



February–March 2005. N° 20.

Bimonthly Review of the English Department, Cadi Ayyad University, Beni Mellal, Morocco. Editor: Khalid Chaouch.

EDITORIAL

And the Phoenix is rising from its ashes.

This is the story of a mythical bird that died but rose from its ashes. And this can, to a certain extent, be the story of the Faculty of Letters at Beni Mellal. This institution was sinking like a wrecked ship. Fortunately – and much to our joy – some lucid people refused to accept the accomplished fact, because they believed that they were capable of a lot and that ACADEMIC life should continue in spite of everything.

This is evidently an allusion to the recent, bustling activity of the Faculty of Letters, Beni Mellal, after months of funerary silence. First, the Research Center on Culture and Communication (RCCC), English Department, organized a national colloquium on Edward Said; second, the students of our Department organized their own Cultural Day; the students of the Department of Arabic did the same; third, the French Department organized a series of meetings and presentations given by scholars from inside and outside the city of Beni Mellal; and the Tadla Studies Institute (Department of Arabic) inaugurated its ‘First Meeting of Creative Poets.’ At another level, the local office of the SNESSUP was recently elected after a long period of controversy and divergence.

The present revival, which came after a miserable stagnation, is clear indication that it is better for our Faculty of Letters to reactivate its human, administrative, and material resources and set them in

the direction of producing art, doing scientific research, and organizing cultural and literary manifestations, instead of wasting our time on trivial matters.

The Editor

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⇒ **PEN CIRCLE**

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Writing the five-paragraph essay

The five paragraph essay measures a student's basic writing skills, and is often a timed exercise. Use this Guide to help you practice and succeed at this form of writing. Getting started means getting organized.

Analyze the assignment; determine what is required: With a highlighter, note important words that define the topic. Then organize your plan. For example, you have been given this writing prompt:

You have a present that was really memorable. It could have been given for an important occasion or just for no reason at all. Tell us about the present and why it was memorable. Include the reason it was given, a description of it, and how you felt when you got it.

The objective is to write a narrative essay about a present you were given. The subject is a memorable present. The three main subtopics are: 1/- the reason it was given, 2/- a description of it, 3/- and how you felt when you got it

Outline your five paragraph essay; include these elements:

<p><u>Introductory</u> Paragraph General Topic Sentence: memorable present 1. Subtopic One: the reason it was given 2. Subtopic Two: a description of it 3. Subtopic Three: how you felt when you got it (Transition)</p>	<p><u>First Supporting</u> Paragraph: Restate Subtopic One Supporting Details or Examples Transition</p>	<p><u>Second</u> Supporting Paragraph: Restate Subtopic Two Supporting Details or Examples Transition</p>	<p><u>Third Supporting</u> Paragraph: Restate Subtopic Three Supporting Details or Examples Transition</p>	<p><u>Closing or Summary</u> Paragraph: Synthesis and conclusion of the thesis rephrasing main topic and subtopics.</p>
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Write the essay! Think small, then build the full essay gradually. Divide your essay into sections and develop each separately.

The Introductory Paragraph

- **The opening paragraph sets the tone:** It not only introduces the topic, but where you are going with it (the thesis). If you do a good job in the opening, you will draw your reader into your "experience."
- **Write in the active voice:** It is much more powerful. Do that for each sentence in the introductory essay. Unless you are writing a personal narrative, do not use the pronoun "I."
- **Varying sentence structure:** Avoid the same dull pattern of always starting with the subject of the sentence.
- **Brainstorm to find the best supporting ideas:** The best supporting ideas are the ones about which you have some knowledge. If you do not know about them, you cannot do a good job writing about them. Don't weaken the essay with ineffective argument.
- **Practice writing introductory paragraphs on various topics:** Even if you do not use them, they can be compared with the type of writing you are doing now. It is rewarding to see a pattern of progress.

Supporting Paragraphs

- **Write a transition to establish the sub-topic:** Each paragraph has to flow, one to the next.
- **Write the topic sentence:** The transition can be included in the topic sentence.
- **Supporting ideas, examples, details must be specific to the sub-topic:** The tendency in supporting paragraphs is to put in just about anything. Avoid this: the work you have made above with details and examples will help you keep focused.
- **Vary sentence structure:** Avoid repetitious pronouns and lists ; avoid beginning sentences the same way (subject + verb + direct object).

