

# UNIT 1

Streams: FL & Philo  
3<sup>rd</sup> Year Students

## EXPLORING THE PAST

### BRAINSTORMING

👉 Use the pictures as an entry to the theme of the unit.

E.g. What do the pictures represent/show?


Where are these monuments located? Etc.....

👉 Get the students acquainted with the project outcome by referring them to page 42 so as to set them thinking about it.

**Project outcome**

*Making the profile of an ancient civilization*

For further information, have a look at page 42.



Mexico-

Taj Mahal



Chichen Itza-

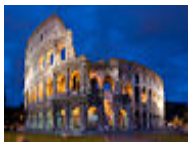


Christ the

Changed with the DEMO VERSION of CAD-KAS PDF-Editor (<http://www.cadkas.com>).

Redeemer

### Thamugadi -Timgad-



Colosseum



Petra



Machu Picchu-  
Peru-



Great Wall of China

*The Hanging Gardens of Babylon*  
One of the ancient SEVEN WONDERS OF THE WORLD

## LISTEN & CONSIDER

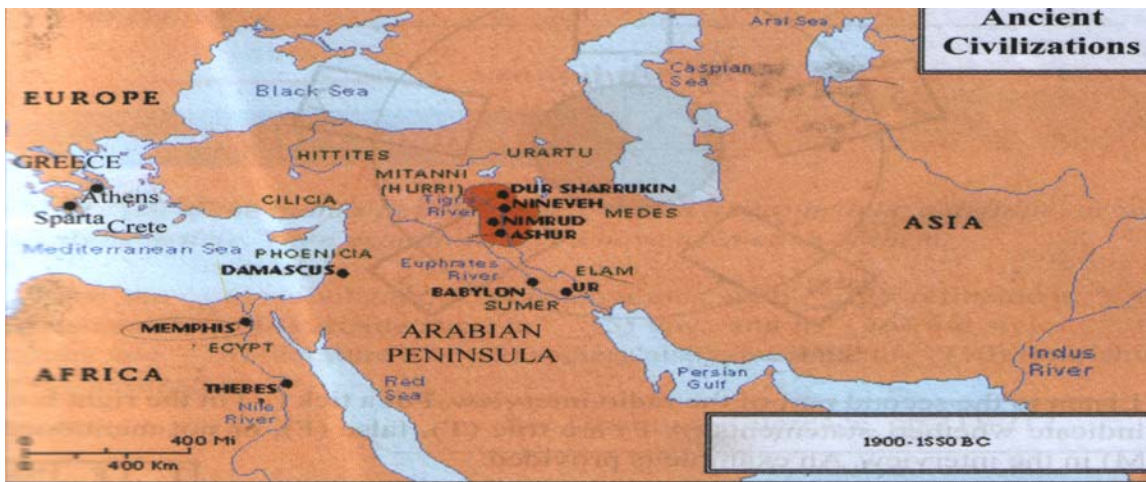
### Language Outcomes

Go through the language outcomes with your students so they will have a clear understanding of what the learning objectives of the section are.

- Informing: asking and answering questions with **ago** .....
- Narrating: using **had to**, **used to**, **was able to** & **past simple of to be**.
- Using dependent prepositions: **adj + prep** and **vb+ prep**
- Pronouncing: **was/were/wasn't/weren't/** in connected speech.
- Giving a talk about changes in lifestyles.

### Getting started

- **Look at the map below and answer the questions that follow:**



1- What ancient civilizations are represented in the map?

The civilizations represented on the map are (from left to right) : Ancient Greek, Ancient Egyptian, Sumerian, Babylonian and Indus Valley civilizations. You may try to elicit the names of the civilizations that later flourished in the same areas.

2- Which civilization, do you think, is the oldest?

The right answer is the **Sumerian Civilization**. There is no need to confirm or infirm the hypotheses made by the students at this stage of the lesson since the objective of the question is to raise interest and to make hypotheses. Students will check their answers by listening to the **Let's hear it** rubric.

3- Why do you think these civilizations first flourished in these areas?

Just as for the first question, the aim here is not to test the students but to get them involved in the lesson.

I think these civilizations first flourished in these areas because they were living in peace.

4- What's your definition of civilization? What do you associate with it?

The students will give their own definitions. The important point here is to make them think about the theme of the unit. Have some students jot down the words they associate

with civilization (E.g. sculpture, literature, astronomy...) on the board and justify their choice.

- ☑ An advanced state of intellectual, cultural, and material development in human society, marked by progress in the arts and sciences, the extensive use of record-keeping, including writing, and the appearance of complex political and social institutions.
- ☑ The type of culture and society developed by a particular nation or region or in a particular epoch.
- ☑ Cultural or intellectual refinement; good taste. / Modern society with its conveniences.

## 🔗 Let's Hear it

### Unit 1, Script 1: Listen and Consider

#### First part of the radio interview

*Dr. Victor Skipp, a professor of ancient civilizations, is answering questions during a radio broadcast.*

**Radio interviewer:** I'll start with a tricky question if you don't mind. How many civilizations has the world known so far?

**Dr. Skipp:** Well, historians don't agree on the exact number. According to some of them, there have been **26 or 27 civilizations** on the whole.

**Radio interviewer:** And which one is the world's earliest civilization?

**Dr. Skipp:** **The world's earliest civilization is probably the Sumerian civilization.** It flourished on the banks of the Tigris and Euphrates rivers in Mesopotamia (present-day Iraq) about 5,500 years ago. As for the Egyptian civilization, it emerged about 5,000 years ago. It was based along the Nile Valley. Then came the Indus Valley civilization about 4,500 years ago and the Chinese civilization along the lower valley of the Yellow River about 4,200 years ago.

**Radio interviewer:** What about what is known as Ancient Greek civilization?

**Dr. Skipp:** Well, Ancient Greek civilization started in the Island of Crete some 4,000 years ago and then spread to mainland Greece where it flourished approximately 150 B.C.

**Radio interviewer:** This was when the Romans took over, I suppose. Now, what about the New World? Did any ancient civilizations emerge there?

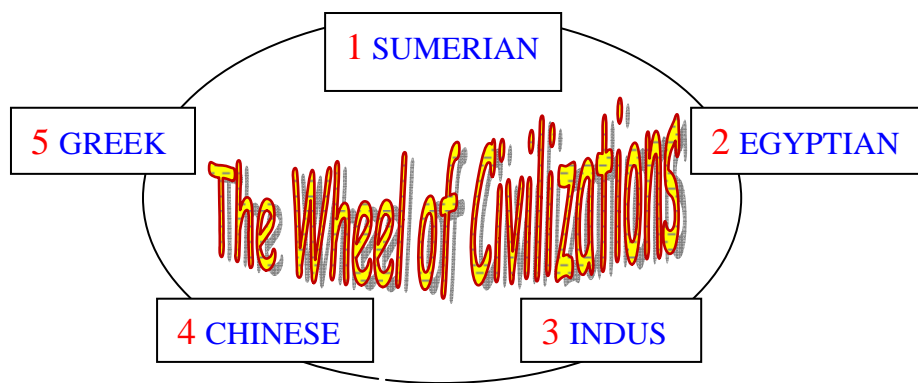
**Dr. Skipp:** Yes, in the New World similar civilizations evolved in Mesoamerica (the Olmec about 3,200 years ago) and in Peru (the Chavin about 2,800 years ago).

**1- Listen to the first part of the radio interview about ancient civilizations & note down each of the five boxes below how long ago each of them began.**

Ancient Greek Civilization	Ancient Egyptian Civilization	Sumerian Civilization	Indus Valley Civilization	Chinese Civilization
4,000 years ago	5,000 years ago	5,500 years ago	4,500 years ago	4,200 years ago

**2- Compare your answers to task 1 above with those of your partner. Then order the civilizations chronologically using the wheel below.**

- 1 Sumerian civilization (5,500 ago) - 2 Ancient Egyptian civilization (5,000 years ago) -
- 3 Indus Valley civilization (4,500 years ago) - 4 Chinese civilization (4,200 years ago) -
- 5 Ancient Greek civilization (4,000 years ago)



3- Listen to the second part of the radio interview. Put a tick (☑) in the right box to indicate whether statements (A-F) are true (T), false (F), or not mentioned (NM) in the interview. An example is provided.

### Second part of the radio interview

**Radio Interviewer:** Right. How can you explain that practically all of the civilizations you mentioned developed around rivers?

**Dr. Skipp:** That's a good point. If you allow me, I'll begin by defining what we exactly mean by civilization. *I would say that civilization is 'the art of living in cities'.* But before the first cities could be built and with them the earliest civilizations, people had to learn how to farm the land, how to tame wild animals and how to live the simple life of a farming village. What I mean is that the foundations of civilization were laid by *the first farmers and craftsmen.* And naturally, *where could these farmers find a more fertile land to cultivate and sustain city life than on the banks of rivers like the Tigris, the Euphrates, or the Nile?*

**Radio interviewer:** And I suppose that it must have taken a long time for civilization to become 'visible' and develop even on the banks of these rivers.

**Dr. Skipp:** That's right. Let's take the case of the Sumerian civilization. As you can imagine, hardly any rain fell in Mesopotamia even at that time. So away from the rivers the soil was too dry for farming. On the other hand; every year the rivers flooded, which meant that close to them most of the land was a permanent swamp. In some places there was too little water, in others too much. So if progress from village life to city life was to be made, the Sumerians had to control a great river. This they were able to do. First, they built huge banks on both sides of the Euphrates, so that even at flood time, it could be contained within its own bed. Then, they constructed an irrigation system constituted of canals, reservoirs and dams to control the distribution of water.

**Radio Interviewer:** I imagine that before the Sumerians were able to build their cities and develop their civilization, they had other difficulties to overcome.

**Dr. Skipp:** Certainly. For example the Sumerians had to import many raw materials necessary for civilized life because they were not available in Mesopotamia. They imported these raw materials from different localities of the world situated in Syria, Oman, Afghanistan, and even in Europe. The Sumerians had no money. But their farming was so efficient by this time that the land was producing far more than the inhabitants actually needed for themselves. So they used to barter their products, exchanging their own surplus of corn and dates, leather, wool, and pottery for the goods they needed.

**Radio interviewer:** I see. Another question, if you allow me.

**Dr. Skipp:** Please, go ahead.

**Radio interviewer:** Is there any explanation as to why ancient civilizations collapsed after having built imposing cities, fine palaces and temples?

**Dr. Skipp:** Well, the explanation is simple. *For the most part, progress from cave life to*

civilization had taken place in peaceful and settled conditions. But at one stage of Ancient History, these civilized countries were invaded and destroyed by less civilized ones in search of food. Often the cities were unable to protect themselves because they had internal problems, and their people had become too soft and easygoing as a result of their wealth and prosperity. The invaders, on the other hand, though they were less clever, were tough, vigorous and determined\_

(Adapted from Victor Skipp, Out of the Ancient World)

	T	F	NM
A. The Sumerian civilization is the oldest civilization in the world. T	<input checked="" type="checkbox"/>		
B. Most of the ancient civilizations rose along rivers. T	<input checked="" type="checkbox"/>		
C. Agriculture did not form the basis of ancient civilizations. F		<input checked="" type="checkbox"/>	
D. Ancient civilizations flourished during periods of peace. T	<input checked="" type="checkbox"/>		
E. Most ancient civilizations fell into ruins because of war. T	<input checked="" type="checkbox"/>		
F. Ancient Egyptians invented agriculture. F		<input checked="" type="checkbox"/>	

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- B. Most of the ancient civilizations rose along rivers. T
- C. Agriculture did not form the basis of ancient civilizations. F
- D. Ancient civilizations flourished during periods of peace. T
- E. Most ancient civilizations fell into ruins because of war. T
- F. Ancient Egyptians invented agriculture. F

4- **Compare your answers to task 3 above with those of your partner.**

Have the students compare their answers. Then engage them in a discussion particularly with reference to answers to question D and E. These are important issues and should develop consciousness about the importance of peace for development, refinement in the arts and so on.

