spot

#### THE PASSIVE VOICE

**Study this example carefully:**

A panel of professionals *was called* in to draw up a list of the 47 peaks.

The passive is often preferred when it is not so important who or what did the action. In this example, it is not important to know *who* called the panel of professionals.

In the passive sentences we use the correct form of *be* (*is / are / was / were / has been, etc.*)

**Now change the following active sentences into passive:**

1- He will break the world record.

.....

2- They are climbing the mountain.

.....

3- Local people supported Baber.

.....

4- He plans to conquer every peak in the world.

.....

5- I have spent a night on the mountain slope.

.....

## 4 Speaking

You are a news reporter interviewing Rod Baber who has just broken another world record in climbing mountains. With a partner act out the roles of both characters.

## 5 Writing

With your partner discuss the reasons that might drive some people to break world records. Mention some of the challenges that face them. Write down the result of your discussion in two paragraphs.

.....

.....

.....

.....

.....

## 6 Translation

***Translate the following passage into Arabic:***

Some people are driven by different reasons to break a record. The determination to challenge other people could be a motive to do so. Once they are hooked to a certain sport they would spend long hours practising so as to be fit enough.

.....

.....

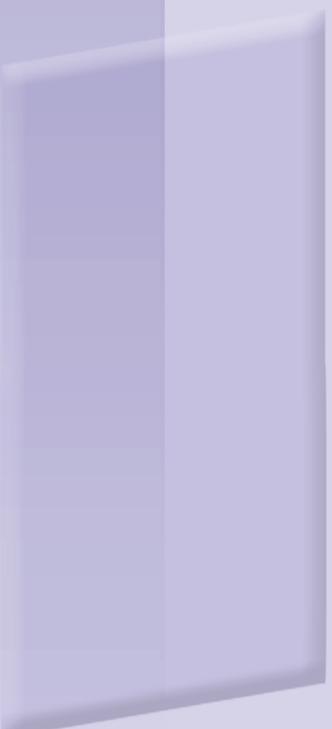
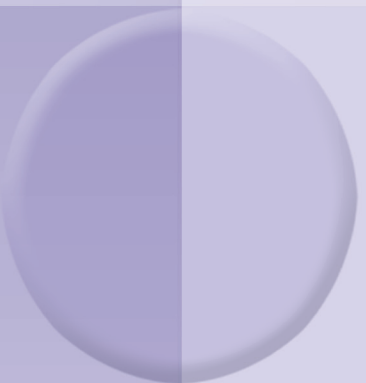
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ESR009 EMILITE



**UNIT**

**UNIT**

**3**

# Muslims in Non-Muslim Countries







## Muslims in Europe

Islam, today, is the second largest religion in Europe; and Muslims- more than five million in 1978 - now make up 40 percent of the Common Market's foreign work force. Arabs, Asians, Africans and Turks, their labour has helped build a prosperous Europe and, through wages sent home, has **contributed to prosperity** in the countries from which they have come.



**Inevitably**, the **mass** movement of Muslim manpower has created problems. With customs, culture and religion that differ sharply from those of **host** countries, the Muslim **immigrants** - like all immigrants- have faced **misunderstandings**.

To build new bridges of knowledge and cooperation between the Muslim World and the predominantly Christian West, the Islamic Council of Europe has been organizing important programmes and **conferences** - such as the International Islamic Conference held in London in April, 1976.

The London Conference also **addressed** itself to what - for the Muslims in Europe - are even more pressing and practical problems. One was economic **assimilation**. When the mass migration of foreign workers into Western Europe first began in the 1960's, most Europeans **assumed** that "guest workers" would stay for a few years and then take their savings home. It was a **temporary** arrangement, they believed, so little was done to **integrate** the new arrivals or to provide for their special religious, educational and social needs.

One of the biggest problems facing Muslim immigrants is providing religious education for their children. To resolve it, the Seventh Islamic Foreign Ministers Conference - which met in Istanbul - **pledged** assistance to the Federation of International Arab Islamic Schools set up by Saudi Arabia to provide education for Muslim children whose parents work abroad.

Another important problem is that there are too few mosques in Europe for the growing



Muslim population. Until recently, in fact, there were almost none, and Europe's Muslims had to establish hundreds of temporary mosques in converted houses, shops and even disused Christian churches. But now minarets can be seen **sprouting** above the rooftops in cities and towns in Britain, West Germany, France, Belgium, Denmark and The Netherlands, and additional mosques are being built or planned. In Germany one **innovative** group of Turks regularly takes over a local tourist attraction for prayers: a replica of a mosque completed in the 1780's by a German Prince at Schwetzingen, near Mannheim.

Islam is not simply a religion in a limited sense. It is a complete way of life. It fashions the social attitude and behaviour patterns of its **adherents**: their food, dress, marriage, family life and social relations...