The Ending or Summary Paragraph

- **Restate the introductory thesis/paragraph** with originality: Do not simply copy the first paragraph
- **Summarize your argument** with some degree of authority: this paragraph should leave your reader with no doubt as to your position or conclusion of logic
- **Be powerful** as this is the last thought that you are leaving with the reader.

Edit and revise your essay

- **Check your spelling and grammar:** Subjects and verbs agree, and verb tenses are consistent
- **Examine your whole essay for logic:** Avoid gaps in logic, or too much detail.

Review individual sentences

- **Use active verbs to be more descriptive:** Avoid passive constructions and the verb "to be"
- **Use transitional words and phrases:** Avoid sentences beginning with pronouns, ("There are.....")
Example: "There is a need to proofread all works" becomes "Proofreading is a must."
- **Be concise:** though vary the length and structure of sentences

Ask a knowledgeable friend or your teacher to review and comment on your essay

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The Poet's Corner	
<p>This corner is devoted to all kinds of attempts by all students in poetry or poetic criticism. Such writings should be typed, or presented in handwriting as clear as possible, and submitted to the Department office. Attempts either published or not, will not be returned.</p>	<p>My country is full of unfairst* And everyone has pains and fears I decided to go away And never come back from today Waving to everyone goodbye While it was pouring from the sky I started stomping down And my face turned brown Passing across a coral reef Looking for some relief Since I've never been employed Though my diplomas are acknowledged I was looking for a place Where I could find no face Because I dislike much To keep with people in touch I feel as if I were bare When work opportunities are rare I've heard a voice Saying you'll never rejoice This is a law And you must withdraw I turned ill And had no will To claim for my right When there was no light I was leaning against a palm Thinking deeply calm Deciding to go away Even if it was a wintry day.</p> <p style="text-align: right;">Ali El-Azouzi, (2nd Year)</p>
<p style="text-align: center;">What Must Be Felt</p> <p><i>Everyday, when all the people go to bed, the ghost of death grizzles my hair and tears my being. What if I cease to be tonight, this hour or that moment? No one can know but Allah the merciful.</i></p> <p>I have fears that I might cease to be Before living what I dreamed to see: Doing good, feeling good, and wishing good, For all creatures; and even giving food To those who, without asking, just nod. I suffocate at night with tossing. Oh, God! Help my missing. A moon beam pierces my ear: "What do you wish, dear? To sleep and rest like others?" Says he, like the voice of a father. In deep silence, I answer: What a does a wanderer, in a hot day, Want but fresh water? The eye with slumber does quarrel, And the heart with obsession becomes frail. For security I want to travel, But show m first the way To reach my blessing without delay." "Daughter, stand and pray. Death isn't a guess that knocks at doors Before entering or excuse! For day and night, do fuse; Work hard, and charity do refuse; Suppress anger, be not arrogant This is the cue not to be afraid From night nor from death. God bless you and show you the path."</p> <p style="text-align: right;">Fatima-Zahra OUBANAS, (4th Year.)</p>	<p style="text-align: center;"><u>Notice to our young poets and storytellers</u></p> <p>The process of creative writing is governed by some basic rules that should be observed to a certain extent. As a novelist has to grasp the art of fiction and master the language in which he/she writes, a poet is entitled to do likewise and acquire the basics of poetic writing. The first step in acquiring these arts is most probably extensive readings – in classical, modern, and postmodern literature – without being enmeshed in a net of simple imitation or blinkered emulation.</p> <p>Worth mentioning is the fact that we have abstained from correcting <u>all</u> the faulty expressions in the different creative writings in this issue in order to reflect the true levels of the different attempts.</p> <p style="text-align: right;">The Editors.</p>
<p style="text-align: center;">My Miserable Life</p> <p>I left my room heading for the west Looking for somewhere best</p>	

* 'Unfair' is an adjective; it doesn't need an 's'. (The editors).

My Sweetheart

O you, my sweetheart!
May I bathe in your sparkling shines,
And enlighten my mind, spirit, and heart?
All my dreams and hopes lie
Upon your magnificent sight.
I'm lost, except that the rising shines
Of your soul's bright
Are guiding me with your hands.
Your friendship is a golden gift
Cherished above all life's treasures
May I tour garden have an invite
Where I can freely smell and pluck flowers.
Like a gloomy winter night sky
My eyes break into tears.
But after seeing you in light,
Like a nightingale, I will fly.
Without the passion of your kind heart
I'm tumbled into an abyss of darkness.
To the English Department sight,
I'll harshly declare my keen desires
If ever I am asked why.