5- **Use as much information as you can from tasks 1, 2 and 3 on the previous page to complete the dialogue below. Pay attention to the framed information.**

**You:** How many civilizations has the world known so far?

**Your partner:** Well, according to some historians the world has known 26 or 27 civilizations so far.

**You:** Which one is the oldest / earliest civilization?

**Your partner:** The world's earliest civilization is probably the Sumerian civilization.

**You:** How long ago did it start / begin / flourish / rise?

**Your partner:** It started in Mesopotamia some 4000 years ago

**You:** What about the Ancient Egyptian Civilization? When and where did it start?

**Your partner:** Well, Ancient Egyptian civilization started some 5,000 years ago along the Nile Valley.

**You :** What was the major cause of the collapse of these civilizations?

**Your partner:** According to most historians, the major cause was war. Most of the ancient civilizations fell into ruins as a result of external invasions.

## AROUND THE TEXT

### Grammar Explorer I

**Fill in each of the blanks in the text below with a zero article, a definite, or an Indefinite article. Then explain why you have used each of them.**

*Encourage students to explain the use of the three types of articles in English. Place emphasis on the zero article before abstract nouns. Refer students to the Grammar Reference on pp.211-212) only once they have tried to do the task. If necessary, devise a task of your own to consolidate the students' knowledge of articles.*

For me (zero article) (1) civilization is synonymous with (zero article) (2) refinement / improvement, (zero article) (3) refinement in (zero article) (4) architecture, in (zero article) (5) law, and in (zero article) (6) life styles. (The) (7) culture & (The) (8) literature of (a) (9)

society also contribute to **(The) (10)** flourishing of its civilization.

**A zero article: (zero article) (1)** civilization. **abstract nouns**

**A definite: (The) (7)** culture. **Definite as it refers to a particular culture.**

**An indefinite article: .... (a) (9)** society. **Indefinite as it refers to any society.**

See Grammar Reference, pp.211-212

## GRAMMAR REFERENCE

### Articles

#### Units 1 - 6

There are **two articles** in English: the **definite** and the **indefinite**. Sometimes nouns require **no article** at all; in which case the term **zero (0) article** is used.

#### The indefinite article

👉 The **indefinite article** is /ən/, written '**an**' before vowel sounds and /ə/, written '**a**' in other cases. There are also stressed forms /æn/ and /eɪ/ used when the word is emphasized or pronounced by itself.

👉 We use **a/an** in the following ways:

1. before singular countable nouns which we know nothing about.

E.g. My father works in **a** factory.

2. with the names of professions and occupations.

E.g. She is **an** executive, and he **is** a waiter

3. in expressions of measurements.

E.g. We hired this tractor for DZD 3,000 **an** hour.

Olive oil costs DZD 300.00 **a** liter this year.

4. before a noun which means all things of the same kind.

E.g. A detective is **a** man/woman whose job consists in investigating crimes.

A friend in need is **a** friend indeed.

#### The definite article

👉 The **definite article**, written '**the**', is pronounced /ðɪ/ before vowel sounds, (/ðə /, in rapid speech, /ə/ in other cases. There is also a stressed form /ði:/ chiefly used when the word is pronounced by itself or for purposes of emphasis.

👉 We use '**the**' in the following ways:

1. when it is clear from the context what particular person, animal, thing or place we're talking about.

E.g. I'll meet you in front of **the** post office.

2. before a noun that we have mentioned before.

E.g. He had a villa and a yacht, but he sold **the** villa a month ago.

3. before adjectives to specify a category of people or things.

E.g. **the** rich, **the** poor, **the** unemployed, **the** Welsh, **the** World Wide Web

4. when the object or group of objects is the only one that exists or has existed.

E.g. **the** stars, **the** sun, **the** pyramids, **the** human race

5. when we talk about an institution shared by the people as a whole.

E.g. **the** radio, **the** television, **the** telephone

6. when we refer to what is general or typical for a whole class of objects or animals.

E.g. **The** tiger is a beautiful animal. (We mean here all tigers.)

#### Zero article (0)

1. We do not put an article before uncountable (or mass) nouns used in general statements.  
E.g. (0) Money is the root of all (0) evil.
2. There is no article before abstractions (abstract nouns).  
E.g. All nations should work for (0) peace, (0) honesty, (0) generosity and (0) courage.
3. There is no article before names of places and people.  
E.g. (0) Poland, (0) Queen Elizabeth II, (0) Houari Boumediene Airport.
4. We do not normally use the with the names of meals.  
E.g. What time is (0) lunch ?  
What did you have for (0) breakfast ?
5. There is no definite article before prison, school, hospital, university when these institutions are used for the purpose for which they exist.  
E.g. When I leave (0) school, I'll go to (0) university.
6. But when these institutions are not used for the purpose for which they exist, we use the definite article.  
E.g. Mr Chaib went to **the** school to meet his daughter's teacher
7. There is zero article before plural nouns.  
E.g. We're expecting (0) visitors.

## Grammar Explorer II

*Consider sentences 1-3 below. Then answer questions A-B on the next page.*

- 1- The Sumerians **had to** import many of the raw materials necessary for civilized life because they were not available in Mesopotamia.
- 2- They **were able to** control the Euphrates.
- 3- They **used to** barter their goods.

A. What meaning does each of the items in bold type convey?

A. '**Had to**', '**were able to**', and '**used to**' express in this order: **obligation/necessity in the past, ability in the past, habit in the past** (or contrast between present and past realities).

B. What the negative and interrogative forms of the items are in bold? Illustrate them in sentences of your own.

B. **The negative** of **had to**, **were able to**, and **used to** are in this order: '**didn't have to**' (absence of obligation), '**were unable to**', and '**didn't use to**'.

Make sure the students use these negative in sentences for illustration.

☞ Native Indian Americans **didn't have to** make a choice so as where to live.

☞ After 1830, most of native Indian Americans **were unable to** live in eastern lands.

☞ Native Indian Americans **didn't use to live** in southern rich lands.

Have another look at **was able to**, **had to** in SE2 Grammar Reference, pp 197-198

☞ Add **used to**, **was/were able to** or **had to** to the verbs in brackets to make the text below meaningful.

Today, most native Americans live in reservations and nearly 97% of them west of Mississippi. But centuries ago, their ancestors **used to** live all across America. They **used to** hunt the buffalo in the prairies. They also **used to** farm maize, manioc, potatoes, peanuts, cacao & pepper. But after 1830, most of them **had to** migrate westward to reservations because of the US government's policy of forced migration. Though the living conditions in the reservations were difficult, the Indians **were able to** survive & contribute to what it is called American civilization today.

## VOCABULARY EXPLORER

Each of the three categories contains verbs which are more or less similar in meaning. So it doesn't really matter which comes first in its category.

- 1- Look up in the dictionary the meaning of the words in the blue box. Then place them on the curved line to represent the rise & fall of civilizations.



Each of the three categories contains verbs which are more or less similar in meaning. So it doesn't really matter which comes first in its category.

**Emerge, flourish, evolve, develop, collapse, rise, originate, decline, spread, fall to decay/to ruin, vanish, mature; disappear, start, begin, bloom, expand**

- 2- Fill in the blanks in the text on the next page with appropriate words from the curved line in task 1 above. Use the right tense. There are some irrelevant words. Look up in the dictionary the meaning of the words in the blue box. Then place them on the curved line to represent the rise & fall of civilizations.

Make sure the students realize the importance of appropriacy in the choice of the words. Synonyms should be used to avoid repetition

History shows that civilizations **rise** (1), and **Emerge** (2), and then **disappear** (3), sometimes without a trace. This is the case of ancient Maya civilization in the New World. The Maya civilization **started** (4) in the Yucatan Peninsula in Central America about 2000 BC. Later, it **expanded** (5) to Mexico, Guatemala, and Belize. The Maya civilization **developed** (6) a form of writing that could express all types of thought and language. It also **evolved** (7) a highly developed system of government and of agriculture, as well as an incredibly accurate system for measuring time. It **flourished** (8) in the classical period between 325-925 A.D. After that, it gradually **declined** (9) before it finally **collapsed / fell into ruins / fell to decay** (10) in the fifteenth century, probably because of diseases, or epidemics, or sudden environmental changes.

- 3- Have a look at the tips below. Then rewrite the parts of sentences that follow using the dependent prepositions in red type.

Go through the tips to make the students aware of what dependent prepositions are before setting them to task.

The sentences should be rearranged in the form of a paragraph. Refer the students to the Grammar Reference pp.212-215 to check some of their answers to task 3 above.

### TIPS

Some adjectives and verbs in English are **always** followed by specific prepositions called dependent prepositions. There are no specific rules as to which preposition goes with which particular verb or adjective. It takes practice and memorizing to learn to associate verbs and adjectives with suitable prepositions. E.g.



- A. The Egyptians were **good at** building canals.  
 B. Ancient Greeks **believed in** many gods.

1. a. Ancient Egypt **consisted** mainly **of** the Nile Delta.
2. a. It **contributed** greatly **to** the development of geometry.
3. a. If its people were **interested in** geometry, it was basically for practical purposes.
4. a. Ancient Egypt **depended** a lot **on** the Nile River.
5. a. Its waters were used **for** drinking and irrigation.
6. a. Many geometric laws were **derived from** their attempt to control the waters of the Nile.
7. a. The Ancient Egyptians became so **good at** geometry that Greek scientists like Thales went to study geometry in Egypt.

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See Grammar Reference pp, 212-215

## Prepositions

Units 1 -4-6

*A preposition links nouns, pronouns and phrases to other words in a sentence.*

☞ A **preposition** is a word which, as its name implies, is placed before a pronoun or a noun phrase, i.e. a phrase whose most important word is a noun.

E.g. [...] **by** us - Pronoun-                      [...] **with** my best friend- noun phrase –

☞ A **preposition** usually indicates the temporal, spatial or logical relationship of its object to the rest of the sentence as in the following examples:

E.g. The book is **on / beneath / against / beside / over** the table.

E.g. She read the book **during** class.

### Common prepositions

- The most common English prepositions are simple, i.e. they consist of one word only. Here is a list of common simple **prepositions**:

about	around	by	over	under
above	as	down	past	until
across	with	on	opposite	
after	behind	from	than	within
against	below	in	through	without
along	between	into	to	
among	beyond	like	toward(s)	
at	during	round	up	

E.g. We had to wait at the station **for** three hours.

- Other **prepositions**, consisting of more than one word, are called **complex prepositions**. Here are some of them:

According to ❧ due to ❧ by means of ❧ along with ❧ except for ❧ in comparison with ❧ as for ❧ out of ❧ in relation to ❧ away from ❧ owing to ❧ in addition to ❧ because of ❧ up to ❧ in connection to

### *Adjective + preposition*

- In order to have their meaning complete **some adjectives** are followed by **prepositions**. Here are some of the most useful ones.

- **Adjective + of**

afraid of	proud of	suspicious of	envious of
ashamed of	jealous of	conscious of	tired of
aware of	scared of	fond of	short of

Nice / kind / generous / mean / stupid / silly/ (im)polite / rude / unreasonable **of** someone to...

E.g. • Are you **afraid of** snakes?

E.g. • Thank you. It was very **kind of** you to help me.

- **Adjective + with**

angry **with** ❧ annoyed **with** ❧ familiar **with** ❧ bored **with** ❧ delighted **with** ❧ furious **with** ❧ pleasant **with** ❧ satisfied **with**.      E.g. I'm delighted with my new camera.

- **Adjectives + other prepositions**

Angry **at** annoyed **about** good **at** hopeless **at** interested **in** sorry **about** keen **on** close **to** different **from** similar **to**.      E.g. Her handwriting is **similar to** yours.

### *Verb + preposition*

- **Some verbs** always or typically have a **particular preposition** after them.

apologize (**to** someone) **for** something - apply **for** a job - approve/disapprove **of** something - believe **in** something - belong **to** someone - care **about** someone - care **for** someone/something - collide **with** someone/something - complain **to** someone about something - dream **about** someone/something - dream **of** being something/doing something - concentrate **on** something - consist **of** - crash **into** someone/something - deal **with** something - depend **on** someone/something - die **of** an illness - happen **to** someone/something - hear **about** someone/something - hear **from** someone - laugh **at** someone/something - listen **to** someone/something - look **after** someone/something - listen **to** someone/something - meet **with** someone - pay someone **for** something - profit **from** something - rely **on** someone/something - refer **to** something - search **for** someone/something - shout **at** someone - smile **at** someone - suffer **from** an illness - think **about** someone/something - think **of** someone/something - wait **for** someone/something - write **to** someone

- The **verb** and the **preposition** together sometimes express a **single idea**.

