

Project 2
Peace and conflicts

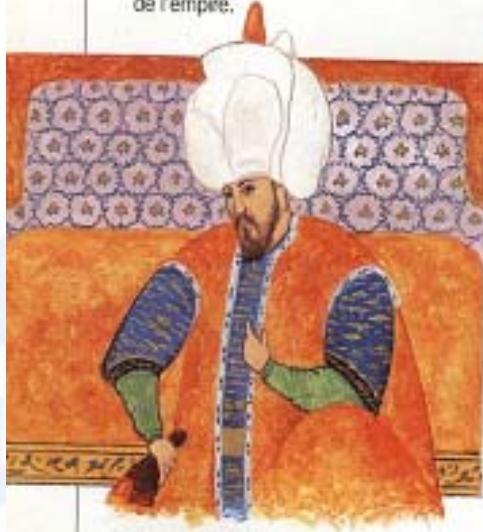
The plan of the seance

- **Sequence 1**
- **Sequence 2**
- **Sequence 3**
- **Sequence 4**

De l'Empire ottoman à la création de l'Etat d'Israël

1516

Conquête ottomane de la Palestine qui fait désormais partie, pour quatre siècles, des provinces arabes de l'empire.



1917

Les Britanniques s'emparent de Jérusalem et forcent les Turcs à capituler. Lord Balfour promet aux Juifs l'établissement d'un Foyer national en Palestine.

114 GEO



- **Sequence 1:**

I. Reading Activities.



Read the following text

Major Achievements of the United Nations

The United Nations was established after the Second World War to help stabilize international relations and maintain peace in the world. Here, in brief, is a sampling of what the United Nations organizations have accomplished since 1945 when the world organization was founded.

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1. **Maintaining peace and security** – By deploying peace-keeping forces and observer missions in conflictual areas, the United Nations has been able to restore calm to allow the negotiating process to go forward.
2. **Making peace** - Since 1945, the United Nations has been negotiating many peaceful settlements that have ended some conflicts in the world.
3. **Promoting democracy** -By providing electoral assistance, the United Nations has enabled people in many countries to participate in free and fair elections
4. **Promoting human rights** - Since adopting the Universal Declaration of Human Rights in 1948, the UN Human Rights Commission has worked on cases of torture and arbitrary detention and put pressure on governments to improve their human rights records.
5. **Preventing nuclear proliferation** - The United Nations has helped minimize the threat of a nuclear war by inspecting nuclear reactors in 90 countries to ensure that nuclear materials are not used for military purposes.
6. **Handing down judicial settlements of major international disputes** - By giving judgments and advisory opinions, the International Court of Justice has helped settle international disputes involving territorial issues, hostage-taking and, the right of asylum.
7. **Providing humanitarian aid to victims of conflict** - More than 30 million refugees fleeing war, famine or persecution have received aid from the UN High Commissioner for Refugees since 1951.
8. **Aiding Palestinian refugees** - Since 1950, the United Nations Relief Agency has supported Palestinian refugees with free schooling, essential health care, relief assistance and key social services.
9. **Providing safe drinking water** - UN agencies have worked to make safe drinking water available to 1.3 billion people in rural areas during the last decade.

10. **Establishing " a zone of peace for children" -** UNICEF pioneered the opening of "Corridors of Peace" to provide vaccines and other assistance desperately needed by children caught in armed conflict.

1. Study the following examples taken from the text.

- **By deploying** peace keeping forces and observer missions in conflictual areas, the United Nations has been able to restore calm and security
- **By providing** electoral assistance, the United Nations has enabled people in many countries to participate in free and fair elections
- **By giving** judgments and advisory opinions, the International Court of Justice has helped settle international disputes



Now, match the prompts in column A with the prompts in column B so as to make coherent sentences

A	B
1- By negotiating peaceful settlements ,	a- the UNO has helped people in rural zones.
2- By providing humanitarian aid to victims of conflicts,	b- the UNO has supported Palestinian refugees.
3- By working on cases of torture and detention ,	c- UNICEF has assisted children .
4- By providing free education, primary health care and key social services,	d- UNO has ended many conflicts in the world.
5- By providing safe drinking water ,	e- has improved human rights records.
6- By creating a children's peace zone,	f- the UNO has helped people flee war, famine and persecution.