*Briefly from "Muslims in Europe, The presence"*

*By John Lowton*

# 1 Vocabulary

***Learn the following words with their definitions:***

|                         |                                                                |
|-------------------------|----------------------------------------------------------------|
| <b>immigrant</b>        | : person who has come to live permanently in a foreign country |
| <b>contribute to</b>    | : increase something, add to something                         |
| <b>prosperity</b>       | : state of being successful                                    |
| <b>inevitably</b>       | : as is sure to happen, unavoidably                            |
| <b>mass</b>             | : of a large number of people                                  |
| <b>host</b>             | : person who receives other people as guests                   |
| <b>misunderstanding</b> | : failure to understand correctly                              |
| <b>conference</b>       | : meeting for discussion or exchange of views                  |
| <b>to address</b>       | : direct one's attention to                                    |
| <b>assimilation</b>     | : allowing somebody to become part of another social group     |
| <b>to assume</b>        | : accept as true before there's proof                          |
| <b>temporary</b>        | : lasting for a limited time                                   |
| <b>to integrate</b>     | : become fully a member of a community                         |
| <b>to pledge</b>        | : promise (to give support)                                    |
| <b>sprouting</b>        | : beginning to appear                                          |
| <b>innovative</b>       | : introducing new ideas, creative                              |
| <b>adherent</b>         | : supporter                                                    |

**A) Match the words with their definitions:**

- |                  |                              |
|------------------|------------------------------|
| 1- prosperous    | (        ) exact copy, model |
| 2- predominantly | (        ) help              |
| 3- pressing      | (        ) mainly            |
| 4- assistance    | (        ) successful        |
| 5- replica       | (        ) urgent            |

## 2 Reading

**A) Read the passage, then, answer the following questions:**

1- Give another title to the passage.

.....

2- How could Muslim immigrants help their own countries prosper?

.....

3- Why have the Muslim immigrants faced misunderstandings in the West?

.....

4- Why was the 1976 International Islamic Conference held?

.....

5- What's meant by economic assimilation?

.....

6- Why is Islam considered a complete way of life?

.....

**B) With reference to the passage, identify the three main problems facing the Muslims immigrants in Europe and summarize how they have been resolved:**

|   | Problem | Solution |
|---|---------|----------|
| 1 |         |          |
| 2 |         |          |
| 3 |         |          |

### 3 Grammar Spot

**Infinitive of purpose**  
(to / in order to / so as to)

This structure is used to express purpose

Look at this example from the passage:

*\* The Islamic Council of Europe has been organizing important programmes to build new bridges of knowledge.*

**Now, make one sentence using (to – in order to – so as to):**



1-I'm going to leave the party early. I want to be able to get a good night's sleep tonight.

.....  
.....

2- It's a good idea for you to learn how to type. You'll be able to type your own papers when you go to the university.

.....  
.....

3- Ed took some change from his pocket. He wanted to buy a newspaper.

.....  
.....

4- The little boy pretended to be sick. He wanted to stay home.

.....  
.....

5- I turned on the TV. I wanted to listen to the news while I was making dinner.

.....  
.....

## 4 Speaking

Work with a partner, discuss the similarities and differences between your country and any non-Muslim country of your choice.

*You may attempt one or more of the following points:*

- **customs and traditions**
- **celebrations**
- **food**
- **transport**
- **values**
- **leisure time**
- **education**

## 5 Writing

You have been to a non-Muslim country. Now, write a short paragraph (5 lines) in your school magazine about the similarities and differences between that country and your own.

.....

.....

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.....

## 6 Translation

*\* Translate the following into English:*

تحرص المراكز الإسلامية في مختلف دول العالم على حل المشكلات التي تواجه المهاجرين المسلمين و ذلك بعقد الكثير من المؤتمرات لهذا الغرض.

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ESR009 EM11G7E  
ELECTIVE COURSE



UNIT

UNIT

4

# Mass Media







## Mass Media

**Media** is a truncation of the term **media of communication**, referring to those organized means of dissemination of fact, opinion, entertainment, and other information, such as newspapers, magazines, cinema films, radio, television, the World Wide Web, billboards, books, CDs, DVDs, videocassettes, computer games and other forms of publishing.

The term “**mass media**” is mainly used by academics and media-professionals. When members of the general public refer to “the media” they are usually referring to the mass media, or to the news media which is a section of the mass media.

During the 20<sup>th</sup> century, the growth of mass media was driven by technology that allowed the massive duplication of material. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Radio and television allowed the electronic duplication of information for the first time.

In a democratic society, independent media serve to educate the public, electorate about issues regarding government and cooperates entities. Some consider the concentration of media ownership to be grave threat to democracy.

Toward the end of the 20<sup>th</sup> century, the advent of the World Wide Web (WWW) marked the first era in which any individual could have a mean of exposure on a scale comparable to that of mass media. For the first time, anyone with a web site can address a global audience, although serving to high levels of web traffic is still relatively expensive. It is possible that the rise of peer-to-peer technologies may have begun the process of making the cost of bandwidth manageable. Although a vast amount of information, imagery, and commentary has been made available, it is often difficult to determine the authenticity and reliability of information contained in (in many cases, self-published) web pages. The invention of the Internet has also allowed breaking news stories to reach around the globe within minutes.

# 1 Vocabulary

|                        |                                                                   |
|------------------------|-------------------------------------------------------------------|
| <b>Dissemination</b>   | : the distribution of information so that it reaches many people. |
| <b>Professional</b>    | : a qualified person in a work that requires special training.    |
| <b>Duplication</b>     | : exact copies of something                                       |
| <b>Electorate</b>      | : all the people who have the right to vote in an election.       |
| <b>Entity-entities</b> | : is something that exists separately from other things.          |
| <b>Advent</b>          | : appearance.                                                     |
| <b>Era</b>             | : along period of time.                                           |
| <b>Traffic</b>         | : people or goods that are being transported.                     |
| <b>Imagery</b>         | : pictures and representation of things.                          |
| <b>Authenticity</b>    | : validity, genuineness.                                          |
| <b>Relatively</b>      | : comparatively.                                                  |
| <b>Grave</b>           | : very serious and worrying situation.                            |

***Fill in the spaces with words from the list:***

*Grave – professional - relatively - duplicate - era - authenticity*

1. A: He wants to be a .....engineer.  
B: So he has to enroll himself in some training courses.
2. A: You could buy a lot of .....films and CDs in open markets.  
B: But, there are laws which forbid that.