E.g. *She takes **after** (= resembles) her grandmother.*

- **Other verbs** may be followed by **one or another preposition** depending on the meaning which we want to convey.

E.g. **A.** Our problems **result from** our negligence. (cause)

**B.** The change of policy has **resulted in** failure. (consequence)

A. Our success **consists in** our ability to respond quickly to new problems.

B. The team **consists of** experienced players.

A. We've **agreed on** a date for the marriage.

B. We've **agreed to** see her this afternoon.

C. I **agree with** you entirely.

- We do not use a preposition with these verbs.

**Phone someone** E.g. *Did you **phone** your sister yesterday?*

**Discuss something** E.g. *We shall **discuss** many items at the meeting.*

**Enter** (=go into a place) E.g. *The candidate felt nervous as she **entered** the examination hall.*

**Resist someone/something** E.g. *They have **resisted** occupation for half a century.*

**Emphasize/stress something** E.g. *She **emphasized/stressed** the importance of careful driving.*

### Verb+ object +preposition

Study this list and remember the structure:

- **Accuse** someone **of** (doing) something

E.g. *Said **accused** Rashid **of** being selfish.*

- **Ask** someone **for** something

E.g. *He wrote to the travel agency **asking** them **for** a refund.*

- **Borrow** something **from** someone

E.g. *I had no money left. I had to **borrow** £ 20 **from** a colleague of mine.*

- **Prefer** someone/something **to** someone/something

E.g. *I **prefer** oranges **to** apples.*

- **Protect** someone/something **from** someone/something

E.g. *She wears sunglasses to **protect** her eyes **from** the sun.*

- **Provide** someone **with** something

E.g. *The school **provides** poor students **with** books.*

- **Remind** someone **of** something

E.g. *She **reminds** me **of** my mother.*

- **Warn** someone **about** someone/something

E.g. *Meteorologists have **warned** all the citizens **about** climate change.*

### PRONUNCIATION & SPELLING

**The weak form** is used when the auxiliary verb is at the **beginning** or in **the middle** of a sentence, and **when it is not stressed**.

**The strong form** is used when the auxiliary verb is at the **end** of sentence, or **stressed**.

In the **phonology** of **stress-timed languages**, the **weak form** of a word is a form that may be used when the word has no stress, and which is **phonemically** distinct from the **strong form** used when the word is stressed. The strong form serves as the **citation form**. A weak form is an unstressed **syllable**, and is therefore distinct from a **clitic** form, which is not a syllable at all but rather fused with the end syllable of an adjacent word. A word may have multiple weak forms, or none. In some contexts, the strong form may be used even where the word is unstressed.

1. How do you expect speakers A and B in the dialogue below to pronounce the past forms of the auxiliary 'be'? Circle what you think is the correct pronunciation.

A: When  was  /wɒz/  /wɒz/ Christopher Columbus born ?

B: It  was  /wɒz/  /wɒz/ in 1450.

A:  Was  /wɒz/  /wɒz/ he a Spaniard?

B: No, he **wasn't** /wɒznt/ /wɒznt/. He **was** /wɒz/ /wɒz/ Italian.

A: **Were** /wɜ:/ /wɜ:/ there many good Italian navigators and explorers in Columbus's time?

B: Yes, there **were** /wɜ:/ /wɜ:/ quite many. Amerigo Vespucci **was** /wɒz/ /wɒz/ one of them. America **was** /wɒz/ /wɒz/ named after him.

A: Does that mean that Italian explorers **were** /wɜ:/ /wɜ:/ the only ones who explored North America?

B: No, they **weren't** /wɜnt/ /wɜnt/ the only ones. There **were** /wɜ:/ /wɜ:/ also Portuguese, Spanish, French, Dutch, and British explorers.

🗨️ **Act out the dialogue above with your partners (books closed).**

### Think, pair, share

• **Prepare a short talk about the following topic:**

**Modern civilization has kept changing at a fast pace.**

Make sure the students **contrast the past (used to/had to/were able to) with the present (verbs in the present simple)**. Provide them with some link words (*unfortunately, however, on the one hand, on the other hand*). Insist on the need for a concluding sentence.

A century ago, people **were able to live** in better conditions than their parents thanks to the progress made in science and technology. But in practice, the outcome of this progress was slow to materialise. For instance, most people still **used to travel** long distances on foot or by stage coach. And as mechanisation was not introduced significantly in daily activities, household chores still **had to be** done manually, and were therefore time consuming.

On the other hand, community life was still an asset for social cohesion, since people had more opportunities to meet and interact. So they **were able to chat** with neighbours at shops or in clubs and have a cup of coffee with friends or relatives and tell stories and jokes. Likewise, family visits were frequent and kept the folklore alive, with the grandparents who **used to tell** traditional tales or sing lullabies or folk songs to their grandchildren. Unfortunately, with the development of audiovisual means such as the cinema, radio, television and then personal appliances like the computer, CD-ROMs and DVDs, the chances of socialisation **are dwindling** and the lack of interaction between people may increase stress, loneliness and anxiety.

Could we then complain that we are missing out on some ingredients in life which **used to make** our great grandparents happier? This is probably so, since closer contacts among neighbours, friends and families **had to be** beneficial for communal harmony. However, scientific progress in all fields, particularly in medicine, modes of transportation and communication, and agribusiness can only show that our lives **are today** quite fulfilling and, if anything, more comfortable than a century ago.

Follow this procedure:

1. List what people **used to/had to/ were able to do a century ago** in the following areas :

- A. beliefs/customs/traditions/myths
- B. lifestyles (clothing, food and drink, transport)
- C. industry, crafts ...

E.g. *A century ago, most people used to travel overland on foot or by coach. Today, most of them travel by car ...*

2. Select the most relevant ideas and write down your talk in three short paragraphs. Use appropriate link words from sentence to sentence and from a paragraph to another.
3. Exchange drafts with your partner for error checking.
4. Write a revised version of your talk and read it aloud to your classmates.

## READ & CONSIDER

Go through the language outcomes preview with your students to have them acquainted with the objectives of this section.

### Language Outcomes

- ✓ Comparing: The comparative & superlative of quantifiers.
- ✓ Expressing concession with *though, in spite of....*
- ✓ Expressing time relations with conjunctions *when, before....*
- ✓ Forming new words with prefixes *de- & dis.-*
- ✓ Describing things, places & people using *well + past participle.*
- ✓ Spelling words: *stop - stopped, try - tried....*
- ✓ Pronouncing letters '*ch*' & final '*-ed*'.
- ✓ Writing an *expository* essay.

### ► Getting Started

1. Have the students identify the location of Algerian World Heritage sites, preferably on a map.

#### 1. Where are the sites situated exactly?

Here are Algeria's seven World Heritage Sites:

❧ **The Casbah of Algiers** : (City of Algiers) (1992).

❧ **The Banu Hammads' Qalaa**: on the western side of Djebel Maadid, overlooking the Hodna plains, some 100 km away from **Bejaia** (1980).

❧ **Timgad**: (Colonia, Marciana Trajana, Thamugadi) (December 17, 1982) situated 110 km to the south of Cirta (today's Constantine), a few kilometres south-east of today's **Batna**, 27 km to the west of Tazoult, at the foot of the **Aures mountain** range.

❧ **The Mزاب Valley**: (December 17, 1982) The Mزاب Valley consists of five small fortified towns (Ksour) : El Ateuf, Bou Noura, Beni Isguen, Melika and Ghardaia.

❧ **Djemila**: (formerly known as Cuicul) December 17, 1982, 50 km away from **Setif**.

❧ **Tipaza** : (City of Algiers) (December 17, 1982)

❧ **Tassili N'ajjer** : 1982, (1986) in the **Sahara**, eastern part of the Ahaggar (altitude between 1000 and 2500 m); The Algerian government declared the Meddak region situated on the heights of the city of **Djanet** a national park in 1972.

#### 2. Why were they declared World Heritage Sites?

☺ Questions 2 and 3 can admit of more than one answer.

► This definition of the concept of World Heritage Site can be helpful for you:

*A World Heritage site is a place or structure included on an official list produced by the World Heritage Committee of the United Nations. Places are chosen for the list because they are considered to be of outstanding universal value, often for historical reasons, and are*

therefore preserved.

► The students who have followed the new programme have already come across the concept in the MS3 book.

**3. Do you know of any other sites in your country which deserve to be included in the United Nations official list of World Heritage Sites? Name them and say why they deserve to be included in this list.**

😊 Questions 3 can admit of more than one answer.

►3. The importance is in the justification of the answer provided by the students and in making the students aware of the cultural heritage of their country and of its value.

👉 **Lac des Oiseaux** is a hectares in winter and 70 size, it is home to nesting very rich. For some plant of Birds is by localization natural choice for



freshwater lake with an area of 120 in Dry spells. Despite its small many rare species. Its flora is also species it is the only station. Lake north of the national highway 44, a education

👉 **About Merouane** Merouane dating from the the four large sanctuaries of the



with the mosque Sidi Boumeddiène Dafine of Tlemcen, the mausoleum of Sidi Okba around Biskra, the tomb of Ibn Zakaria Yahya Ez-Zouaoui in Bejaia, hauts lieux crowned country.

👉 **Saint Augustine Basilica Church:** Augustine of Hippo (354-430 AD) took great pains to create and project a powerful image towns where he wrote and taught in self-presentation beyond his



👉 **Ruins of Hippone:** These ruins are older overdraft in the Maghreb; east are well maintained and deserve turning will be pleased to discover there of the museum and impassioned visit the severe thermal baths Hadrian, the forum and the superb theatre.



► **Taking a closer look**

• Read the text on the next pages and mark the statements below as true (T) or false (F) according to the text. Correct the false ones.

• Interact orally with the students using the title and the illustration to the text on pages 22-23.

E.g. What does the picture represent? What does the text deal with?

Where is it taken from? To whom is it addressed?

• Have them skim through the text to check some of the answers they have providing during the interaction. Then move on to the task proper.

• Have the students refer to the text to justify their answers.

1. Algeria has as little access to the Mediterranean and the Sahara as the other North African countries. (§1) (F) No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria.

2. Algeria has less World Heritage Sites than some other countries. (§1) (T)

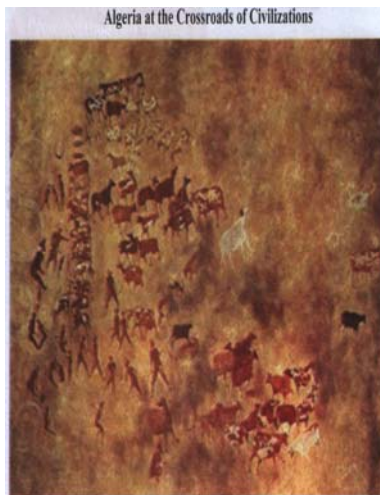
3. We don't have much information about what life was really like in the Sahara during the Phoenician and Roman periods. (§2) (T)
4. Only the smallest amounts of goods transited through the port of Algiers during the Phoenician and Roman periods. (§3) (T)
5. No other site in Algeria has as few Ottoman architectural features as the Casbah of Algiers. (§4) (F). **Tthe Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah.**

► *Around the text*

## *Algeria at the Crossroads of Civilizations*

**No country in North Africa has as much access to the Mediterranean and the Sahara as Algeria.** Its privileged geographic position has made it open to many of the ancient civilizations that flourished in the Mediterranean Basin and to those that prospered in Africa south of the Sahara. Today few countries in the world can boast of as many World Heritage Sites as our country. Tipaza, Djemila, Tassili n' Ajjer, Timgad, the M'Zab Valley, The Qalaa of the Banu Hammad, and the Casbah of Algiers are standing witnesses both to its civilizational genius and to its enriching contacts with other civilizations. (§1)

Of all the sites of Southern has the most prestige. It has more engravings than any other and it contains the most remains of of the Sahara. These rock paintings, have yielded as much information to have a clear picture of what life Sahara of prehistoric times. They Algerian Sahara was one of the Tassili n' Ajjer seems to have had as Phoenician and Roman Saharan sites of our country. undecided about which of these Saharan sites contains the fewest traces of these ancient civilizations. Yet the traces that have already been uncovered in the Tassili n' Ajjer speak eloquently of the fruitful contact of the Phoenician and Roman civilizations with that of the Sahara. (§2)



Algeria, the Tassili n' Ajjer rock paintings and prehistoric Saharan sites, the prehistoric civilizations engravings and remains as we need in order for us used to be like in the show clearly that the cradles of civilization. The few exchanges with the civilizations as the other Archaeologists are still

In the northern part of Algeria, the Casbah of Algiers undoubtedly holds the most important position among the historic sites. Its history is closely linked with the history of the city of Algiers. Algiers was built during multiple conquests, and layers of well-refined cultures can be found in its architecture and social character. There is little knowledge about its earliest times when it was founded by the Phoenicians as one of their trading posts. It was known to the Carthaginians and to the Romans as Icosium. The Vandals destroyed Icosium in the 5th century A.D. Five centuries later, Emir Bulughin rebuilt the town into an important Mediterranean trading port called al-Jaza ' ir. Until then, Algiers had less influence on international commerce than the other Algerian maritime cities because it had fewer natural harbors. Therefore, despite the fact that it was considered a trading post by both the Romans and Phoenicians, only the least amount of merchandise transited through it. (§3)

After the Turkish Baba Aruj brothers had gained control of the city in 1516, Algiers thrived as a relatively independent city under the nominal control of the Ottoman Empire. Later, **the**

**Ottomans transformed the architectural character of the city by constructing mosques and palaces similar to those in Asia Minor and erecting the famous white-washed military fortification known as the Casbah.** In spite of the fact that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers. (§4)

*Adapted from Africana the Encyclopaedia of the African and African American*

### *Around the text*

#### *Grammar Explorer 1*

1. Pick out the sentences which contain the comparatives & the superlatives of quantifiers in the text above. Write them in the corresponding boxes on the next page.