We can also say:

- The United Nations has been able to restore calm and security by deploying peace keeping forces and observer missions in conflictual areas.
- The United Nations has enabled people in many countries to participate in free and fair elections **by providing** electoral assistance.
- The International Court of Justice has settled international disputes **by giving** judgments and advisory opinions.

a) **Now, find one sentence in the text built in the same way.**

.....

b) **Rewrite the sentence in another way**

By.....

2. Write the full sentences from table 1 in the same way. Give the two possibilities.

a) By negotiating.....

The UNO

b) By providing

The UNO.....

c) By working

The UNO

d) By providing

The UNO

e) By providing

The UNO

f) By creating

The UNICEF.....

Pay attention to the use of the gerund after the preposition “**by**”

By + verb + ing is used to say **how** something **happens**

If it comes at the beginning of the clause, put a coma (,)

By + verb + ing ,
or **by**
.....



II. Mastery of Language

Word Power:

- a) Suffixes can change the word-class and the meaning of the word

Suffixes	Meaning	Examples
-ful	adjectives with a positive meaning	peaceful - forgetful
-less	adjectives with a negative meaning	useless - cloudless
-dom	abstract nouns	freedom - boredom
-ship	abstract nouns especially status	friendship- membership
-able	with verbs, means "can be done"	drinkable - countable

1. Add the correct suffix to the words in the box and write them in the appropriate column:

relation - king - owner - accept - leader - tact - martyr - care - read - wise - thought - care - use - star - use - understand - hope - thought - recognize - hope - companion - member - count - bore - taste

-ful	-less	-dom	-ship	-able
useful	useless	freedom	membership	drinkable

2. Complete these sentences with the correct word:

- a) A is a country ruled by a king or a queen.
- b) Water in Gaza is salty. It is not, so Palestinians have to buy mineral water even if it is expensive.
- c) The UN peace-keeping forces are.....because of their blue helmet.
- d) The Palestine Liberation Organization (PLO) fights for the of its people.
- e) American black people fought and obtained their citizen's rights under Martin Luther King's.....
- f) Don't forget to renew yourin the tennis club.
- g) We really get on well with our neighbours. We have good with them.

- h) Gandhi was known for his good judgment and his ability to make the right decisions. He was esteemed for his.....
- i) Ali la Pointe'sencouraged Algerians to resist the French occupation.
- j) Zinedine Zidane is a football star. He rose to in the 1998 World Cup.
- k) I really like her because she is.....
She is always careful to do things to make other people happy and comfortable. I can't stand.....people.
They don't think of the needs and feelings of others.
- l) Smoking is notany more in public places in England.
- m) We must beabout the future and believe that one day in the future we will live in a peaceful world.

• Sequence 2:

I. Reading Activities

Read the following extract and then do the exercises that follow.

Palestine and the Occupied Territories



The UN General Assembly voted the original partition of Palestine in November 1947 and the UN deployed its first peace-keeping forces to monitor the ceasefire lines after the war of 1948.

For many years, successive Israeli governments refused to consider a Palestinian state. In the 1970s both sides began to recognize the need for compromise. The Palestinians proposed a separate state, claiming as their homeland the territories occupied by Israel in the 1967 war. This idea found support in the international community, and Israel was called on to

withdraw from this land according to UN Security Council Resolutions 242 and 338.

Since resolutions, the Security Council has taken no significant steps to end the Israel-Palestine conflict.

Israel's 1967 occupation of other territories complicated the matter.

Key issues that stop the "peace process" include:

Israel's occupation,, sovereignty over Jerusalem, and the right of return of Palestinian refugees.

Gaza. Elle durera sept ans.

œuvre de l'Autortte
palestinienne dont
Yasser Arafat assure
la présidence.



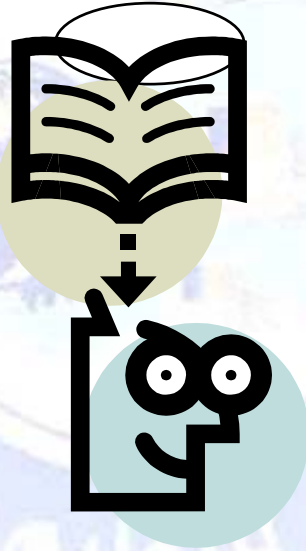
1. Match the words in column A with the correct definitions in column B

A		B
1. partition	1...f	a. The country where you were born
2. to monitor		b. to move out of a place
3. legitimacy		c. an agreement that is achieved after someone accepts less than what he / she wanted at first.
4. compromise		d. help and encouragement you give to someone.
5. claiming		e. action of operating according to the law.
6. homeland		f. the separation of a country into two.
7. support		g. to carefully watch or examine something for a period of time .
8. to withdraw		h. independence.
9. maintained		i. made something continue in the same way.
10. sovereignty		j. stating that you have a right to something.