Hicham Ech-channouri,

(4th year, Lit. option)

Reality Bites

Even if we are young, we imitate big men's life.
Life is like a sharp knife.
Open your eyes; don't cross the line!
You'll put yourself in jail without a sign.

(A little businessman to a student)

Come on! Try this job and get a life
It's good for you to make a living
Oh! You'll get a wife.
I ensure you, you will do fine.
Your jacket will be softer than mine.

Just give up these sweet candies
In streets, in clubs, and don't forget parties.
You need them to be so great,

You may share free ones with your mate.

I bet you'll be famous and popular
Unlike what you are now as a scholar.
When you just beg for French stick
With those old clothes full of ink.

Be with us, just like us, and live in paradise;
Oh man, we'll buy you a car, just choose the size.
Here are the keys of the new house.
It's so beautiful, just fits you, sweet mouse!

(The student replies)

Is this the job I'm supposed to do?
Who couldn't do it is just a bozo!
I've never dreamt of getting a wife,
Nor putting an end to my miserable life.

I'll be in the public eyes doing my business
Unlike at school, where I've done just a mess.
It will help me to save my soul in society
And put me out of poor life and others' pity.

(After a few months)

Hello! Hello! This is me, the mouse.
No! I am in jail, not in a dirty house.
Come pick me up from here; I can't stand the handcuffs.
You, silly..., you never told me about cops.

(The businessman replies)

Listen kid! We gave you all what you need.
Excuse me! I've got children and a wife to feed.
You stand alone; just be patient.
Couple of years and you'll be independent.

(After signing out from jail)

Excuse me! That's my house. Who are you?
None but a lucky guy not like you.
Don't believe them; they're all tricky.
All the dreams seem easy but they are spooky.

I wish I didn't listen to them.
My friend is a teacher now; he has got wisdom.
So take my words and don't fool around!
Don't leave the school that will make you so proud!

Ahmed Karmaoui,
(2nd Year)

You Teach Me ...

You teach me that through any night
 There is always a light.
 You teach me that the sun always shines
 To teach me life's orderliness
 You teach me that the sun goes down
 Annoyed by our guilt,
 But it rises in the morning to stop our sins.
 You teach me that when the winds blow,
 I should not hide beyond the shadow.
 You teach me that when happiness flies,
 I should not repent and cry.
 You teach me why birds sing cheerfully in
 the sky,
 As though there is nothing to end their joy.
 You teach me that every morning when I
 leave my house,
 I should not forget to take my rose.
 You teach me that life is a flower;
 There are blossoms and thorns.

Abed Elaziz Khourdifi,
 (2nd Year.)

A Reverie

Still taboo-like, not of man,
 Sound jerked; no mutter, no van.
 Sandy, look; neither touch nor see,
 A waning abbatis like man's fancy,

 Gaudy lips fade away from all
 That glitter'd in me, and I, tall
 Smart man, out of boredom, touched pain
 With a flask of love, bitter vine;

 And so, I'm weird and weary,
 Startl'd, wild and free; strolling every
 Inch in fancy, where lovers hover
 So far, come round over 'nd over,

 Bestowed blue bells, white mill of love
 Rob'd in red, white feathers of dove,

Kissin', twice on each cheek, peck
 Of virtue and whirling, thus, to deck;

Back to see the sea; but chimera
 Shredd'd into nothing my sierra...
 Nothing but a syrup still red
 On a round robbin'd smart kid

At a river, no man may swim,
 I knew twice, but into a whim.

Mustapha Ounanna
 (4th Year).