3. A: After the earthquake, the situation was very .....  
B: I can imagine that! It was the news flash in most channels.
4. A: The judge called an expert to examine the .....of the document.  
B: In fact, there were some doubts about it.
5. A: How much did you pay for this digital camera?  
B: Not much the price was .....reasonable.

## 2 Reading

***Read the article and answer the following questions:***

1. What do the term “ media of communication” mean?  
.....  
.....
2. Why did mass media grow during the 20th century?  
.....  
.....
3. What is the role of independent media in a democratic society?  
.....  
.....
4. When is the media a threat to democracy?  
.....  
.....
5. How did the appearance of World Wide Web help individuals to address global audience?  
.....  
.....
6. Is the information on the internet always reliable? Why?  
.....  
.....

## 3 Speaking

Work with a partner; imagine that you were a TV correspondent and you want to announce the current events that happened locally or internationally.

## 4 Listening

Listen to the text about the internet and **talk about its** uses

.....

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## 5 Grammar Spot

### **Making comparisons:**

We use *but, however, although, yet* and *nevertheless* to make **comparison** which focuses on a difference.

### **Example:**

*Anyone with a web site can address a global audience, **although** serving to high levels is relatively expensive*

### **Complete these sentences with contrast words:**

1. ....computers are still expensive, they are much cheaper than several years ago.
2. Defense alliances were important in the past. ....economic alliances are even more necessary today.

3. Cable TV nowadays exists all over the world .....it began in rural areas of the U.S.
4. Today the world produces enough food ..... hunger will be worse in the future.
5. French is the main language in Quebec;....., many people also speak English .

## 6 Writing

Mass media can be used for various purposes. Write two paragraphs about that and explain how it affects our life.

*Education - political communication - entertainment - business- public relations - journalism  
- connect - social - spread - morals - economy - world - small village - nations.*

.....

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.....

## 7 Translation

***Translate into good Arabic:***

Electronic mail is the fastest growing way of communication in the world. Today, dozens of networks exist so that almost thirty million people from all continents can communicate with each other. Because E-mail is so fast, convenient, and inexpensive, many people prefer it to regular mail services.

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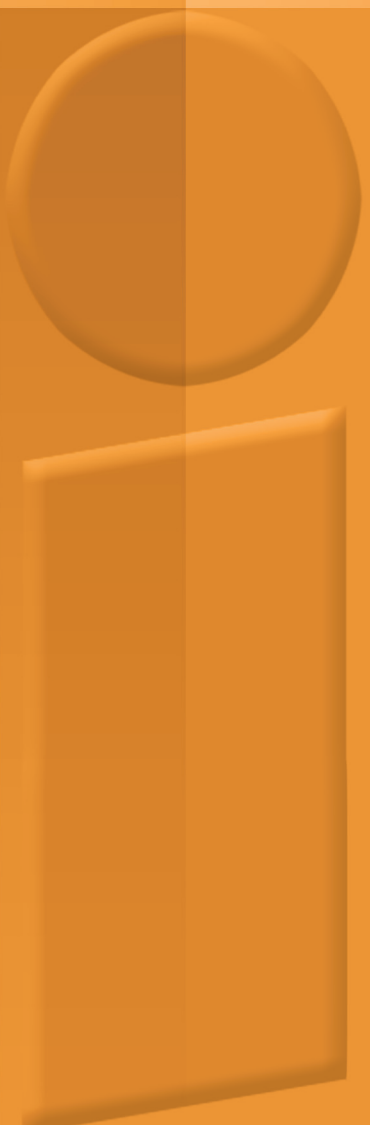
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ELECTIVE COURSE





UNIT

UNIT

5

# Freedom of the Press





## World Press Freedom Day

*World Press Freedom Day  
3 May 2006*

*GA.PRESIDENT'S MESSAGE.*

*THE PRESIDENT OF THE GENERAL ASSEMBLY H.E.MR.JAN ELIASSON ON  
THE OCCASION OF WORLD PRESS FREEDOM DAY 3MAY 2006*

World Press Freedom Day is an annual reminder to the international community that freedom of the press and freedom of expression are fundamental rights enshrined in the Universal Declaration of Human Rights. We need to defend these rights because they are a fundamental cornerstone of democracy and make a true difference in people's lives around the world.

World Press Freedom Day is also an opportunity for the international community to pay tribute to the media professionals who have lost their lives in the line of duty over the past year. We need to strengthen our resolve to ensure the safety and security of journalists around the world.

The theme for this year's observance is 'Media, Development and Poverty Eradication'. It draws attention to the role of the media in eradicating poverty and achieving the Millennium Development Goals(MDGs).If free and independent, with unhindered access to the free flow of information, media can help to inform and educate the public and to check corruption and mismanagement, thus contributing to the process of development.

As recent events have demonstrated, with freedom comes responsibility. It may be one of the downsides of our globalized world that cartoons published in one local newspaper in one country can just a few months later result in prolonged protests around the world, attacks on

diplomatic missions, the loss of lives, and a lingering sense of alienation and anger on all sides. This illustrates the need to foster global tolerance and understanding and to strike a balance between press freedom and responsible reporting.