2. Complete the table below with words and correct form of verbs from the text so as to get a summary of the events in the chronological order:

Dates	Events	Actions Taken By UNO
1947	-The UN General Assembly..... theof Palestine	-None
1948	The war broke.	-UNO..... peace..... forces in Palestine.
1967	-Israel..... Palestinian territories.	-UNO supported Israel.
1970	-Palestine the creation of a separate	-UNO approved but did not significant measures.
Up to now	-Israel has not respected the laws by occupying Palestinian territories	- UNO has taken no significant measures to the conflict.

If+subject+verb in the past
perfect subject+would
 have+past
 participle of the verb



3. Match the following statements so as to write conditional sentences like in the example :

1. If UNO had not voted the partition of Palestine,	1...	a) UNO would not have deployed peace keeping-forces in Palestine.
2. If the war had not broken,	2...	b) There would not have been an endless conflict in Palestine.

1.....
.....

2.....
.....

Look at these examples

eg. **If** men **identified** themselves as world citizens, conflicts **would disappear** in the world .

or -Conflicts **would disappear** in the world **if** men **identified** themselves as world citizens.



4. Give the correct form of the verbs as in the examples above. Give the two possibilities for each sentence.

a) If nations accepted to solve conflictual points by discussing, they (settle) international disputes.

.....
or.....

b) If all nations (respect) international laws, men would live in a peaceful world.

.....
or.....

c) If all the countries (agree) to adopt a fair international system of solving conflicts, our world (be) politically and socially stable.

.....
or.....

d) If Men (share) interests and values, they (achieve) democratic ideals and human rights standards.

.....
or.....

e) If schools (integrate) universal principles in their programs; children (grow) as responsible citizens.

.....
or.....

f) If Men (promote) international cooperation, they (develop) world partnership.

.....
or.....

Remember:

If + subj + verb in the past simple

→ subj + would + stem



• Sequence 3:

1. Reading Activities

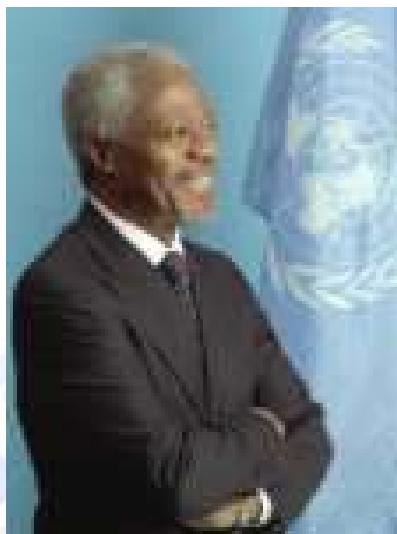
What are the Millennium Development Goals?

Here are some of the Millennium Development Goals (MDGs) for the target date of 2020, as defined by the United Nations Organisation and agreed by all the worlds' countries and all the worlds leading development institutions.

GOALS

1. Settle international disputes
2. Maintain peace
3. Ensure world Stability
4. Promote democracy
5. Achieve universal education.
6. Develop a global partnership for development.

II. Mastery of Language



3. Read the UN General Secretary's declaration.

"We will have time to reach the Millennium Development Goals in most, or even all countries but only if we act immediately. We cannot win overnight. Success will require action across the entire decade between now and the deadline. It takes time to train the teachers, nurses and engineers; to build the roads, schools and hospitals; to grow the small and large businesses able to create the jobs and income needed. So we must start now. And we must more than double global development assistance over the next few years. Nothing less will help to achieve the Goals."

**United Nations Secretary-General
Kofi A. Annan**

1. Give the correct form of the verbs between brackets so as to write the conditional statements related to the Millennium Goals as stated in Mr Kofi's declaration. Write the two possibilities:

Examples:

- We **(reach)** the Millennium Development Goals **if** we **(start)** action immediately.
- We **will reach** the Millennium Development Goals **if** we **start** action immediately.

OR:

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If we **start** action immediately, we **will reach** the

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Millennium Goals.