A Lament

Oh! ... my beloved
 Oh! ... my beloved
 Sad you seem find I,
 Sweating with shame see I.
 Blue you are, and
 With affairs weary till the end
 Oh! ... Beni Mellal
 Oh! ... Beni Mellal
 Slight are your kids, but how
 Smiles their mugs draw oh!... of woe.
 Their feet and hands toil does slit.
 And their backs with it do split.
 Oh! ... stones' flowers
 Oh! ... stones' flowers
 Upon mountains and hills nest you,
 Rising your voice you really do.
 Oh! ... my beloved
 Oh! ... my beloved
 I see in you the trollop,
 Fighting those gyres that never stop.
 I see in you the savagery,
 Sure, of marginality and of beggary.
 Nest of the scent you're, but
 A rose of the wicked and the nut.
 Your kids from you have departed,
 But not of boredom, nor of hatred.
 Your bygone brightness from you they do rend,
 Crawling ... and, crawling, your growth is made.
 I swear, perhaps, your rights I'll rend,
 And your honor and wealth I'll defend.

Abdelaati Ghazi
 (4th Year).

Pungent Quotations

In this column, we present a selection of quotations by prominent figures of art, literature, politics, history, philosophy, science, etc. Any suggestion or contribution is cordially welcome.

**They said about...
SCHOOL**

“A schoolboy is a novelist too busy to write.”
Cyril Connolly, *Enemies of Promise*.

“... the whining school-boy, with his satchel
And shining morning face, creeping like snail
Unwillingly to school.”
William Shakespeare (1564-1616)
As You Like It: Act II, sc. vii.

“But to go to school in a summer morn,
Oh, it drives all joy away!
Under a cruel eye outworn,
The little ones spend the day –
In sighing and dismay.”
William Blake (1757 – 1827), *The Schoolboy*.

“They are thin and pale, their feet are cold, their
heads are hot, the night is without sleep, the day
a fear of interruption, – pallor, squalor, hunger,
and egotism.” [On the life of students]
Ralph Waldo Emerson (1803-1882),
Representative Men.

“Every schoolmaster, after the age of forty-nine,
is inclined to flatulence, is apt to swallow
frequently and to puff.”
Harold Nicholson (1886-1968), *The Old School*.
“The teacher’s life is painful and therefore
would be pitied: it wrestles with unthankfulness
above all measure...”
Richard Mulcaster (1530?-1611)
Positions.

“I swear by God... I would rather that my son
should hang than study letters. For it becomes
the sons of gentlemen to blow the horn well, to
hunt skillfully, and elegantly to carry and train a
hawk. But the study of letters should be left to
the sons of mean people.”
Richard Pacet, *De Fructu*, 1517.

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R. J. Mitchell and M. D. R. Leys, ***A History of the English People***. London: Pan Books Ltd., 1950.
Frank Muir, ***The Frank Muir Book. An Irreverent Companion to Social History***. London: Corgi Books, 1978.

Selected by Khalid Chaouch.

Proverbs of the Moment
CORRUPTION and BRIBERY

- ❖ A bribe will enter without knocking.
- ❖ Gifts blind the eyes.
- ❖ The unrighteous penny corrupts the righteous pound.
- ❖ The rotten apple injures its neighbours.
- ❖ He who lives with cats will get a taste for mice.
- ❖ Power corrupts.
- ❖ Fish begin to stink at the head.
- ❖ No man ever became thoroughly bad all at once.
- ❖ He, whose father is a judge, goes safe to his trial.
- ❖ Little thieves are hanged, but great ones escape.
- ❖ Keep not ill company, lest you increase the number.
- ❖ Who keeps company with the wolf, will learn to howl.
- ❖ A good name is better than riches.

Other Proverbs of the Moment

*The following proverbs are suggested by
Lahcen Makhloufi, Second Year student.*

CONSCIENCE

- ❖ Conscience is a cutthroat
- ❖ Conscience is a thousand witnesses.
- ❖ Do right and fear no man.
- ❖ A quiet conscience sleeps in thunder.