*Interact with the students to help them explain how **the comparative** and **superlative** forms of quantity words are formed. Help the students synthesize information by drawing the table on page 217 on the board.*

**A1. The comparatives of superiority:** It has **more** rock drawings and engravings **than** any other prehistoric Saharan sites.

**A2. The comparatives of equality:** No country in North Africa has **as much** access to the Mediterranean Sea and the Sahara **as** Algeria.

These rock paintings, engravings and remains have yielded **as much** information **as** we need in order for us to have a clear picture of life used to be like in the Sahara of Prehistoric times.

The Tassili-n'Ajjar seems to have had **as few** exchanges with the Phoenician and Roman civilizations **as** the other Saharan sites of our country.

**A3. The comparatives of inferiority**

Algiers had **less** influence on international commerce **than** other Algerian maritime cities because it had **fewer** natural harbours (than the other maritime cities).

Algeria has **less** World Heritage Sites **than** some other countries.

**B.1. The superlatives of superiority**

Of all the sites of Southern Algeria, the Tassili n'Ajjar has **the most** prestige.

It contains **the most** remains.

**B.2. The superlatives of inferiority**

Archaeologists are still undecided about which of these Saharan sites contains **the fewest** traces of these ancient civilizations.

Only **the least** amount of merchandise transited through it.

COMPARITIVES OF		SUPERLATIVES OF	
<b>SUPERIORITY</b>	<b>more than</b>	<b>SUPERIORITY</b>	<b>the most</b>
<b>EQUALITY</b>	<b>as much ...as</b>	<b>INFERIORITY</b>	<b>the least</b> <b>the fewest</b>
<b>INFERIORITY</b>	<b>less ... than</b> <b>fewer</b> <b>fewer ... than</b>		



2. Consider the comparatives & the superlatives in the boxes you have filled in task 1 above & explain how they are formed.

Interact with the students to help them explain how the comparative and superlative forms of quantity words are formed. Help the students synthesize information by drawing the table on page 217 on the board.

Quantifiers	Comparative forms	Superlative forms
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

Refer the students to the Grammar Reference pp.216-217 to check their answers.

### QUANTIFIERS Units 1 - 3 - 4

• **Countable and uncountable nouns**

countable nouns	uncountable nouns
a glass	water
an apple	milk
a pound	money
people	crowd

► Asking and answering questions about quantity using countable nouns

1. Question: How **many** people are there in the restaurant?

• Possible answers:

<i>There are a lot of/lots of people in the restaurant.</i>	
<i>There are many people in the restaurant.</i>	+++++
<i>There are a few people in the restaurant.</i>	+++++
<i>There are some people in the restaurant.</i>	+++++
<i>There are few people in the restaurant.</i>	++++
<i>There aren't many people in the restaurant.</i>	++++
<i>There aren't any people in the restaurant.</i>	0
<i>There are no people in the restaurant".</i>	0

► Asking and answering questions about quantity using uncountable nouns.

2. Question: How **much** money have you got in your pocket?

• Possible answers:

<i>I have a lot of/a great deal of money in my pocket.</i>	+++++
<i>I have got much money in my pocket.</i>	
<i>I have got some money in my pocket.</i>	+++++
<i>I have got a little money in my pocket.</i>	+++++
<i>I have got little money in my pocket..</i>	++++

<i>I haven't got <b>much</b> money in my pocket.</i>	++++
<i>I haven't got <b>any</b> money in my pocket.</i>	0
<i>I have got <b>no</b> money in my pocket.</i>	0

### Note

☞ We use **many** (countable nouns) and **much** (uncountable nouns) in questions about quantity.

☞ In spoken English, we usually use **a lot of/lots of** (with countable and uncountable nouns) in positive sentences, but in written English we often use **many** (countable nouns)

☞ We often use **much** in negative sentences (not in positive ones).

☞ **Little** and **few** (without **a**) are negative. They mean **not much**, not enough. The speaker is not happy about it.

☞ **A little** and **a few** are positive. They mean **some, quite enough**. The speaker is happy about it.

### enough - too much - too many

☞ When we want to say that we have a sufficient quantity of something, i.e. **as much as needed** or **as many as needed** we use **enough**.

E.g. • *There's **enough** (= as much food as needed) food for everybody.*

• *There are **enough** (= as many as needed) books for everybody.*

☞ When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many**.

E.g. • *You put **too much** sugar in your tea.*

• *You have made **too many** mistakes.*

### Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative forms
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

► **Examples: The comparatives and the superlatives of many and much.**

• *I haven't got **many** books. I mean, I haven't got **as many** books **as** my sister.*

• *My sister has got **more** books **than** I, but **most** of her books are old.*

• *I haven't got **much** money. I haven't got **as much** money **as** Said. Said has **more** (money) **than** I, but our friend Small has **the most** money. He has a part-time job.*

### Note

☞ **More** and **the most** are respectively the comparative and superlative forms of **many** with countable nouns.

👉 **More** and **the most** are also respectively the **comparative** and **superlative** forms of **much** with **uncountable** nouns.

▶ **Examples: The comparatives and the superlatives of many and much.**

- *There is **little** rain this year. Yes, but there was even **less** rain last year*
- *Our school has **few** boy students. It has 70 boys in a total of 800 students.*
- *Our school has even **fewer** boy students. It has only 50 boys in a total of 810 students.*
- *My friend's school has **the fewest** boy students. You know, it has only 20 in a total of 850.*

### Note

- 👉 The **comparative** form of **little** is **less**, not ~~littler~~.
- 👉 We can also use **adjectives** like **a smaller + quantity/amount** to replace **less**.  
E.g. *There is a **smaller quantity of water** in this well **than** in that one over there.*
- 👉 The **superlative** forms of **little** is **the least**, but we can also use **the smallest + quantity**.

E.g. *Kader has **the smallest amount of money** in his pocket.*

3. **Fill in the blanks in the short exchanges below with appropriate quantifiers (many, few, much, little), or their comparative and superlative forms.**

A. 'How **much** (1) merchandise transited through the port of Algiers in comparison with the ports of Skikda and Annaba in the Phoenician period?'

B. 'Well, in those days there was very **little (not much)** (2) merchandise that transited through Algerian ports on the whole. But in comparison with the ports of Skikda and Annaba, only **the least** (3) quantity of merchandise circulated through the port of Algiers, I mean, **less than** (4) either through the port of Skikda or that of Annaba.'

A. 'How **much** (5) trading posts did the Phoenicians, I mean the Carthaginians, have on the North African coast after their defeat by the Romans in the First and Second Punic Wars?'

B. 'Well, actually they didn't have **many** (6). They used to have **more** (7), but they lost **most** (8) of them to the Romans.'

A. 'How **much** (9) influence did the Phoenician/Carthaginian civilization exert on that of the Numidians?'

B. 'Well, at the beginning, it exerted **little** (10) influence. By this I mean that it had **less** (11) influence than that of the Romans. You know, at the beginning, the Carthaginians had **fewer** (12) contacts with the Numidians than the Romans. But when the Romans burnt down Carthage in the third Punic War (149 - 146 BC) **many (a lot of)** (13) Carthaginian refugees settled in Numidia. It was then that the Carthaginian civilization exerted **the most** (14) influence on the Numidians.'

### Grammar explorer II (p.25)

1. Pick out from the text on pages 22 and 23 the sentences that express concession and time, and write them in the table below.

Sentences expressing <b>concession</b>	Sentences expressing <b>time</b>
<b>Complex sentences (Concession)</b> <b>Despite the fact that</b> that it was considered a trading post by both the Romans and the Phoenicians, only the least amount of merchandise transited through it.	<b>Complex sentence (Time)</b> <b>After</b> the Turkish Baba Aruj brothers <b>had gained</b> control of the city in 1516, Algiers <b>thrived</b> as a relatively independent city under the nominal control of the Ottoman Empire.
<b>In spite of the fact</b> that the Casbah underwent some changes during the French colonial rule, it still remains the throbbing cultural heart of the city of Algiers.	

2. Refer to the sentences you have picked out (in task 1 above) and answer the questions below.

**A.** Which other **conjunctions** can you use to convey the same relations as those expressed in the sentences you have written in the table above?

**Concession:** but, yet, however, though, although.

**Time:** when, as soon as

**B.** Which **tenses** are used in the sentence(s) that express **time**? Why?

Emphasize the sequencing of the actions (First action: past perfect, Second action: simple past)

**2 actions in the past: 1<sup>st</sup> Past Perfect - had gained- 2<sup>nd</sup> Simple Past -thrived- According to their occurrence in terms of time chronology.**

*Refer the students to Grammar Reference pp. 226-227*

*Link words (discourse connectors) All Units*

Whether you speak or write, you need to help people make sense of what you say by signaling to them how one idea leads on to another. The words and phrases which have this connecting function are called **link words** or **discourse connectors**. They generally come at the beginning of a sentence. Their most important functions are as follows:

### **Enumerating:**

- **Beginning** a list: **first, to begin with, to start with, first of all,** etc.  
E.g. *To begin with, I suggest you get yourself a job.*
- **Continuing** a list: **second (or secondly), next, then, after this,** etc.  
E.g. *Next you look for a convenient place to live in.*
- **Finishing** a list: **lastly, at long last, finally, eventually, in the end,** etc.  
E.g. *Finally she managed to escape.*

### **Re-inforcing:**

**Besides, furthermore, moreover, what is more, in addition,** etc. are to reinforce an argument in a situation where a preceding argument is considered insufficient.

E.g. *I won't be attending the lecture this afternoon. I have some work to complete. Besides, the lecturer stammers so much that one can hardly understand what he says.*

### **Explaining:**

You can explain a point already made in three ways:

- by **clarifying** its meaning : **that is, that is to say** (often written i.e.)
- by **giving a more precise description:** **namely, in other words, to put it in more**

simply, rather..

E.g. *Cheating at exams, namely asking your classmates to help you, is punishable.*

• by giving an **illustration**: for example, E.g., for instance, etc.

### 👉 **Comparing:**

In comparison with, like, likewise, similarly, compared, both ... and ..., neither ...nor..., etc.

E.g. *the doctor advised him to stop smoking. Similarly, he recommended him to eat much less and take plenty of exercise.*

### 👉 **Contrasting:**

But, however, and yet, while, whereas, conversely, on the one hand, on the other hand express **contrast**.

E.g. *Living in the country is quite healthy; and yet it can be rather boring at times.*

### 👉 **Conceding:**

Admittedly, despite (the fact that), in spite of (the fact that), though, naturally, certainly, of course, nevertheless, this being said, etc. express **concession**.