- a) We (meet) the fixed deadlines if we (multiply) our efforts.

.....
or

- b) We (train) qualified people if we (develop) international cooperation.

.....
or

- c) We (create) jobs worldwide if we(support) small and large businesses in developing countries.

.....
or

- a) We (improve) the conditions of life of people if we (help) countries to promote economic growth.

.....
or

Remember : conditional sentences			
Situation	Examples	Structure	Meaning
-true in the present and future	- If we start action immediately, we will reach the M D Gs. -We will reach the M D Gs if we start action immediately.	IF + Present → Future Future → If + Present	Probability: 75 %. High probability to fulfil the condition
-untrue in the present and future	- If nations respected international laws, Men would live in peace. - Men would live in peace if nations respected international laws	If + Past → would + stem would + stem → If + Past	Improbability: 25% Desired but improbable results

(continued)

-untrue in the past	- If nations respected international laws, there would not have so many conflicts.	If + Past perfect → would have + past participle. Would have+ past participle → if + past perfect.	Impossibility: 0% Desired but impossible results because we refer to the past time
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• Sequence 4:

I. Reading Activities



1. Read the text and find out which of the following statements correspond to Bono's message to the world community? Write "T" for true and "F" for false.

In Autumn 2004, Bono, a famous rock star from Irish origin addressed a striking message to the world community in Toronto, Canada.

Here are extracts of his speech:

In my opinion, there is something wrong in our world- a world where the majority of people survive with less than one dollar by day- We , the

privileged minority, are only interested in our welfare and our future.

Paradoxically, both our welfare and future depend on the future of the wretched. This is why we must understand what is at stake. Think, just for a moment, that every day 6500 Africans are dying because of AIDS: a disease that can be now prevented and even treated. 6500 persons –more than this room can shelter- died yesterday and will die tomorrow. Africa, a whole continent, is on fire- and fire can spread quickly if we do nothing. Poverty and despair give birth to anger and violence which, as everyone knows, generate risks of war and acts of terrorism... our destiny is linked to theirs so we like or not, we'd better change things and we'd rather start

immediately. Future generations will remember us because of what we did or failed to do when a whole continent was on fire.

We'd better change things =
it is preferable to change things



- a. We cannot be secure in an insecure world.
- b. Our welfare and future are threatened by AIDS.
- c. The situation in Africa is dramatic but we can do nothing.
- d. Some people might think they are not concerned but they are wrong.
- e. Let's stand up together for human rights.
- f. The future generations will blame us if we don't act.

II. Mastery of Language

1. Use the ideas of column B in the table to write sentences as in the examples of the sentences that follow the table.

Facts about Africa	What we can / could/ should / ought to / must / have to do
1. One African out of two has less than one dollar a day.	a. (make a contribution to charity associations / collect books, clothes, medicine...)
2. Forty five million African children do not go to school	b. (invest in educational fields).
3. More than 26,6 million African people suffer from AIDS.	c. (export affordable medicine and participate to prevention campaigns).
4. One African out of five is caught in an armed conflict.	d. (encourage discussion and protect civilians effectively)
5. Fourteen African countries are suffering from droughts	e. (develop a project of water management in Africa)
6. (Thirteen per cent of the world population is African but Africans participate to only 2% of the international exchanges).	f. (Reinforce links and exchanges between Africa and the rest of the world).

eg. a) We could make a contribution to charity associations.

- We can also collect books, clothes, and medicine.etc.

b) The international community should.....in educational fields.

c) The World Health Organization must affordable medicine and everyone has to.....

d) UNO must.....discussion. and

ought to civilians effectively.

e) The International Organizations had better
.....

2. Now, complete the following sentences with the most appropriate modal.

a) (can – must – have to)

Maintaining peace and judging criminals are our priorities. However, it's not sufficient. We also let people, who suffered from the war, know that justice was done. We.....to explain to ordinary citizens what is happening so as to avoid personal revenge. We believe that our action stop the cycle of violence.

b) (ought – should – could)

There are almost no educational tools in schools in some African countries. Weto support the “Computer Program for schools in Africa” in many ways. We volunteer to collect extra computers from public and private companies and help renovate them before sending them to Africa. We also launch educational programs to allow people to study on line.

c) (might- it's preferable – may)