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<p>*** CULTURAL NEWS ***</p>	
<p>Conference Announcement Beni Mellal, 14-15 Februray, 2005</p>	<p>Cadi Ayyad University Days of Student Creativity: Marrakech, 24-26 February, 2005</p>
<p>The Research Centre on Culture and Communication, English Department, Faculty of Letters, Beni Mellal, organized on February 14-15, 2005, a national conference on:</p>	<p><u>List of Mellali Winners</u></p> <p>We can be proud of our Department students. The number of prizes they have won only reflects the creative talents that we have in this Faculty. So let's just give them a nice hand, and they'll do better in all fields. The following is a list of such winners:</p>
<p><i>Edward Said: The Man and the Scholar</i> The proceedings of the conference were as follows:</p>	<p>- <u>In narrative writing:</u> "The Benefits of Education" (3rd Prize) A short story by English Department student, Saida Oufatti.</p>
<p><u>Monday, February 14, 2005</u></p>	<p>- <u>In audio-visual presentations:</u> "A Student View on the Dept. of English and the Faculty of Arts, Beni Mellal" (1st Prize)</p>
<p>Jamal KOUBALI (Faculty of Letters, Beni Mellal): "<i>Discourse Analysis: from M. Foucauld to E. Said.</i>"</p>	<p>A visual report by English Department students: Laila Derkaoui, Abderrahmane Modakkir, Fatima Ezzahra Oubanas, Hicham Ech-chanouri, and Brahim Mouslih.</p>
<p>Fatima Zahra TOUZANI (Faculty of Letters, Marrakech): "<i>Edward, Culture, and Imperialism: Paradoxical Worlds and Identities of an Anti-imperialism and Out-of-space Scholar.</i>"</p>	<p>- <u>In singing:</u> "أعطني الناي وغني و غني" (1st Prize) A song by French Department student, Houda Moulali.</p>
<p>Cherki KARKABA (Faculty of Letters, Beni Mellal): "<i>Edward Said's Dual Loyalty.</i>"</p>	<p>- <u>In the field of drama:</u> 'Tragedy of a Tiger,' (2nd Prize) A play under the direction of professor Nouredine Bourima.</p>
<p>My Lmustapha MAMAOU (Faculty of Letters, Beni Mellal): "<i>Edward Said: Perception of Difference.</i>"</p>	<p>Pen Circle</p>
<p>Fouad HADADI (Faculty of Letters, Oujda): "<i>Edward Said's Politics of Secular Interpretation.</i>"</p>	<p>To Mr. Abdelaziz Khourdifi: we would like to thank you for your suggestion about including a column entitled 'We translated for you'. We are waiting for other attempts in this regard.</p>
<p>Mohamed RAKII (Faculty of Letters, Beni Mellal): "<i>Beyond Op-position: Edward Wadie Said's Revision of Western Culture</i>"</p>	
<p>My. Driss MIMOUNI (Faculty of Letters, Beni Mellal): "<i>الخطاب الاستشراقي بين المصطلح والمفهوم</i>" عند إدوارد سعيد</p>	
<p><u>Tuesday, February 15, 2005</u></p>	
<p>Larbi DAHBI (Faculty of Letters, Beni Mellal): "<i>المتخيل والنقد الثقافي عند إدوارد سعيد</i>"</p>	
<p>Mohamed Sghir SYAD (Faculty of Letters, Beni Mellal): "<i>Edward Wadie/William Said: The Concept of Academic Freedom.</i>"</p>	
<p>Said CHABBAR (Faculty of Letters, Beni Mellal): "<i>إدوارد سعيد وبرنامج لويس: نموذج ونموذج آخر</i>"</p>	
<p>CHAOUCH (Faculty of Letters, Beni Mellal): "<i>Edward Said: On the Role of Intellectuals and Writers. The Eternal Dichotomy of Power and Culture.</i>"</p>	
<p><u>Evening Session: Tragedy of a Tiger (مأساة نمر)</u>, a theatrical performance under the direction of Pr. Noredine BOURIMA.</p>	