Press freedom is intrinsically related to human rights and democracy. In recent months, the General Assembly has made important decisions in these areas. In December of last year, the Peace building Commission was set up. One of its main functions will be to support the rebuilding of democratic institutions in countries emerging from conflict. In March of this year, the General Assembly created the Human Rights Council. It is a new human rights mechanism, which signals a new beginning for the promotion and protection of human rights around the world. With these two new institutions, the United Nations will be better equipped to work for peace, development and human rights for all.

# 1 Vocabulary

*Learn the following words with their definitions :-*

|                            |                                                                                                             |
|----------------------------|-------------------------------------------------------------------------------------------------------------|
| <b>Annual</b>              | : happening once a year                                                                                     |
| <b>Fundamental</b>         | : very necessary and important as a part of something from which everything else develop.                   |
| <b>Enshrined</b>           | : (always passive) it is preserved ,especially in written form so that people will remember and respect it. |
| <b>Cornerstone</b>         | : something that is extremely important because everything else depends on it.                              |
| <b>To pay tribute to</b>   | : to say how much you admire or respect someone.                                                            |
| <b>To strengthen</b>       | : to make something stronger or more powerful.                                                              |
| <b>Observance</b>          | : the practice of obeying a law or doing what is expected according to a custom or ceremony.                |
| <b>To eradicate</b>        | : to completely get rid of something such as a disease.                                                     |
| <b>Corruption</b>          | : dishonest, illegal or immoral behaviour especially from someone with power.                               |
| <b>To foster</b>           | : to help a skill, a feeling, an idea... etc.develop over a period of time.                                 |
| <b>Alienation</b>          | : the feeling of not being part of a society or a group.                                                    |
| <b>Lingering</b>           | : slow to finish or disappear.                                                                              |
| <b>To strike a balance</b> | : to give the correct amount of importance or attention to two opposing things.                             |
| <b>Intrinsically</b>       | : being part of the nature or character of someone or something.                                            |
| <b>Institution</b>         | : a large establishment or organization that has a particular kind of work or purpose.                      |

**A-Match the words with their definitions :-**

**(A)**

- 1- to eradicate
- 2-cornerstone
- 3-annual
- 4-to foster
- 5-corruption

**(B)**

- ( ) illegal behaviour
- ( ) get rid of
- ( ) to take great care of
- ( ) every year
- ( ) essential or important.

## 2 Reading

**B-Read the message then answer the following questions:-**

1-When does the world celebrate the Press Freedom Day ?

.....

2-What is the theme of this year's observance ?

.....

3-Why do we need to defend the freedom of the press and freedom of expression?

.....

.....

.....

4-Who should we pay tribute to on that day ?

.....

.....

5-The General Assembly has created two new institutions. They are:

a .....

b .....

6 - Mention one of the main functions of the Peace building commission.

.....



## 3 Grammar Spot

### ***The Present Simple Tense***

We use the present simple to talk about :

***-a general truth, such as a fact.***

Half a million people pass through the station daily.

***-something that stays the same for a long time, such as a state.***

He lives in Kuwait.

***-something that is regular, such as routines, customs and habits.***

They usually spend their holiday in Cairo.

***Write the verb in brackets in the present simple:-***

1-A: I \_\_\_\_\_ this exercise.(not understand)

B: Why don't you ask your teacher.

2-A:About 170 planes \_\_\_\_\_ at or \_\_\_\_\_ from Atlanta airport every hour.

(land, take off)

B:It is one of the biggest airports in the States.

3-A:Most children \_\_\_\_\_ sweets.( like )

B: My little sister is one of them.

4-A:I never \_\_\_\_\_ coffee. ( drink )

B: It's not good for your health.

5-A: He \_\_\_\_\_ to stay at the Ritz, because it is very expensive.(not want)

B: He's absolutely right.

## 4 Speaking

You, as a news reporter, had an interview with one of the well-known editors of a daily newspaper in your country who describes his work as “the job of troubles”. In your group, discuss the points raised with him/her and report back to the class.

## 5 Writing

You are a member of the journalism society in your school. You decided to put down a number of principles for your society as its charter. Write down the main points journalists should abide by.

***The following guide words may help you :***

Truthfulness-clear sources of information-first loyalty to readers-independence from those they cover-neutral-display-not taking sides-independent thinking-complete picture-successes-failures-balance the public right to know with the personal right to privacy.

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## 6 Listening

**Listen to Shelly, who's American, talking to Francis, who's English, about the media in the USA and answer the questions below:-**

1-Do people read mostly regional or national newspapers?

.....

2-Do most people read a newspaper everyday?

.....

3-How many television channels are there?

.....

4-What are the most popular types of programmes ?

.....

5-Is radio more or less popular than television ?

.....

6-Does the government control the media ?

.....