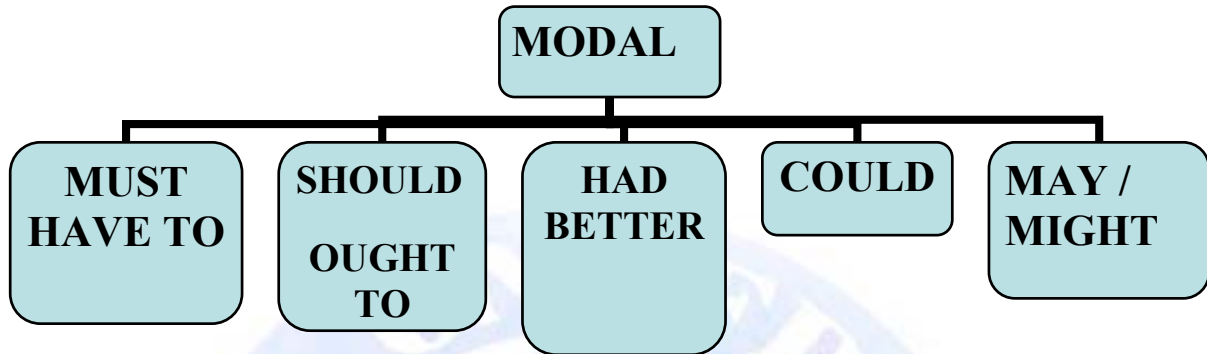
Weprovide humanitarian aid by making donations to charity associations but I thinkto train people to exploit their land. In this way they.....improve the quality of their crops.

d) (ought – can x 2 – had better)

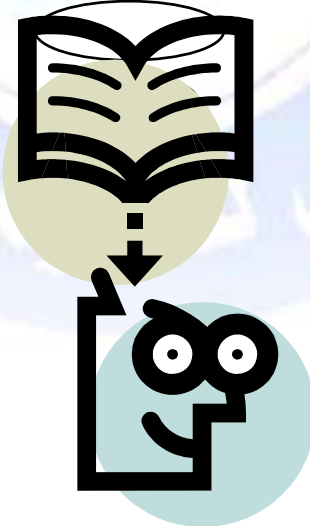
Fighting AIDs in Africa is an urgency but what we do? We.....support the 'Youth Program'. Weto help people overcome social taboos. We..... explain to them the risks of the disease through campaigns and meetings.



3. Study the following diagram of modals, then consider their different significations. After that do the exercise that comes just after.



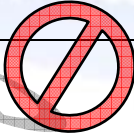
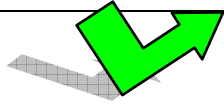
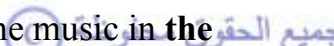
When using a **modal** in a sentence the verb following it takes the **infinitive form without « to »**



Meaning	Modals	Examples
1. Expressing necessity : “ must ” is stronger than “ have to ”.	must/ have to	- Nations must respect international laws. - Nations have to respect international laws.
2. Giving advice	Should/ ought to	- You should join an association. - You ought to join an association.
3. Giving advice: — (warning with possible bad consequences) “ had better ” is more common in speaking than in writing.	Had better = (’d better)	- We’d better act before it’s too late
4. Making suggestions : and offering possibilities	Could	- You could make a contribution to Greenpeace.
5. Expressing probability “ may ” for ≈ 50% of probability “ might ” for ≈ 25% of probability	May/ might	- You may change things if you make an effort. - Some People might not understand the reasons of your actions.

4. Study the following table.

It shows you the “USE” and “OMISSION” of the indefinite article “the”

WE DO NOT USE THE 	WE USE The 
<p>1. to speak of someone or something for the first time. eg. I read an article on solidarity</p> <p>2. to speak in general. eg. Is she looking for a job?</p>	<p>1. to speak of someone or something for the second time: eg. The article I read is interesting.</p> <p>2. to speak of ONE specific thing: eg. Did she get the job she applied for? eg. I like the music in the </p>

eg. I like music

3. before names of people and places in general:

eg. people: Mary Smith

eg. continents: America, Asia

eg. countries:

England, Canada, Palestine

eg. cities, towns: Baghdad, Gaza,

eg. mountains: Mount Everest, Mount Fuji.

4. to talk of people in general:

eg. Americans like hamburgers.

eg. Mexicans like spicy food.

5. To speak about someone:

eg. -a young man, an unemployed woman, a homeless person, a poor man.