E.g. *I agree with you that work is the key to success; this being said, there is no reason why you should stay awake all night studying.*

### 👉 **Expressing cause/reason:**

Because, as, since, for, due to, owing to, etc. signal **cause or reason**.

E.g. *She has to stay in bed as she is ill.*

### 👉 **Expressing effect/result/consequence:**

So, and so, thus, as a result, as a consequence, consequently, therefore, so + adjective + that, such+ noun (phrase) +that etc.

E.g. *He was involved in a car crash yesterday; as a consequence, he had to be taken to hospital.*

### 👉 **Expressing purpose:**

So that, to, in order to, so as to, in order that, etc. are used to express purpose.

E.g. *You must cross that bridge in order to reach the other bank of the river.*

### 👉 **Intensifying:**

*In fact, as a matter of fact, actually, indeed, etc.*

E.g. *John was sulking; in fact he didn't say a word for the whole evening.*

### 👉 **Inferring:**

If not, otherwise, then, in that case, that implies, etc...

E.g. *You must get some more petrol. Otherwise, we won't have enough to get us to the next town.*

### 👉 **Expressing time:**

After, before, when, while, since, meanwhile, shortly afterwards, later, earlier, up to, from...to, at the same time, etc.

E.g. *Said came back home at 5 p.m. Shortly afterwards, his father arrived.*

## 👉 **Indicating transition:**

As far as ...is concerned, now, as for, as regards, to turn to, incidentally, by the way, with reference to, etc.

E.g. *We can leave most of the details of the proposal until the next meeting. As far as money is concerned, this needs careful consideration.*

## 👉 **Summing up/concluding:**

In a word, to sum up, in short, on the whole, to conclude, all in all, in conclusion, etc.

E.g. *In conclusion, I feel confident that she will make the best of her stay in your establishment.*

3. **Combine** the pairs of sentences (A-F) with appropriate **conjunctions** from the box below. Use the appropriate **tenses**.

When, before, after, though, although, as soon as, in spite of the fact that, despite the fact that

A. a. Tarik Ibn-Ziyad (cross) the Straits of Gibraltar.

b. Tarik Ibn-Ziyad (give) his famous speech.

A. **As soon as** Tarik Ibn-Ziyad (**had**) **crossed** the Straits of Gibraltar, he **gave** his famous speech.

B. a. The Muslims (settle) in Andalusia. B

b. The Muslimism (transform) Andalusia into a prestigious cultural area.

B. **After** the Muslims **had settled** in Andalusia, they **transformed** it into a prestigious cultural area. (**After** can also be placed in **middle** position and replaced by **when**.)

C. a. Andalusia (have) an extremely diverse population.

b. Andalusia (maintain) its social cohesion and harmony for many centuries.

C. **Though / despite the fact that / in spite of the fact that** Andalusia **had** an extremely diverse population, it **maintained** its social cohesion and harmony for many years.

D. a. The Muslims (stay) in Andalusia.

b. The Spaniards (capture) the Alhambra in 1492, and (bring) down the Kingdom of Granada.

D. The Muslims **had stayed** in Andalusia **until** the Spaniards **captured** the Alhambra in 1492 and **brought** down the Kingdom of Grenada.

E. a. The Spaniards (regain) power in Andalusia

b. Many Andalusians (take) refuge in the Maghrebian maritime cities.

E. **After** The Spaniards **had regained** power in Andalusia, many Andalusians **took** refuge in the Maghrebian maritime cities.

F. a. The Muslims (leave) Andalusia in 1492

b. Islamic civilization (remain) an enriching element of the Spanish cultural heritage.

F. **Though/ despite the fact that/in spite of the fact that** the Muslims **left** Andalusia in 1492, the Islamic civilization **remains** an enriching element of the Spanish cultural heritage.

## VOCABULARY EXPLORER

1. **Copy the table below on your exercise book and fill in the missing member of each 'family' whenever possible.**

👉 **Aim:** Vocabulary building through **affixation**

VERBS	NOUNS	ADJECTIVES	ADVERBS
invent	invention, inventor	inventive	inventively
enrich	enrichment	enriching	
achieve	achievement, achiever	achievable	
devote	devotion, devotee	devoted	devotedly
	responsibility	responsible	responsibly
improve	improvement	improved	
Practis/ce	practice	practical	practically
hospitalize	hospitality, hospitalization	hospitable	hospitably
dedicate	dedication	dedicated	
	science, scientist	scientific	scientifically
develop	development	developed/developing	
culture	culture	cultural	culturally

## FOLLOW UP TO SUMMARIZE AFFIXATION

VERB SUFFIXES	NOUN SUFFIXES	ADJECTIVE SUFFIXES	ADVERB SUFFIXES
-ize	-ion, -or, -ment, -er, -ee, -ation, -ion, -ity, -ist	-ive, -ing, -able, -ible, -ed, -al, -ific	-ly

**Affixation** is the result of adding an affix to a root word

**Affixation** is the morphological process whereby an affix is attached to a root or stem.

A **suffix** is an affix that is attached to the end of a root or stem.

### 1. Neutral or weak suffixes

These suffixes, which are mostly of Old English origin, do not affect stress placement i.e. they do not cause stress to be shifted. In all the compounds containing these suffixes the stress pattern of the radical is retained in the derivative:

E.g. analyse → analysable

Some of the most frequently met neutral or weak suffixes are:

-able -ery -ess -ish -ive -ure -dom -ness -ship -ed and -ing (inflectional suffixes)

### 2. Strong or stress attracting suffixes

These suffixes appear to be of two different types: those that attract stress to the syllable immediately preceding them and those that attract stress on to themselves. These suffixes have generally entered English from Latin, Greek and French.

Suffixes which attract stress on to themselves. Some of the most typical ones are the following:

-itis -oma -osis -ee -ese

2. Discuss your answer to task 1 above with your partner. Then fill in the blanks in the text below with words from the table. Use the correct tense.

History shows that civilizations **enrich** (1) one another. This **enrichment** (2) is often the result of contacts of various kinds. For example, though Ancient Egyptians **had invented** (3) many things and achieved important scientific successes on their own, they did not

keep these **inventions** (4) and **achievements** (5) for themselves. In their contact with Ancient Egypt, Greek travelers and scientists like Thales borrowed both **scientific** (6) and **cultural** (7) ideas from the ancient Egyptians. Greek genius contributed to the **improvement / development** (8) of these ideas. When the Roman civilization fell to ruins, it was the turn of the Arabs to take the **responsibility** (9) of carrying on the torch of civilization. Arab caliphs like al'Mamun and Harun al-Rashid were **devoted / dedicated** (10) patrons of the arts and sciences. They welcomed the most **inventive** (11) scientists and artists in their courts. These scientists did not only save the Greek **scientific** (12) heritage from loss, but they further **improved** (13) it before transmitting it to the West.

3. Add negative prefixes **de-** or **dis-** to the words in bold type in texts A and B below so that they make sense.

A. The Aztec civilization **disintegrated** ~~integrated~~ as a result of the Spanish conquest. The Spanish conquistador Hernân Ferdinand Cortes (1485-1547) **dispossessed** ~~possessed~~ the Aztecs of their wealth and **depopulated** ~~populated~~ the major Aztec cities.

B. Historians **disagree** ~~agree~~ on the real causes of the fall of Maya civilization. Some of them say that its **disintegration** ~~integration~~ was due to the spread of epidemics. But others **disapprove** ~~approve~~ by arguing that it came as a result of the **deregulation** ~~regulation~~ of the climate, and domestic **dissatisfaction** ~~satisfaction~~ and **discontent** ~~content~~.

**Prefix dis-**

- 1 expressing negation: **disadvantage**.
- 2 denoting reversal or absence of an action or state: **diseconomy**.
- 3 denoting removal, separation, or expulsion: **disbud | disbar**.
- 4 expressing completeness or intensification of an action: **disgruntled**.

**Prefix de-**

- 1 (forming verbs and their derivatives) down; away: **descend | deduct**. completely: **denude**.
- 2 (added to verbs and their derivatives) denoting removal or reversal: **de-ice**.
- 3 denoting formation from: **deverbal**.

4. Compare your answers to task 1 above with those of your partner. Then find other words which can carry the prefix **de-** and **dis-** and use them in sentences of your own.

Some of the words which can carry prefixes **dis-** or **de-** are:

Disadvantage, disable, disarm, disappoint, disagree, dissatisfaction, decentralize, demilitarize ...

5. Fill in the blanks with **well + the past participle form of the verbs in italics**. Some verbs are irrelevant. An example is given.

*inform – know – establish keep – refine –found – balance – preserve –support – appreciate – document*

Archaeologists with **well-established** reputation argue that Easter Island had a **well-refined** (1) civilization before the Europeans' arrival there on Easter Sunday in 1722. On the basis of the **well-preserved/kept** (2) statues still standing on the hills of Easter Island, they elaborated a **well-documented** (3) theory to explain the disappearance of this civilization. According to this theory, if civilization in Easter Island disappeared, it was because the Easter Islanders were not **well-informed** (4) about the dangers of cutting down trees in order to erect over 800 statues for their gods. These statues are **well-appreciated** (5) by tourists today

"A teacher affects eternity. He can never tell where his influence ends." - Henry Adams





## *Pronunciation and Spelling*

1. The words in bold type in the text below contain spelling mistakes. Correct them.

Jean François Champollion le Jeune (1790-1832) studied **studied** Egyptian hieroglyphics. At the **begining** **beginning** he thought that he could decipher this system of writing by using **using** the Coptic language from which he **believed** **believed** Ancient Egyptian developed **pped** **developed**. But he was **provd** **proved** to be **terribley** **terribly** wrong. When he realized that he was just **lieing** **lying** to himself, he **stoped** **triiing** **stopped** **trying** to decipher the hieroglyphics with the help of the Coptic language and **turnned** **turned** to the study of the hieroglyphics as an independent system of writing. The study of the Rosetta Stone, a slab of basalt with inscriptions **datting** **dating** from 197 BC. **permitted** **permitted** him to discover the **mysterys** **mysteries** of the hieroglyphic system of **writting** **writing** in 1824. Champollion **enjoied** **enjoyed** great popularity among his **contemporarys** **contemporaries**. Today he is **considerrr** **considered** the founder of Egyptology

## *Spelling rules* All Units

✂ Nouns, verbs, and adjectives can have the following endings/suffixes:

• Noun + <b>-s -es</b> (plural)	<b>books</b>	<b>ideas</b>	<b>matches</b>
• Verb + <b>-s -es</b> (after he, she, it etc)	<b>works</b>	<b>enjoys</b>	<b>flourishes</b>
• Verb + <b>-ing</b>	<b>working</b>	<b>enjoying</b>	<b>flourishing</b>

See Grammar Reference pp. 234-235.

• Verb + <b>-ed</b>	<b>worked</b>	<b>enjoyed</b>	<b>visited</b>
• Adjective + <b>-er</b> (comparative)	<b>cheaper</b>	<b>higher</b>	<b>narrower</b>
• Adjective + <b>-est</b> (superlative)	<b>cheapest</b>	<b>highest</b>	<b>narrowest</b>
• Adjective + <b>-ly</b> (adverb)	<b>cheaply</b>	<b>highly</b>	<b>narrowly</b>

✂ When we use these endings, there are sometimes **changes in spelling**

## • Nouns and verbs +-s -es

- ▶ The ending is **-es** when the word (noun or verb) ends in **-s**, **-ss**, **-sh**, **-ch** or **-x** :

E.g. match (n) ⇒ matches      bus (n) ⇒ buses  
teach (v) ⇒ teaches      search (v) ⇒ searches

Note also hero ⇒ heroes      go ⇒ goes      do ⇒ does etc.

## • Words ending in -y

- ▶ If a word ends in a **consonant** + **-y**

### • -y changes to:

- **ie** before **-s**, E.g., city ⇒ cities, carry ⇒ carries
- **i** before **-ed**, E.g., apply ⇒ applied
- **i** before **-er** and **-est**, E.g., easy ⇒ easier ⇒ easiest
- **i** before **-ly**, E.g., easy ⇒ easily

### • -y does not change

- before **-ing**, E.g., study ⇒ studying
- if the word ends in a **vowel +y** (**-ay**, **-ey**, **-oy**, **-uy**)  
E.g., play ⇒ plays, played,      monkey ⇒ monkeys  
**Note** say ⇒ said, pay ⇒ paid, lay ⇒ laid

## • Words ending in -ie

- ▶ If a **verb** ends in **-ie**, **-ie** changes to **-y** before **-ing**.