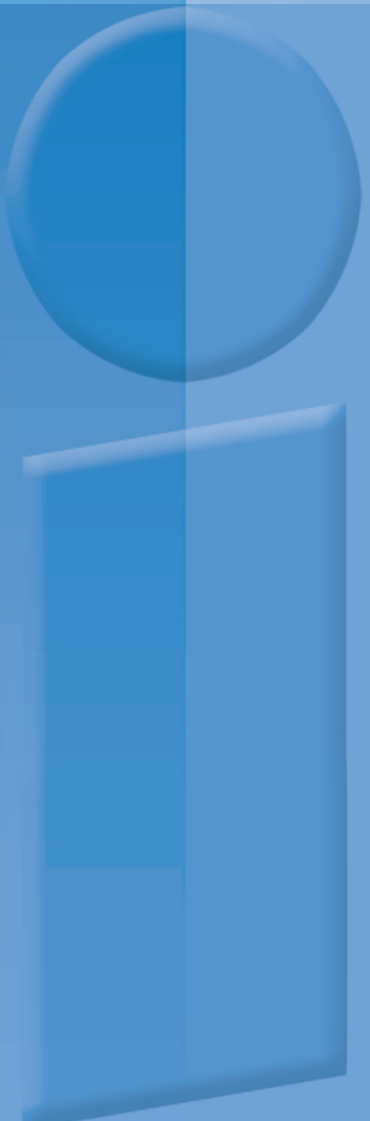
## 7 Translation

**Translate the following into good English :-**

أنني وبمناسبة اليوم العالمي لحرية الصحافة أعلن مجددا تأييدي الكامل للحق العالمي لحرية التعبير. وأحث الحكومات على أن تؤكد التزامها بحق البحث وتلقي المعلومات والأفكار من خلال العديد من وسائل الإعلام دونما اعتبار للحدود.

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ELECTIVE COURSE



**UNIT**

**UNIT**



**News and Views**

**NEWS**







# UNIT 6

## UNIT 6

### News and Views

*1,000 Feared Lost on Doomed Egyptian Ferry*  
SAFAGA, Egypt, Feb. 4, 2006



(AP) Rescue boats picked up at least 362 survivors from an Egyptian ferry that caught fire and sank in the Red Sea. Apparently, the fire was so fast that there was no time for a distress signal. But more than 1,000 missing passengers and crew were feared drowned, officials said Saturday.

Transport Minister Mohammed Lutfy Mansour said investigators were trying to determine whether the fire, which he described as "small," led to the sinking. He denied there were explosions.

Weather may also have been a factor. There were high winds and a sandstorm overnight on Saudi Arabia's west coast.

The ship sank in the dark hours of Friday morning while ferrying people and cars between the Saudi port of Dhuhah and Egypt's port of Safaga. Survivors said a fire broke out, got out of control and an explosion was heard.





Egyptian rescuers had pulled 340 people out of the sea by Saturday morning, Bakr el-Rashidi, the governor of Egypt's Red Sea province, told The Associated Press.

Saudi vessels searching in their waters have retrieved another 22 survivors \_ 20 Egyptians and two Saudis, a Saudi government official told The Associated Press, speaking on condition of anonymity as he was not authorized to speak to the press. Hundreds of relatives desperate for news of their loved ones tried to push their way into Safaga, where survivors from "Al-Salaam Boccaccio 98" ferry were being brought ashore. Port officials were not distributing lists of survivor names to the crowd, which repeatedly tried to break through a line of helmeted police with sticks.

"No one is telling us anything," said Shaaban el-Qott, from the southern city of Qena, who waited all night for news of his cousin. "All I want to know if he's dead or alive."



A spokesman for The Presidency said the ferry did not have enough lifeboats, and questions were raised about the safety of the 35-year-old, refitted ship that should have not been weighed down with 220 cars as well as the passengers.

Many survivors said the fire began about 90 minutes after departure, but the ship kept going. Their accounts varied on the fire's location, with some saying it was in a storeroom or the engine room.

"Fire erupted in the parking bay where the cars were," said passenger Ahmed Abdel Wahab, 30, an Egyptian who works in Saudi Arabia. "We told the crew: 'Let's turn back, let's call for help,' but they refused and said everything was under control. A ship owned by the same company, Al Salam Maritime Transport, collided with a cargo ship at the southern entrance to the Suez Canal in October, causing a stampede among passengers trying to escape the sinking ship. Two people were killed and 40 injured.



# 1 Vocabulary

***A) Learn the following words with their definitions:***

|                   |                                                      |
|-------------------|------------------------------------------------------|
| <b>Doomed</b>     | : believed to be destroyed                           |
| <b>Ferry</b>      | : boat                                               |
| <b>Apparently</b> | : as it seems                                        |
| <b>Distress</b>   | : state of being in danger                           |
| <b>Crew</b>       | : people working on a ship                           |
| <b>Official</b>   | : person who holds a public office in the government |
| <b>Determine</b>  | : decide                                             |
| <b>Vessel</b>     | : a large ship or boat                               |
| <b>Anonymity</b>  | : state of being unknown                             |
| <b>Authorized</b> | : given the right                                    |
| <b>Desperate</b>  | : hopeless                                           |
| <b>Accounts</b>   | : reports, descriptions                              |
| <b>Erupt</b>      | : break out suddenly                                 |
| <b>Collide</b>    | : strike violently against something                 |
| <b>Stampede</b>   | : sudden rush of people                              |

**B) Fill in the spaces with words from the list:**

*authorized – vessel – distress – accounts – collided –  
retrieve – apparently*

- 1- A) Many families are in ..... as a result of the earthquake which hit the village.  
B) I think they should be given immediate help.
- 2- A) What's wrong?  
B) While I was trying to turn, I ..... with the bus.
- 3- A) Why has Salem decided to sell his flat?  
B) ....., he is in need of money.
- 4- A) What's the motive for the crime?  
B) I'm not sure. I've heard different ..... of the story.
- 5- A) Who is expected to be the new minister, sir?  
B) I'm sorry. I'm not ..... to talk to the press.

## **2 Reading**

**A) Scan the news report quickly and find the answers to these questions:**

1- Where did the ferry sink?

.....

2- How many people were rescued?

.....

3- How many people were missing?

.....

4- When did the ferry sink?

.....

5- How many people were pulled out of the sea?

.....

6- Who helped in retrieving more survivors?