6. with names of important buildings and institutions:

eg. Buckingham Palace, Cambridge university.

7. Before: Northern, Southern, Eastern, Western

eg. Northern Algeria, Southern Canada

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movie.

3. -with plural names of people:

eg. The Smiths

(= the Smith family)

-with some compound names of countries:

The U K., the USA

-With mountain ranges:

The Rocky Mountains

(The Rockies) The Alps

4. – with some nationality adjectives:

eg. The French, The

Dutch, the Spanish,

- With nationality words ending in –ese:

The Chinese ; the Sudanese

5. to talk about groups of people . (always plural in meaning):

eg. The young, The poor

6. _____

7. Before the words:

eg. The North, the South, the East, the West.

eg. The North of Algeria, The South of Canada

8. But we say :

eg. I'm going to the bank.

My sister went to the doctor.

I often go to the theatre

9. When the thing or person we mean is obvious in the situation

<p>8. We say: Is there a bank near here? My sister is a doctor There is not a theatre in this town</p> <p>9. before a noun + number : eg.UN Security Council Resolutions 242 and 338.</p> <p>10. before names of meals: eg.What did you have for breakfast?</p> <p>11. _____</p> <p>12. _____</p>	<p>eg.The UN Security Resolutions were not respected.</p> <p>10. _____</p> <p>11.When we speak of something unique: -The earth, the sun, the moon, the sky, -The White House, the Sahara Desert.</p> <p>12.. With the names of oceans, seas, rivers and canals: eg. the Atlantic, the Mediteranean, the Amazon, the Suez Canal</p>
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a) Supply “the” where necessary. Put X if not necessary.

1. A car crashed into a tree near....post office yesterday. ...driver of....car wasn't hurt but ...car was badly damaged.
2. Many people are afraid ofdogs.
3. We can learn a lot frompeople from other cultures.
4. I spent a year in..... China and I learnt a lot from..... people I worked with.
5. The path to.....Peace is sometimes a long process.
6. Airport announcement:...Flight 238 to London is now boarding at..... Gate 8.
7. What time isdinner ?
8. Africa is much larger than.....Europe.
9.Algeria is in.....northern Africa.
10. Last year I visited.....Mexico and.....USA.
11. Most..... Algerians live in..... north of..... country.
- 12.....life is not easy for.....unemployed.
13. Andy Johnson isAmerican but he lives in.....UK. He has a flat in.....London not far from..... Hyde Park. He enjoys working in.... England but he dislikes..... English weather.

How good is your geography?

b) Use this table to answer the questions and supply “the” when necessary. (You do not need all the names).

Use an atlas if needed.

Continents	Countries	Oceans and seas	Mountains	Rivers and canals
Africa	Canada	Atlantic Ocean	Alps	Nile
Asia	Indonesia	Indian Ocean	Andes	Thames
Australia	Sweden	Pacific Ocean	Himalayas	Mississippi
Europe	Thailand	Red Sea	Rockies	Panama Canal

eg.-What must you cross to travel from Europe to America?

→ The Atlantic Ocean

1. Where is Argentina?

.....

2. What is the longest river in Africa?

.....

3. Which country is Stockholm the capital of?

.....

4. What is the name of the mountain range in the west of North America?

.....

5. What is the name of a sea between Africa and Europe?

.....

6. What is the smallest continent in the world?

.....

7. What is the name of the ocean between Africa and Australia?

.....

8. What is the name of the ocean between America and Asia?

.....

9. What river flows through London?

.....

10. Which country is Bangkok the capital of?

.....

11. What joins the Atlantic and Pacific Oceans?

.....

12. What is the longest river in South America?

.....

Pronunciation and Spelling

* “to”in”have to’ is usually pronounced
-eg. We have to help others

* “ought to” is pronounced

/oʊtə/

eg. You ought to help others



1. Now, practice with these patterns.

-You have to participate in the class debate

.....

-You ought to understand the source of the conflict.

.....

2. Read the following transcriptions and write the sentences:

- [wi: haev t ə kri:'eit ðə tfein ə v səli'dæriti]

.....
.....

- [ju o:tə læ:n hau t ə sɒlv disə'gri:ment]

.....
.....

Stress mark

*You can change the meaning of a question by stressing different words.

a. eg. Have **you** heard Bono's speech?

Here, we insist on **YOU**, not someone else.

b. eg. Have you heard **Bono**'s speech ?