E.g. die ⇒ dying, tie ⇒ tying, lie ⇒ lying

## • Words ending in -e

- ▶ If a **verb** ends in **-e**, we leave out **-e** before **-ing**.

E.g. write ⇒ writing

Exceptions: be ⇒ being      see ⇒ seeing, agree ⇒ agreeing

- ▶ we add **only-d** not **-ed** for the past (of regular verbs).

E.g., hope ⇒ hoped, dance ⇒ danced

- ▶ If an **adjective** ends in **-e**,

- we add respectively **-r** and **-st** for the comparative and the superlative.

E.g. wide ⇒ wider ⇒ the widest

- ▶ We keep **-e** before the **adverb** ending in **-ly**.

E.g. polite ⇒ politely

- ▶ If an **adjective** ends in **-le**, we leave out **-e** and add **-y** for the **adverb**.

E.g. probable ⇒ probably, possible ⇒ possibly

## • Doubling consonants

- ▶ If a verb or an adjective ends in **consonant + vowel + consonant (CVC)**, we **double the final consonant** before **-ing**, **-ed**, **-er** and **-est**

E.g. plan ⇒ planning ⇒ planned, big ⇒ bigger ⇒ biggest

- ▶ If the word has more than one syllable, we **double the final consonant** only if the **final syllable is stressed**.

E.g. pre**FER** ⇒ prefer**ring** ⇒ preferred, be**GIN** ⇒ begin**ning**

- ▶ If the **final syllable** is **not stressed**, we **do not double the final consonant**.

E.g. **VI**sit ⇒ **vis**ting ⇒ **visi**ted, **de**VElop ⇒ **de**veloping ⇒ **de**veloped

- ▶ If the **final syllable** is **not stressed**, and the last consonant is **l**, the **consonant may be left single or double**.

E.g. **trav**e ⇒ **trav**eling ⇒ **trav**eled or **trav**elling ⇒ **trav**elled

- ▶ If a word ends in a **cluster** of two consonants (-rt, -rn, -ck, etc.), we **do not double the consonant**.

E.g. **sta**r ⇒ **sta**rting ⇒ **sta**rted, **turn** ⇒ **turn**ing ⇒ **turn**ed, **thick** ⇒ **thick**er

- ▶ **We do not double the final consonant** if it **ends with two vowels + a consonant** (oil, -eed, -ain, etc.).

E.g. **boi** ⇒ **boi**ling ⇒ **boi**led, **cheap** ⇒ **cheap**er ⇒ **cheap**est, **explai**n ⇒ **explai**ning ⇒ **explai**ned

- ▶ **We do not double y or w at the end of words** if they are **preceded by a vowel**.

E.g. **stay** ⇒ **stay**ing ⇒ **stay**ed, **new** ⇒ **new**er ⇒ **new**est, **grow** ⇒ **grow**ing

2. Compare your answers to task 1 above with those of your partner. Then pick out the verbs ending in **-ed** and classify them in the table below.

/t/	/ɪd/	/d/
/p/,/s/,/k/,/f/,/ʃ/,/tʃ/,/θ/	/t/, /d/	
Developed, stopped	permitted	Proved, realized, turned, considered, believed, *studied

See Grammar Reference pp. 236-237.

## Phonetic Symbols

All units

### The consonant sounds of English are:

/p/	as in <b>partner</b>	/f/	as in <b>food</b>	/h/	as in <b>has</b>
/b/	as in <b>but</b>	/v/	as in <b>voice</b>	/m/	as in <b>mat</b>
/t/	as in <b>two</b>	/θ/	as in <b>three</b>	/n/	as in <b>note</b>
/d/	as in <b>do</b>	/ð/	as in <b>this</b>	/ŋ/	as in <b>sing</b>
/k/	as in <b>car</b>	/s/	as in <b>sea</b>	/l/	as in <b>luck</b>
/g/	as in <b>go</b>	/z/	as in <b>zoo</b>	/r/	as in <b>red</b>
/tʃ/	as in <b>chin</b>	/ʃ/	as in <b>she</b>	/j/	as in <b>yes</b>
/dʒ/	as in <b>joke</b>	/ʒ/	as in <b>measure</b>	/w/	as in <b>will</b>

### The vowel sounds of English are:

long vowels	short vowels	diphthongs (2 vowels)
/i:/ as in <b>eat</b>	/ɪ/ as in <b>it</b>	/eɪ/ as in <b>day</b>
/ɑ:/ as in <b>car</b>	/e/ as in <b>ten</b>	/aɪ/ as in <b>buy</b>
/ɔ:/ as in <b>more</b>	/æ/ as in <b>bat</b>	/ɔɪ/ as in <b>boy</b>
/u:/ as in <b>too</b>	/ʌ/ as in <b>much</b>	/əʊ/ as in <b>no</b>
/ɜ:/ as in <b>word</b>	/ɒ/ as in <b>not</b>	/aʊ/ as in <b>now</b>
	/ʊ/ as in <b>put</b>	/ɪə/ as in <b>ear</b>
	/ə/ as in <b>again</b>	/eə/ as in <b>there</b>
	/ɪ/ as in <b>happy</b>	/ʊə/ as in <b>sure</b>
<b>triphthongs (3 vowels)</b>	/aɪə/ as in <b>fire</b>	/eɪə/ <b>player</b>
/ɔɪə/ <b>soya</b>	/aʊə/ <b>flower</b>	/əʊə/ <b>mower</b>

## Pronunciation rules for final -ed and -s

### Pronunciation rules for final -ed

- If a verb itself ends in **-t** or **-d** the final **-ed** is pronounced /ɪd/
- If a verb ends in a voiceless consonant (/p/, /s/, /k/, /f/, /tʃ/, or /θ/) the final **-ed** is pronounced /t/
- If a verb ends in a voiced consonant (/b/, /g/, /l/, /z/, /v/, /dʒ/, /ð/, /m/, /n/, or /ŋ/) or a vowel sound, the final **-ed** is pronounced /d/.

### Pronunciation rules for final -s

- You pronounce the final **-s** as /ɪz/ if the word ends in one of the following sounds :  
/s/ E.g. miss - /z/ E.g. buzz. - /ʃ/ E.g. washes - /tʃ/ watches  
/dʒ/ E.g. manages
- If a word ends in any other voiceless consonant sounds (/p/, /k/, /θ/, /t/) you pronounce the final **-s** as /s/
- If a word ends in any other voiced consonant sound (/b/, /g/, /l/, /z/, /v/, /dʒ/, /ð/, /m/, /n/, or /ŋ/), or a vowel sound, you pronounce the final **-s** as /z/.

## Irregular verbs

List A: Irregular verbs with the same past simple and past participle forms.

Infinitive	Past simple	Past Participle
Awake	Awoke	Awoke
Bend	Bent	Bent
Bleed	Bled	Bled
Breed	Bred	Bred
Build	Built	Built
Burn	Burnt	Burnt
Buy	Bought	Bought
Catch	Caught	Caught
Cling	Clung	Clung
Creep	Crept	Crept
Deal	Dealt	Dealt
Dig	Dug	Dug
Dream	Dreamt	Dreamt
Dwell	Dwelt	Dwelt
Feed	Fed	Fed
Fight	Fought	Fought
Find	Found	Found
Flee	Fled	Fled
Fling	Flung	Flung

List B: Irregular verbs with different past simple and participle forms.

Infinitive	Past simple	Past Participle
Arise	Arose	Arisen
Bear	Bore	Born
Beat	Beat	Beaten
Befall	Befell	Befallen
Beget	Begot	Begotten
Begin	Began	Begun
Betake	Betook	Betaken
Bite	Bit	Bitten
Blow	Blew	Blown
Break	Broke	Broken
Choose	Chose	Chosen
Come	Came	Come
Do	Did	Done
Draw	Drew	Drawn
Drink	Drank	Drunk
Drive	Drove	Driven
Eat	Ate	Eaten
Fall	Fell	Fallen
Fly	Flew	Flown

3. Classify the words in the box below in the table that follows according to the pronunciation of the letters 'ch'.

☞ Aim: Sound-spelling links (pronunciation of the letters **ch**)

*archives* – **church** – *architect* – **coach** – *architecture* – **arch** – *alchemy***archaic** – *archipelago* – **archetype** – **epoch** – *archer* – **archaeology** – *artichoke* – **Archimedes** – **archway** – **archduke** – **archangel**

/tʃ/	/k/
Church, coach, archer, archway, archduke, artichoke	Archives, architect, architecture, archipelago, alchemy, archaic, archetype, epoch, archaeology, Archimedes, archangel

4. Now listen to your teacher reading aloud the words in task 3 & check your answers.

Follow the instruction. Ask your students to give other examples.

*Think, pair, share (p.30)*

Study the closely the model essay below and make the best use of it in preparation for the exercise. Follow the guidelines below to write **an expository essay** about *the challenges faced by our modern civilization*.

1. Work individually. Select three ideas from the thesis statement in the essay structure below.

**Essay structure**

**Introduction:** **Thesis Statement**

There are three major threats to our civilization:

*Nuclear warfare - pollution – climate change -*

**Body §1:** **Topic Sentence + supporting sentences**

**Body §2:** **Topic Sentence + supporting sentences**

**Body §3:** **Topic Sentence + supporting sentences**

**Conclusion**

<b>Thesis Statement / Topic sentence</b>	<b>connectors</b>	<b>Supporting details</b>	<b>connectors</b>	<b>Express: example, cause, result, justification...</b>
<p><b>Introduction:</b> There are three major threats to our civilization...</p> <p><b>Body §1-Nuclear Warfare-</b></p> <p><b>Body §2 – Pollution-</b></p> <p><b>Body §3- Climate Change-</b></p> <p><b>Conclusion:</b> There are indeed urgent ...</p>				

2. Jot down details about the ideas you have selected using a network tree.

### Introduction:

There are three major threats to our civilisation.

- ☑ nuclear warfare, explosion of atomic bombs in 1945; Cold war
- ☑ pollution, a major cause for concern with the massive and noxious increase in industry
- ☑ climate change as an outcome of the first two mentioned problems.

### Body §1-Nuclear Warfare-

- ☑ The escalation of nuclear weaponry since World War Two has exposed humanity to a nuclear war that would not compare at all with Hiroshima and Nagasaki
- ☑ The Cold War a period of tension between the two most heavily equipped nations in terms of nuclear warheads, the USA and the USSR.
- ☑ The *Détente* that came after did not suppress all worries/ what about the country?

### Body §2 – Pollution-

- ☑ There are also indirect consequences to owning nuclear energy.
- ☑ a lethal form of pollution can originate from it if nuclear power plants accidents.
- ☑ ever-increasing industrialisation, can also cause severe illnesses and deaths.
- ☑ chemicals dumped by factories underground, or in rivers and seas,
- ☑ enormous amounts of smoke emitted in the air by factories and vehicles.
- ☑ All of these are causing all sorts of illnesses in humans and threatening wildlife.

### Body §3- Climate Change-

- ☑ Apart from these direct consequences, the third threat to our civilisation, climate change,
- ☑ directly related to the first two mentioned.
- ☑ Smoke has resulted in the greenhouse effect, responsible for the increase in mean temperature in the world.
- ☑ Consequently, the ice caps in the north and south poles are shrinking, the sea level is rising, rains have become irregular,
- ☑ hurricanes are more frequent, monsoons are more destructive, droughts have intensified
- ☑ the danger of famine is real, lead to dramatic wars over the possession of the meagre resources remaining.
- ☑ lethal chemicals spread in the environment make the world a dangerous place to live.
- ☑ The tons of smoke sent out in the atmosphere also constitute a health hazard, and are responsible for climate change.

### Conclusion

- ☑ urgent measures to be taken by governments to make human activities safer if our civilisation is to survive and thrive.

3. Write a first draft essay using the structure provided above. Then exchange drafts with your partner for error checking.