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Creative Pens"	
<p style="text-align: center;">Saida's Questions</p> <p>What is happiness? Who is the person who can be considered as a happy one? Why is happiness the target of everyone in this world? Is it a state of mind or of spirit and conscience?</p> <p>The wise people state that happiness is inside all of us, but a happy person is one who succeeds to discover it inside him/her. The sad ones claim that it is but a myth nested on the crazy person's mind and thoughts. However, the rational ones say that we bear it in our bodies, spirits, and minds. If we think a little bit, we can bring pleasure and gladness to our hearts and draw a smile on our faces. Here, we can see that the wise and the rational have the same opinion about this feeling. I personally agree with them since I am sometimes happy.</p> <p>Happiness does not concern human beings only; even animals as well as plants have their own feeling of happiness. For instance, a flower looks happy in a particular time and a particular place, especially when it "hears" a certain kind of music. Scientifically speaking, plants are affected by music as experiments have proved.</p> <p>Happiness is a mixture of excitement and joy joined together to express self-satisfaction and harmony. However, if we admit the fact that it is nonsense, then why are we influenced by the pleasant incidents or news that make us feel joyful and happy?</p> <p>Happiness is an intangible word that we cannot touch, but that we can feel. Every person thinks of it in one's special way for it has innumerable forms. But we can say that the three main ones are as follows: The first one is found in a person's satisfaction and conviction. The second one is in perseverance and challenge. The third one comes in the shape of optimism and ambition that give a person an opportunity to achieve what he/she seeks in life.</p> <p>If we try to get the exact number of people all over the world, taking into account their</p>	<p>different races, ethnicities, genders, and characteristics, we can count the different forms of happiness. Its meanings, in addition to its forms, differ from one person's view to another, regarding every individual's personality, behavior, and cohesion. Really, if we want to be happy and self-confident, we should polish our souls, clean our hearts, and always be ready to gain the battle against misery and wretchedness.</p> <p>In sum, one of the wise said once: "We don't know the value these two things until we miss them: youth and health." To these I add the term 'happiness' sine we don't feel it worthy till we find ourselves head over heels in sadness and solitude.</p> <p style="text-align: right;">Saida Oufatti, (3rd year.)</p> <p style="text-align: center;">The trap of homophones and the like</p> <p>It is better for us, users of English as a foreign language, to distinguish between homophones that abound in the English language. These words present difficulties because they sound alike but have different meanings and different spellings. You have probably had trouble distinguishing between 'principle' and 'principal', 'capital' and 'capitol', and other such pairs. The following is a list of pairs that sound alike and other pairs that can be confusing even if they are not pronounced exactly in the same way:</p> <ol style="list-style-type: none">1. <i>already</i> (adv.): before this time <i>all ready</i> (adj.): all are ready (or wholly ready)2. <i>altar</i> (n.): a table or stand in a church <i>alter</i> (v.): to change3. <i>altogether</i>: entirely <i>all together</i>: everyone in the same place4. <i>born</i> (adj. and v.): given birth <i>borne</i>: carried5. <i>brake</i> (n.): device to stop a machine <i>break</i> (v.): to fracture, to shatter. <p style="text-align: right;">Suggested by Lahcen Elmakhloufi, (2nd Year)</p>

The Misunderstanding

It was a strange legend that grandma had narrated to us fifteen years ago. I didn't understand its moral lesson till the age of twenty. Whenever she visited us, we used to beg her to tell us one of her amusing tales. One night, we all gathered around her, and she started her amazing but perplexing story. This was quite different from what we had heard before.

The term 'beauty,' she said, was the name of an innocent and strikingly beautiful girl, with long black hair and brilliant, transparent and shining eyes. Beauty was a sociable girl; and because of her kindness and generosity, she became famous and totally beloved all over her small coastal village. The girl was distinguished by her carefully chosen and respectable clothes; she used to wear the most elegant clothes that had ever existed.

One day, Beauty was strolling along the beach, meditating on the greatness of the sea and on the great Lord who had created it. But in a short lapse of time, the complete serenity and the lovely atmosphere she was enjoying turned to an extremely frightening hurricane and, later, to a cyclone. All of a sudden, Beauty saw a strange ghostly body approaching gradually: it was Ugliness, an offensive, wicked girl in shabby, torn clothes.

The notorious girl had already conspired with herself to make a trap to knock Beauty down. Fortunately, she succeeded in her stratagem. As soon as she came, she asked Beauty if she knew how to swim. Beauty gave no importance to what

Ugliness said, and she regarded the question as something trivial. Then the malicious girl said:

“- I can swim better than you. Just try and see!”

Once again Beauty showed no attention. But the bad girl insisted on asking her the same thing until she persuaded her to accept the challenge. The two girls undressed and started to swim, thus confronting the gigantic waves of the ocean.

Ugliness got out of the sea, put Beauty's clothes and vanished. After a while, Beauty left the sea too, and was utterly astonished to find that her own fashionable clothes had disappeared. She realized at that time that she had been deceived. And for fear of staying half-naked, she was obliged to wear Ugliness' soiled clothes. Then she escaped from that place in a gloomy mood.