Here, we insist on the speaker **BONO**.



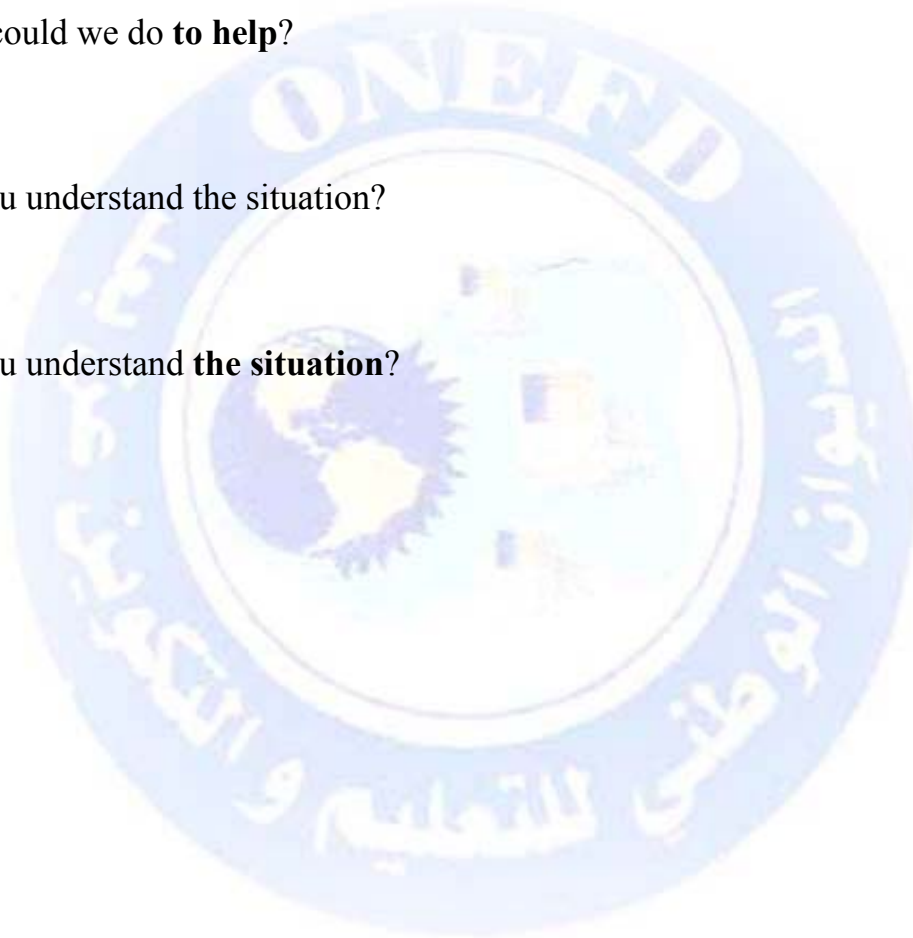
Now, practice orally with these patterns.

-**What** could we do to help?

-What could we do **to help**?

-**Do** you understand the situation?

- Do you understand **the situation**?



Prefixes can give you the opposite meaning of words.

Prefix	Meaning	Examples
-dis	- not	disappear
-in	- not	inaccessible
-ir	- not (before a word beginning with 'r')	irreversible
-il	- not (before a word beginning with 'l')	illegal
-un	-not	unconstitutional

Now, practice.

Add the correct prefix to the words in the box and write them in the appropriate column.

logical – dependent – regular – licit – reparable –replaceable – believe – connect - literate- legible – certain – like – qualify – legitimate – lucky – competent - accurate – alienable- comparable – comfortable - agree – reversible – packed – conscious - capable

-dis	-in	-ir	-il	-un
		irreplaceable		

III. Writing Activities

Think of a conflict you had with a classmate, a friend, or a neighbour.

What was the conflict about?

When was it?

How did you settle it?

Would you have acted differently if you had had the opportunity?

You can use these ideas:

- understand the source of conflict
- try to work together for resolving the conflict
- try to understand the other's point of view
- participate to the negotiation
- discuss and suggest compromise
- be positive and give constructive criticism

.....

.....

.....

.....

.....

.....

Realization of the project

“All men ...are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness”.

The Unanimous Declaration of the Thirteen United States of America

Do you know of any countries where death penalty has been abolished?
Talk to some of your friends and relatives and report their opinions on this topic.

.....

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.....

.....