.....

7- What was the ferry called?

.....

8- How old was it?

.....

9- When did the fire break out?

.....

***B) read the report again and answer the following questions;***

1- Why couldn't the ferry send a distress signal?

.....

.....

2- What were the factors that led to the sinking?

.....

.....

3- How did the relatives feel? What did they complain about?

.....

.....

4- What varied accounts were given on the fire's location?

.....

.....

## ***3 Speaking***

Working with a reporter, list the different factors that may cause sea disasters and discuss ways to avoid their tragic consequences.

## 4 Grammar Spot

**(A) We use the structure:**

**should + perfect infinitive**

(For example: should have done / should have said) to talk about the past. This structure is used for imagining (thinking about how things could have been different) or for giving advice after the event.

*Look at this example:*

**The ship should have not been weighed down.**

*Now write the correct form of the verbs in brackets:*

- |                                              |           |
|----------------------------------------------|-----------|
| 1-The ferry (not sail) in bad weather.       | 1 - ..... |
| 2-The crew (control) the fire.               | 2 - ..... |
| 3-Rescue services (act) earlier.             | 3 - ..... |
| 4-The ferry (equip) with more lifejackets.   | 4 - ..... |
| 5- The relatives (receive) better treatment. | 5 - ..... |

**(B) We use the structure:**

**so + adjective (that)**

To talk about result. "that" is always optional.

*Look at this example:*

**The fire was so fast that there was no time for a distress signal.**

*Now complete the following:*

- 1- The weather was so bad (that) .....
- 2- The Saudi government official was so cautious (that) .....
- 3- Hundreds of relatives were so angry (that) .....
- 4-The ferry was so old (that) .....

## 5 Writing

*Here are some headlines which appeared in different news reports. Expand them...*

1- Hundreds feared dead as Egyptian ferry sinks

.....  
.....

2- 1.000 ferry passengers missing in Red Sea

.....  
.....

3- "Many dead" as Egypt ferry sinks

.....  
.....

4- Owner of sunken Egyptian ferry stripped of immunity

.....  
.....

5- Ship with 1.400 sinks in Red Sea

.....  
.....

## 6 Translation

***Translate this piece of news into good Arabic:***

GENEVA, Feb 3 (KUNA) -- The Swiss Foreign Ministry said Friday that it has learnt with shock of the news of a grave ferry accident, which occurred overnight from Thursday to Friday in the Red Sea between Dhubah (Saudi Arabia) and Safaga (Egypt).



The Ministry expressed its sincere condolences to the families and friends of the victims as well as to the respective governments.

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## 7 Listening



*Listen to the breaking news, then answer these questions:*

1- How did the passengers' relatives feel?

.....

2- What have they done?

.....

3- What did the Associated Press report?

.....

4- How did the police restore order?

.....

5- How many people were on board when the ship sank?

.....

## 8 Loud Reading

**Read the following aloud:**

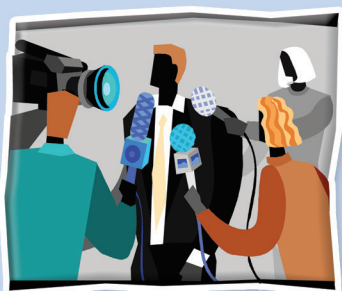
### **“Delayed response”**

Most of the passengers were Egyptians working in Saudi Arabia, and others were said to be pilgrims returning from Mecca.

Relatives’ anger at the lack of information has grown as more details have been released about what happened to the ship, the BBC’s Ian Pannell in Safaga says: *“The rescue mission is reported to have been launched several hours after the ferry sank”*.

And the crew are accused of ignoring warnings to evacuate after the fire broke out on board and the ship began to list.

One survivor told the BBC the alarm system was not working. Others say there were not enough lifeboats and lifejackets for all the passengers.



## 9 Speaking

As a news reporter, you were at the port talking to one of the survivors. You asked him about his feelings after survival, his sufferings in water and how he was rescued.

## 10 Writing

**Write down the dialogue in five exchanges.**

*Guide words:*

*fire – broke out – upside down – jumped overboard – not enough life vests – around me – people dying and sinking – saw a helicopter circling – ignored – 20 hours floating – clinging on to life rings – pulled out.*

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ESBIOGO  
MILITE  
ELECTIVE GOVRS



**UNIT**

**UNIT**

**7**

# **Democracy in Kuwait**





## Parliamentary Life & National Assembly

Kuwait has known the consultative system (Al-Shoora) since 1920. The first state consultative council in the region was formed during the reign of Sheikh Ahmad Al-Jaber Al-Sabah. The first elected legislative assembly was formed in the country in 1938 with 14 members.

Modern parliamentary life in Kuwait began on June 19, 1961 with the elections to the Constituent Assembly. This was followed by the first session of the National Assembly held on January 29, 1963.

The total strength of the Kuwaiti National Assembly is 50. The members are elected for a four year term by secret ballot. The legislative term is divided into annual sessions which are of no less than eight months' duration; the legislative term may be extended by law in times of war or may be shortened if the Assembly is dissolved by a decree. In such an eventuality general elections will have to be held within two months from the date of dissolution.

Each of the 25 constituencies elects two members to the Assembly. Kuwaiti males and females who are 21 years of age have the right to vote. Candidates for the National Assembly must be Kuwaiti nationals and not under 30 years of age. The Assembly's sessions are only valid when more than half of the total number of members are present. Every member has the right to initiate bills. The bill passed by the National Assembly becomes law after it is sanctioned by the Amir, and published in the official gazette.