Since that time, the norms of life have turned upside down. Beauty has become ugliness, and ugliness has turned into beauty. Men and women have not succeeded to establish a honest, sincere relationship, as most of them have failed to understand deeply one another. Fortunately, there are still some wise folks with retentive memories, who can stare at the face of Beauty and recognize her, without being deceived by the shabby clothes that hide her.

Jaouad MARKONI.
(2nd Year.)

20 Clues, n° 20

**Looking for Clues among
POLITICAL Terms**

The answers to the 20 clues below are hidden in POLITICS terms at the end of each line. To find them cross off some of the letters in each term, reading from left to right.

Example:

– rest **SIT** SUMMIT

(The clue ‘**SIT**’ is obtained by crossing off some letters in the word ‘SUMMIT’)

1. inhabitant..... PRESIDENT
2. opposite of virtue ... VICE-PRESIDENT
3. sir MINISTER
4. prefix of repetition CONGRESS
5. deep containers POLITICS
6. song of grief PARLIAMENT
7. suffering..... CAMPAIGN
8. have BUDGET
9. to guide LEADER
10. possessive pronoun..... ECONOMY
11. watch SPEECH
12. rests VISITS
13. search an area SCANDAL
14. outside OFFICIAL
15. to attempt MINISTRY
16. personal pronoun HEAD
17. to inform INTELLIGENCE
18. barrier..... CONFERENCE
19. amount of..... SUMMIT
20. policeman..... CORRUPTION

20 Clues to n° 19:

1. bin 2. part 3. US. 4. fat 5. store 6. sky 7. pace 8. age 9. bat 10. us 11. able 12. big 13. hare 14. as 15. air 16. does 17. dice 18. all 19. hates 20. pit.

CROSSWORDS (N° 20)

1- Said of literature or trends emerging after the colonial period. 2- Naked 3- Medieval system of lords and vassals – Exclusively. 4- Association of the teachers of English (in Morocco) – hard black wood. 5- Indefinite article (reversed) – Interjection used to express surprise, pain, etc. – Cloth covering for the foot. 6- What remains after fire – Save our souls! – Possessive adjective – Old English. 7- Belonging to the Middle Ages. 8- Global phenomenon. 9- Yahoo in disorder – Abbreviation of transport – 60 seconds. 10- Iraqi famous prison – Monosyllabic answer. 11- Half a ‘slogan’ – Unheard of – Unbound. 12- Aged 13,

16 or 19 – Charges to be paid for enrollment at a university.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1														
2														
3														
4														
5														
6														
7														
8														
9														
10														
11														
12														

A- Article – To be put on the head. **B-** Large seas – Small sack or container (reversed). **C-** An American state of the west – The insect which explores the hairs of some human beings. **D-** Rise and fall of the sea caused by the gravitational pull of the sun and the moon – Internet powerful research engine. **E-** Since – English romantic poet. **F-** American state of the south-west. **G-** opposite of buying. **H-** The beginning – Abbreviation for ‘identification’ (reversed) – Honey insect. **I-** Without feeling, as through fear or cold – Thin fog – Half-‘WRIT’. **J-** Abbreviation for ‘identification’ (not reversed) – To long for something. **K-** Same as eons – Find in ‘VOTE’ – Away from. **L-** Find it in ‘CANYON’ – Purpose or intention – Prefix of repetition. **M-** Extra Large – Punctuation mark – Double vowels. **N-** Wooden bar put on the necks of two animals to hold them together – Monosyllabic answer.

Clues to ‘CROSSWORDS’ N° 19:

	A	B	C	D	E	F	G	H	I	J	K	L	M	
1	F	A	L	L	U	J	A		C	I	V	I	L	
2	A		I		N			I		N	O		O	
3	K		B	A	N	D	I	T	S		W	A	R	
4	E	A	R		E					H	S		N	E
5			A	C	C	U	S	T	O	M	E	D		
6	B	A	R		E			P	E	T	S			
7	U		Y	L	S			O	E			S	F	
8	T	O		A	S	T	O	N	I	S	H	E	D	
9	C		S	P	A	I	N		N	O	I	S	E	
10	H		I		R	E	S	P	E	C	T		L	
11	E	N	E	M	Y				O		I		W	E
12	R	A	G				N	O	R	M	A	L		T
13	Y		E	M	P	I	R	E			L	A	T	E