### Essay structure

☞ **Form:** indentation, punctuation-capital vs small letters-

☞ **Content:** transition *within* §-sentence transition- Connectors

transition *between* §-paragraph transition- Connectors

4. Write a revised version and share your ideas with the class.

## POSSIBLE OUTPUT

### Introduction:

There are three major threats to our civilisation, which can lead to the destruction of mankind. We have first nuclear energy, which has been a constant liability ever since the explosion of atomic bombs in 1945; there is also pollution, a major cause for concern with the massive and noxious increase in industrial activities and mechanisation; finally, climate change constitutes another threat, as an outcome of the first two mentioned problems.

### Body §1-Nuclear Warfare-

The escalation of nuclear weaponry since World War Two has exposed humanity to a nuclear war that would not compare at all with Hiroshima and Nagasaki, since it could wipe out life on earth many times over. The Cold War was a period of tension between the two most heavily equipped nations in terms of nuclear warheads, the USA and the USSR. The *Détente* that came after did not suppress all worries, since other countries have the bomb, and could use it any time.

### Body §2 – Pollution-

There are also indirect consequences to owning nuclear energy. Indeed, a lethal form of pollution can originate from it if accidents in nuclear power plants occur. But apparently less dangerous forms of pollution, generated by an ever-increasing industrialisation, can also cause severe illnesses and deaths. We can think of all the chemicals dumped by factories underground, or in rivers and seas, or of the enormous amounts of smoke emitted in the air by factories and vehicles. All of these are causing all sorts of illnesses in humans and threatening wildlife.

### Body §3- Climate Change-

Apart from these direct consequences, the third threat to our civilisation, climate change, is directly related to the first two mentioned. Smoke has resulted in the greenhouse effect, responsible for the increase in mean temperature in the world. Consequently, the ice caps in the north and south poles are shrinking, the sea level is rising, rains have become irregular, hurricanes are more frequent, monsoons are more destructive, droughts have intensified, and have reached usually wet parts of the world. Therefore, the danger of famine is real, and can even lead to dramatic wars over the possession of the meagre resources remaining. Surely the impending threat of nuclear warfare, and the lethal chemicals spread in the environment make the world a dangerous place to live. The tons of smoke sent out in the atmosphere also constitute a health hazard, and are responsible for climate change.

### Conclusion

There are indeed urgent measures to be taken by governments to make human activities safer if our civilisation is to survive and thrive.



## ☺ TAKE A BREAK ☺

✂ Find information about the Ancient Greek myth of Ulysses & organize a storytelling session in class. Help yourself with the illustration below.

Note: All tales begin with '*Once upon a time*' and end with '*and lived happily ever after*'.

### Paris's Abduction of Helen

*Once upon a time*, Helen of Troy, in Greek mythology, was the most beautiful woman in the world. She was the major cause of the Trojan War, in which Greece defeated the city of Troy.

Helen was the daughter of Zeus, the king of the gods, and Leda, a human being. According to one myth, Zeus appeared in the form of a swan when he visited Leda. Helen later hatched from a swan's egg from which Helen was born.

When Helen was a child, an Athenian fell in love with her and kidnapped her. Helen's brothers rescued her. Many Greek heroes courted Helen, but she married Menelaus, the king of Sparta.

A Trojan prince named Paris visited Sparta where Menelaus, husband of Helen, treated him as a royal guest. However, when Menelaus left Sparta to go to a funeral, Paris abducted Helen (who perhaps went willingly) and also carried off much of Menelaus' wealth. In Troy, Helen and Paris were married- around 1200 B.C- .



Menelaus' brother, Agamemnon, led a Greek army against Troy to win Helen back. Paris was killed during the war. Helen then married Paris' brother who was also killed. After the Greeks captured Troy, Helen and Menelaus were happily reunited *and lived happily ever after*.

Helen's personality has long fascinated writers. Some authors have portrayed her as a deceitful woman driven by passion to betray her country and family. But other writers have regarded Helen as an innocent victim of her own beauty.

### The Greek Siege of Troy

The Greek army laid siege to Troy for 10 years but could not conquer the city. The war began to go badly for the Greeks after Achilles, their bravest warrior, left the battlefield. Achilles refused to fight because Agamemnon, the Greek commander, had insulted him.

The Trojans, led by Hector, drove the Greeks back to their ships. Achilles finally returned to combat after his best friend, Patroclus, had been slain by Hector. Achilles killed Hector to avenge Patroclus' death.

The Trojans received help from their allies, the Ethiopians and an army of women warriors called Amazons. But Achilles enabled the Greeks to defeat their enemies by killing the queen of the Amazons, and the king of the Ethiopians. Paris, aided by the god Apollo, later shot Achilles in the heel with an arrow and killed him.



**The fall of Troy & The Trojan Horse.** The Greeks built a huge wooden horse, which has become known as the Trojan horse, and placed it outside the walls of Troy. Odysseus and other warriors hid inside the horse while the rest of the Greek army sailed away.

The prophetess Cassandra and the priest Laocoon warned the Trojans against taking the horse into their city. But Sinon, a Greek horse was sacred and would bring the protection of the gods. The Trojans then pulled the horse into Troy. That night they fell asleep after celebrating their apparent victory. Odysseus and his companions then crept out of the horse and opened the city gates for the rest of their warriors, who had returned from a nearby island.



The Greeks took back Helen, killed almost all the Trojans, and burned Troy. Menelaus, who had been determined to kill his faithless wife, was soon taken by Helen's beauty and her seductiveness that he allowed her to live. According to the Aeneid, the few Trojan survivors included the warrior Aeneas, whose descendants founded Rome.



Brueghel, Jan the Elder. *The Burning of Troy* (c. 1671-72)

## Cyclops, Polyphemus

Cyclops in Greek mythology was any member of a race of giants with one eye in the middle of the forehead. The best-known of the Cyclopes was Polyphemus. The epic poem, the Odyssey, describes how the Greek hero Odysseus and his men sailed to an island inhabited by Polyphemus. The Cyclops imprisoned the Greeks and ate six of them. After Odysseus made Polyphemus drunk, he and his surviving men put out the giant's eye with a burning stake and escaped. The blind Polyphemus prayed to his father, the sea god Poseidon, to punish Odysseus. As a result, Odysseus suffered many hardships and delays before reaching his home.



## The Sirens



Sirens were sea nymphs in Greek mythology who lived on an island. The Sirens' sweet singing lured sailors to destruction on their island's rocky shores. In some stories, the Sirens would die if someone sailed past unmoved by their singing. The hero Odysseus (Ulysses in Latin) put wax in his sailors' ears so they could not hear the Sirens. Then he had them tie him to the mast. Odysseus could thus listen to the Sirens without endangering his ship. In art, Sirens were first portrayed as birds with women's heads and later as women with birds' legs and sometimes wings.

## Penelope & Ulysses

*Once upon a time* in the kingdom of Ithaca lived Penelope, a great figure in Greek mythology. She was the wife of Odysseus (Ulysses in Latin), king of Ithaca. She became famous for her faithfulness to her husband. After the birth of their son, Telemachus, Odysseus left on an expedition against Troy. He did not return for 20 years, but Penelope remained faithful to him. Her story is told in the epic poem the *Odyssey*.

Many nobles from Ithaca and neighbouring islands courted Penelope, claiming that she would never return, but she refused to remarry. For three years, she held suitors off by a trick. She said that she must first weave a shroud for her father-in-law, Laertes. Each day she unravelled what she had woven that day.



Odysseus would refuse to remarry suitors off by a law, Laertes. Each she had woven that day.

After a maidservant revealed Penelope's deception, she promised to select the suitor who could string and shoot Odysseus' great bow. Each suitor tried and failed. A beggar, who had come to the palace and was given shelter, asked to try. He easily strung and shot the bow. The beggar was Odysseus in disguise. With the bow, he killed the suitors. Odysseus regained his kingdom and was reunited with Penelope *and lived happily ever after*.

## Ulysses's Homecoming-Return to Ithaca-

The Greeks finally defeated the Trojans after 10 years of fighting, and Ulysses set sail for Ithaca. During his return voyage, he visited the land of Cyclopes (one-eyed giants). Ulysses was captured by Polyphemus, a Cyclops, but he escaped after blinding the Cyclops with a heated stake. Polyphemus prayed for revenge to his father,



he visited the eyed giants). Ulysses was Polyphemus, a Cyclops, but he escaped after blinding the Cyclops with a heated stake. Polyphemus prayed for the sea god Poseidon.

Poseidon then tried to make Ulysses's return home as difficult as possible. With some help from the goddess Athena, Ulysses finally reached home after 10 years of wandering and many thrilling adventures.

During Ulysses's long absence, several noblemen had moved into his palace. The men claimed that Ulysses must have died, and they demanded that Penelope marry one of them. Penelope finally agreed to marry the man who could string Ulysses's huge bow and shoot an arrow through 12 axes.

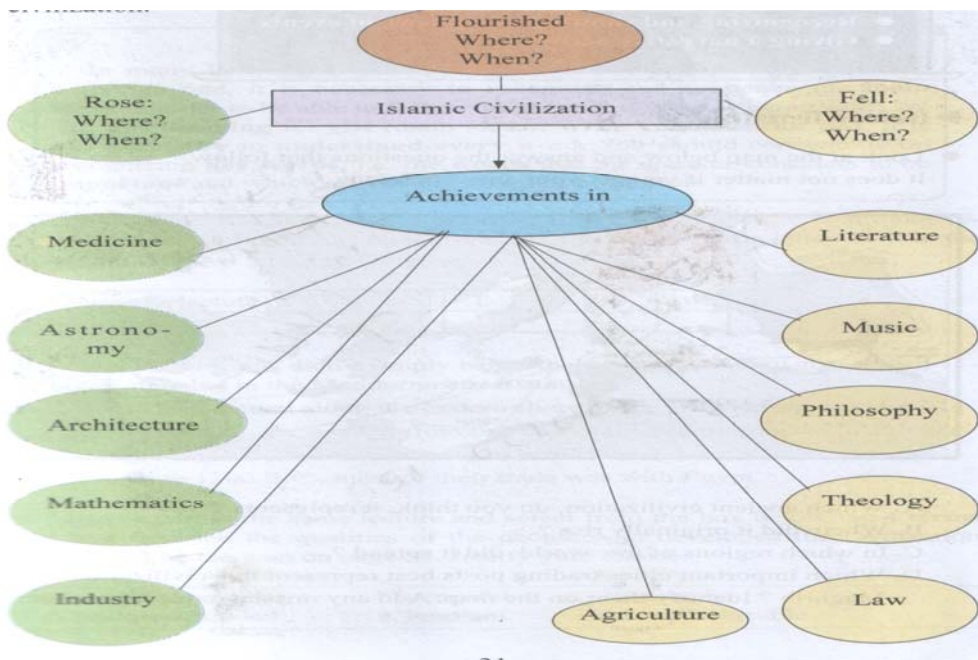
Ulysses arrived at the palace the day before the archery contest, disguised as a beggar. Penelope allowed him to enter the contest. He was the only one who could perform the feat. After revealing his identity, he killed the noblemen with the help of Athena, Telemachus, and loyal servants. He then was reunited with his wife *and lived happily ever after.*

## RESEARCH & REPORT

- Carry out a research to fill in the spidergram below with relevant information.
- Enliven your spidergram by including pictures of achievements in Islamic civilization.
- The report can be presented in the form of a class presentation (speaking from notes on the diagram) or an interview.
- Advise the students to present the information in a climax order (from the least to the most important piece of information).
- Use maps to represent the spread of Islamic civilization and pictures/drawings of famous people and monuments.