The National Assembly's financial responsibilities include approval of the state budget and final accounts. The Assembly also supervises executive power through different means, like submitting questions, initiating discussions, and setting up commissions of inquiry. Such supervision can lead to a vote of no-confidence against a minister and result in his resignation. A vote of no-confidence against the Prime Minister is not allowed, but the Assembly has the right of deciding not to cooperate with the Prime Minister. In such a case, the issue is taken to the Amir, who may either relieve the Prime Minister of office and appoint a new Cabinet or dissolve The Assembly and hold fresh elections.



# 1 Vocabulary



- Consultative** : providing advice and suggesting solutions to problems.
- Legislative** : concerned with laws or with making laws.
- Assembly** : a group of people who are elected to make laws for a particular country.
- Session** : a meeting or a period of time used for a particular purpose.
- Ballot** : a system of secret voting.
- To shorten** : to make something shorter.
- Duration** : the length of time that something continues.
- To dissolve** : to formally end a parliament before an election.
- To vote** : to show by making a paper or raising your hand which person you want to elect.
- Constituency** : an area of the country that elects a representative to a parliament.
- Official** : approved of or done by someone in authority, especially the government.
- Budget** : an official statement that a government makes about how much it intends to spend.
- Executive** : the part of a government that is responsible for making sure that new laws and other decisions are done in the way they have been planned.



**Resignation** : the act of resigning, or a written statement to say you are doing this.

**To cooperate** : if two people or groups cooperate, they work together in order to achieve a result that is good for both of them.

**Fill in the spaces with words from the list:-**

*budget - vote - legislative- dissolves- resignation-cooperate*

1- A : Khalid handed in his \_\_\_\_\_ suddenly, after 15 years of hard work..

B : What a great loss!

2- A : Salt \_\_\_\_\_ easily in water.

B : That's scientifically known.

3- A : In 2006, Kuwaiti women got their right to \_\_\_\_\_.

B : They will make a change in the next elections.

4-A : We shouldn't be over \_\_\_\_\_ during the summer vacation.

B : I accept that.

5-A : The National Assembly is the \_\_\_\_\_ authority which has the power to make laws.

B : While the government is the executive one.

## 2 Reading

**A-Scan the passage quickly and find the answers to these questions:-**

1-Since when has Kuwait known the consultative system?

.....

2-How many members were there in the 1938 Assembly?

.....

3-When was the 1st. session of the 1st. National Assembly held?

.....

4-What is the total strength of the Kuwaiti National Assembly?

.....

5- How many constituencies are there in Kuwait now?

.....

***B-Read the passage again and answer the following questions:-***

1-Who has the right to elect the members?

.....

.....

2-How are the members elected?

.....

.....

3-When does a bill become law?

.....

.....

4-Mention two of the National Assembly's financial responsibilities.

a.....

b.....

5-What would happen if the Assembly decided not to cooperate with the Prime Minister?

.....

.....

### 3 Writing

The National Assembly has recently approved the women's political rights. Write an essay, as the political reporter of a local newspaper, expressing whether you are for or against and why.

**The following guide words may help you :-**

**For:-**

*Half of the society-high positions-civilized- share responsibilities-make decisions-proved successful -highly educated-*

**Against:-**

*Natural place-home-raise children-many responsibilities in the family-sentimental-many days off-(maternity-family care)*

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## 4 Listening

***Listen to the news report and answer the following questions:-***



*Wu Bangguo meets  
Kuwaiti National Assembly Speaker*

1- When did the two speakers meet ?

.....  
.....

2-Where was the Second World Conference of Speakers of Parliaments held?

.....  
.....

3-How long did the conference last?

.....  
.....

4-Describe the relations between the two countries.

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

5-What did the two leaders agree upon?

.....  
.....



## 5 Speaking

Working in groups, think about the interview that could have taken place between you, as a TV reporter, and The Speaker of the National Assembly on latest issues.

## 6 Translation

***Translate the following into good Arabic:-***

Kuwait, unlike most of its neighbours, has a well-established national identity and a long history as a democratic nation. It is worth mentioning that democracy can be traced to the eighteenth century when the Kuwaiti people unanimously chose their own leader from among the Al-Sabah family.

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## 7 Grammar Spot

### Defining relative clauses : who and which

We use a non-defining relative clause with who and which when we add extra information to a sentence.

***We use who for people.***

*Example :* Kuwaiti males and females, who are 21 years of age, have the right to vote.

***We use which for things.***

*Example :* The legislative term is divided into annual sessions which are of no less than eight month's duration.

We put the non-defining relative clause immediately after the person or thing it refers to. The relative pronoun replaces the second noun or pronoun.

*Kuwaiti males and females have the right to vote. They are 21 years of age.*

*Kuwaiti males and females, who are 21 years of age, have the right to vote.*

**We separate the relative clause from the main clause with commas or a comma and a full stop if it is at the end of the sentence.**

***Complete these sentences with who or which :-***

1-A : Herman Melville, \_\_\_\_\_ wrote Moby Dick ,was one of the greatest American writers.

B : I read it. It is a fantastic novel.

2-A : Coffee plants, \_\_\_\_\_ only grow in the tropics, need hot, moist climate.

B : That's why the Brazilians export the most coffee in the world.

3-A : Chocolate, \_\_\_\_\_ contains a special chemical, makes us feel as if we are falling in love.

B : I've experienced that feeling.

4-A : Many of the great jazz musicians, \_\_\_\_\_ came from New Orleans, could not read music.

B : But they were really professionals.

5-A : Barbara Cartland, \_\_\_\_\_ is the world's most popular writer, has sold about 400 million copies of her romantic novels.

B : Millions all over the world enjoyed reading them.



ESBIOG MILLIGRE



UNIT

UNIT

8

# The Noble Peace Prize





## The Noble Peace Prize

What kind of persons win the Noble Peace Prize? Almost always, these are individuals who have worked all their lives to fight injustice, and discrimination. Here are four famous examples.

Albert Schweitzer (1875-1965) was a German physician, philosopher, Musician, clergyman, missionary and writer. In 1913, he established the first hospital in the rural areas of West Africa. After many years of humanitarian work, he received the Noble Peace Prize in 1952. Schweitzer used this award money to help Africans who had leprosy. If Schweitzer had not gone to Africa, thousands of Africans that Schweitzer treated might have died.



Martin Luther King, Jr. (1929-1968) received the 1964 Noble Peace Prize for his efforts to create social, and economical equality for American black people to appose discrimination by using non-violent methods. As the result of the efforts of Dr. King and other civil rights workers, Congress passed the Civil Rights Act of 1964 and the Voting Rights Act of 1965. These laws might not have passed if King had not spent years fighting for them. Sadly, King was assassinated in 1968.



Mother Teresa is the Yugoslavian born nun who started the missionaries of charity, who serve the poorest people in the world. She received the Noble Peace Prize in 1979, after starting homes in India for victims of leprosy, homeless children and retarded people.



Mohamed Elbaradei and the International Atomic Energy Agency were awarded jointly the Noble Peace Prize in 2005 for their 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.

Other winners of the Noble Peace Prize include Willy Brandt, George Marshall, Rene Cassin, Wangari Maathai and Shirin Ebadi. How would history have been different if these people had never been born?

# 1 Vocabulary

*Learn the following words with their definitions:*

|                     |                                                                                                |
|---------------------|------------------------------------------------------------------------------------------------|
| <b>Rural</b>        | : places are far away from large towns or cities.                                              |
| <b>Humanitarian</b> | : a person or a society try to avoid making people suffer or help people who are suffering.    |
| <b>Leprosy</b>      | : an infectious disease that damages people skin.                                              |
| <b>Economic</b>     | : concerned with the organization of money, industry and trade of a country or society         |
| <b>Equality</b>     | : the same status rights and responsibilities for all the members of society.                  |
| <b>Voting</b>       | : to have the legal right to indicate your choice in an election.                              |
| <b>Assassinate</b>  | : to be murdered as a political act.                                                           |
| <b>Charity</b>      | : an organization which raises money to help people who are very poor or ill.                  |
| <b>Retarded</b>     | : much less advanced mentally than most people of the same age.                                |
| <b>Nuclear</b>      | : relating to nuclei of atoms, or the energy released when these nuclei are split or combined. |

***Find words from the text that means the following :***

1. The practice of treating one person or group of people less fairly.

.....(paragraph1)

2. A prize given for doing something good.

.....(paragraph2)

3. Methods of bringing about changes without hurting people or causing damage.

.....(paragraph3)

4. The right that people have in society to equal treatment and equal opportunities.

.....(paragraph3)

5. Someone who had suffered as a result of unpleasant circumstances.

.....(paragraph4)

## ***2 Reading***

***A) Scan the text and fill in the table with the information required:***



| Name       | Nationality | Award received | Achievement |
|------------|-------------|----------------|-------------|
| Schweitzer |             | 1952           |             |
|            |             |                |             |
|            |             |                |             |
|            |             |                |             |
|            |             |                |             |

**B ) Answer the following questions :-**

1- Who usually wins the Noble Peace Prize?

.....

2 -What did Albert Schweitzer do with the prize money?

.....

.....

3 -Why did the American Congress pass certain laws in 1964 and 1965?

.....

.....

4-How did Martin Luther King die?

.....

.....

5-What do you know about Mother Teresa ?

.....

.....

### 3 Grammar Spot

The conditional can be used to describe ideas about past situations or events that did **not take** a place. The past perfect tense is used in the **if** clause. Modal (usually **would, could or might + have + past participle**) is used in the main clause.

*Look at that example:*

**If Schweitzer had not gone to Africa, thousands of Africans might have died.**

***Complete the following sentences with your own ideas. Pay attention to your verb forms and modal auxiliaries.***

1. If my family had more money, .....
2. If she had followed the instructions, .....
3. Yesterday, I would have stayed home if .....
4. If they had joined the training course, .....
5. He wouldn't have run out of petrol if .....
6. If you told your father the truth, .....

### 4 Speaking

Work with a partner and talk about somebody you nominate to win a Noble Prize and discuss why.

## 5 Writing

Write a paragraph about an Arab or a Muslim who won a Noble Prize. You can write about his/her job-nationality-the year he/she received the award - his/her accomplishments - your opinion.

.....

.....

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.....

.....

.....

## 6 Translation

**Translate into English:**

ولد الدكتور أحمد زويل في مصر سنة ١٩٤٦ ، عمل كمتدرب في شركة شل في الإسكندرية وأكمل دراساته العليا في الولايات المتحدة حيث نال درجة الدكتوراه من جامعة بنسلفانيا ، ثم انتقل الدكتور زويل إلى جامعة بركلي بولاية كاليفورنيا وانضم لفريق الأبحاث هناك ، وفي عام ١٩٩٩ م حصل على جائزة نوبل للكيمياء لانجازاته في نفس المجال .

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