E.g

*In the history of mankind, Islam gave rise to a civilization which soon became a model for many nations all over the world. This Muslim civilization emerged in Arabia in the seventh century of the Christian Era when the Prophet Muhammed (Blessed Be His name) revealed God's message. Out of Islam rose a civilization that could not be confined to the Hidjaz ... (To be continued by students).*



## LISTENING & SPEAKING

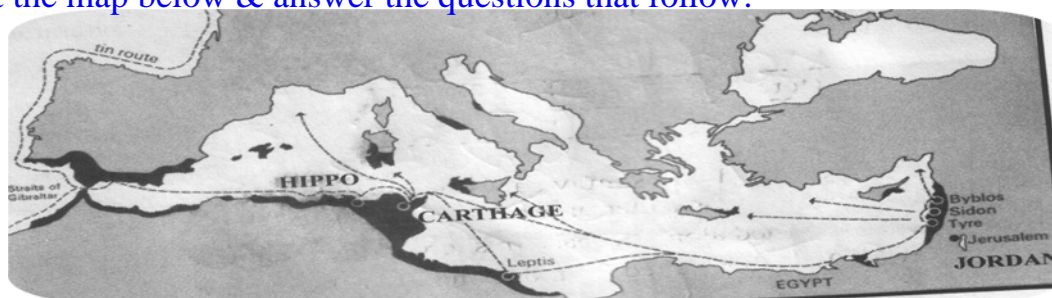
### Skills and Strategies Outcomes

Go through the preview with your students to make the objectives of this section explicit.

- Making & checking hypotheses/predictions.
- Listening for gist.
- Listening to details.
- Recognizing & showing a sequence of events.
- Giving a narrative account.

#### ► Before listening

- Look at the map below & answer the questions that follow:



A. Which ancient civilization, do you think, it represents?

It represents the Phoenician civilization.

B. Where did it originally rise?

It originated in what is known as Jordan and Lebanon today.

C. In which regions of the world did it spread?

It spread to the Mediterranean Basin.

D. Which important cities/trading posts best represent this civilization in the Maghreb? Identify them on the map. Add any missing ones if possible.

Carthage (Tunis), Icosium (Algiers), Hippo (present-day Annaba)

Students can come out with further information.

#### ► As you listen

1. Listen to a lecture about the civilization represented on the map on the previous page and check your answers to the questions on the same page.

Students check answers to the task in the before-reading rubric

- Have a look at the coping box below. Then do tasks 2 and 3 that follow.

### Coping

In many listening situations, whether in your own language or in a foreign one, it is necessary to **recognize** and **sequence the main ideas** in order to be able to **follow the thread** of **what is being said**. We call this **listening for gist** (main ideas). When you listen for **gist**, it is **not necessary** to **understand every word**. You should concentrate on recognizing **key words**, i.e. **the words** that the speaker considers to be **important** and which are usually **stressed** in English.

2. Sentences A-E below are not in order. Listen to the lecture again and **reorder** them according to their occurrence in the lecture. Write letters A-E in the following table.

Order in the lecture	1	2	3	4	5
Jumbled sentences	D.	B	E	C	A

Have the students go through the text in the coping box. Interact with the students and clarify further the notions if necessary.

5. A. The Phoenicians didn't simply barter their goods, but they also spread the alphabet in the Mediterranean Basin.
  2. B. Later they settled along the eastern shore of the Mediterranean.
  4. C. By 1000 B.C., they sailed from one end of the Mediterranean to another.
  1. D. Originally, the Phoenicians used to live in the desert.
  3. E. Down to 1200 B.C., most of their trade was with Egypt.
3. Listen again to the same lecture and **select** from the box below the **4 terms** that best describe the qualities of the people who developed the civilization represented on the map on page 32. Justify your choice.

a. warlike   b. peaceful   c. nomadic   d. business-minded   e. ignorant   f. knowledgeable

If necessary, let the students check the meaning of the words in the dictionary. The students will do the task from memory. Then check their answers by listening to the script a second time.

Have the students give their justifications. Key words from the script are enough as a justification.

### ► After listening

- Have a look at the coping box. Then do the task that follows.

#### Coping

When we give a historical account or tell the story of something or someone, we resort to an organizational pattern based on **chronology**. To convey chronological order we use:

- Past tenses (generally the past perfect & occasionally the past perfect)
- Sequencers which express:
  1. the beginning of a list : first, to start with, to begin with, originally, etc.
  2. the continuation of a list : next, then, shortly afterwards, later, etc.
  3. the end of a list: finally, at last, eventually, in the end, etc.
- Time conjunctions: when, as soon as, while, before, after, once, etc.

- **Task:** The sentences below are **not in order**. **Re-order** them to get a coherent text about the history of papermaking. Write letters A-G in the table below. Then explain how you have found the order of the sentences.

Order in the lecture	1	2	3	4	5	6	7
Jumbled sentences	C	E	A	G	B	F	D

Have the students skim through the text in the coping box. Then have them interact in order to elicit the genres (historical accounts, tales, novels, short stories, newspaper and radio reports...) in which the chronological pattern is used. (1C 2E 3A 4G 5B 6F 7D)

Slight changes in the ordering are possible. This should be a good opportunity for a short class discussion.

3. A. For a long time papermaking with such materials was a monopoly of the Chinese.
5. B. The Arabs improved the papermaking process considerably.
1. C. About the year 105 A.D., a Chinese official called Ts'ai-Lum discovered that paper could be made from bark, old linen and other materials.
7. D. It reached the Maghrib about 1100, and then was introduced into Spain, France, Italy and Germany.
2. E. It was so made until about the eighth or ninth century A.D.

6. F. The craft spread to Baghdad and Damascus.

4. G. The Arabs learned the secret from Chinese prisoners, captured in the fighting around Samarkand between 704 and 750 A.D.

A.D. Anno Domini / An abbreviation used with a date, indicating how many years have passed since the birth of Jesus. The abbreviation may appear before the date (A.D. 1988), or it may appear after the date (1988 A.D.). It stands for *anno Domini*, a Latin phrase meaning “in the year of our Lord.” (Compare B.C.)

### ► Saying it in writing

• Prepare a short historical account of the development of Western civilization using the timelines on the next page. Before writing and giving your account to the class, **list**, **select** and **organize** the major events in a timeline of your own.

**Start like this:** *Western civilization is one of the world’s twenty-six civilizations. It started in Crete, the largest Greek island in the eastern Mediterranean Sea, about 3,000 years ago. The civilization that rose in Crete was called the Minoan civilization because Crete at that time was under the rule of the legendary King Minos. Ancient Greek civilization originated more than 2,000 years ago on the shores of the Ionian and Aegean Seas. Ancient Greece made innovations in philosophy, politics, science, architecture, and the arts, and Greek culture forms the basis of Western civilization to this day. Then came the Roman civilization. ... (To be continued by students)*



## Reading & Writing

Make the students aware of the objectives of the section by giving them time to skim through the preview.

### Skills and strategies outcomes

- Skimming
- Scanning
- Identifying reference words
- Recognizing types of discourse
- Summarizing



### ► Before reading:

- Look at the picture 1-3 then answer the following questions:

1. What does each of the pictures represent?

1. **Picture One** represents one of the three pyramids at Giza, the Great Pyramid of Khufu /Cheops near Cairo. (230 m/755 ft square and 147m/481 ft high. The three pyramids at Giza were considered one of the Seven Wonders of the World in Antiquity (the Pyramids of Egypt, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum at Halicarnassus, the Colossus of Rhodes, and the Pharaohs (lighthouse) at Alexandria)- (**Honorary Candidate since July 2007**)

**Picture Two** represents a mummy of an Egyptian Pharaoh and Horus (in ancient Egyptian mythology, the hawk-headed sun god, son of Isis and Osiris, of whom the pharaohs were declared to be the incarnation)

**Picture Three:** Mask of the Pharaoh

2. Which one of them shows one of the Seven Wonders of the World? Picture 1
3. Which Ancient Egyptian king have u heard of?

One of the most famous was Tutankhamen (whose tomb was discovered near Luxor in 1922).

4. Which stories in your culture are associated with Egypt? Say a few words about them.

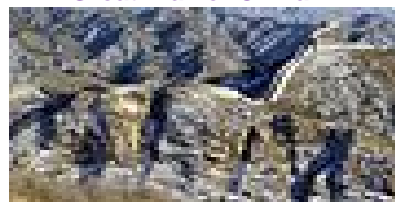
The story of Sidna Musa (Moses) Moses, the Story of Sidna Yucef (Joseph)

### NOTE: Old 7 Wonders Versus New 7 Wonders

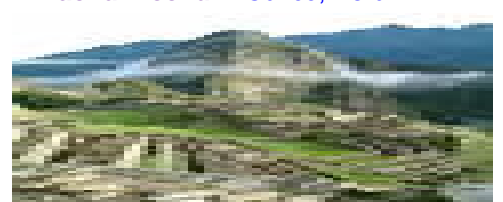
Chichen Itza in Yucatán, Mexico



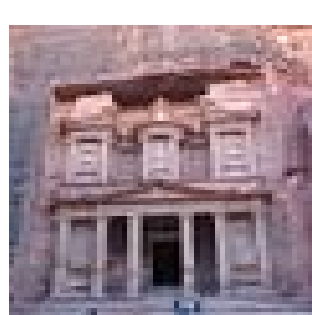
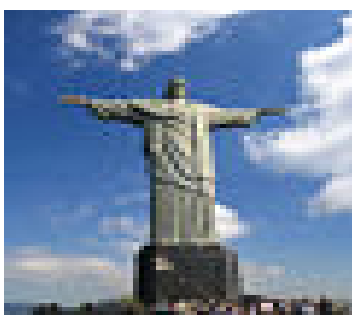
Great Wall of China



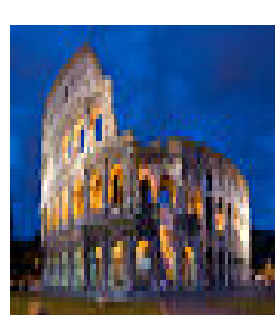
Machu Picchu in Cuzco, Perú



Christ the Redeemer in Rio de Janeiro, Brazil



Roman Colosseum in Rome, Italy Taj Mahal in Agra, India





► **As you read:**

- Have a look at the coping box & do task 1 that follows:

**Coping**

**Skimming** means reading quickly for gist (general meaning). You skim through a written text in order to find out about the topic and its general organization.

When you are asked to skim through a text, you **needn't** know every word & sentence in the text. You should concentrate, instead, on recognizing **key words**, i.e. words that the writer considers to be important. Key words are often repeated in the text.

1. Skim through the introduction and the conclusion of the text below and pick out four to six key words.

*Students should be encouraged to do this as quickly as possible*

**Key words :**

**A.** in the introduction: civilization - rose - Egypt decline - fall

**B.** in the conclusion: decline, fall / The choice of words may be subject to debate.

**Text**

(§1) Ancient Egyptian civilization rose in the Nile Valley. As in Sumer, the need for an irrigation system first led farmers to join together and cooperate. But the bonding together of men developed much further in Egypt. Sumer remained a land of small city states whereas the people of Egypt became united under the rule of a single king. **This** made of Egypt the first nation in history.

(§2) The Pharaoh's government did many important things. **It** protected the land and its inhabitants by organizing defenses to keep out the raiding war-bands **which** sometimes attacked the country from the desert. The preserving of internal peace was another of the Pharaoh's tasks. The people of a nation can only live together if the rulers make sure that the laws are obeyed. Many of the laws of the Egyptians were traditional, that is to say, **they** had grown up gradually, over the centuries. But the Pharaoh could make new laws, and did **so**, whenever he thought it necessary.

(§3) In countless ways, then, the Egyptians derived great benefits from their system of national government. But this was only one reason why **they** stayed a united people throughout ancient times. Another reason was **their** national pride and strong sense of belonging together. The Egyptians felt that **they** were privileged to have been born in Egypt. All other lands, **they** thought, were cold and dark, and the people who lived in **them** more akin to animals than to human beings.

(§4) It was the Ancient Egyptians' feelings and beliefs about the Pharaoh that provided the strongest unifying force of all. In Sumer, the king of each city was thought to be the chief servant of the city's god. The Egyptian idea of kingship went further than this. They thought that their king was himself a living god, a divine ruler who had magic control over the weather and the Nile, and who alone brought safety, prosperity and happiness to the nation. The Pharaoh was revered to such a degree that his people dared not mention him by name. **They** only spoke of the palace in which he lived. That is why **they** called **him** Pharaoh, which means 'great house'.

(§5) When we realize how much the Pharaoh meant to the Egyptians, it is easier to understand how the pyramids came to be built. Since **he** was a god, **he** could not be allowed to die. It was believed that **his** spirit would survive only if his body were preserved, together with everything that was needed for its future well-being. The pyramids, therefore, were designed as eternal dwelling places for the god-kings from where the dead Pharaohs would continue **their** magic work

for their 'beloved land'.

(§6) The effort and resources needed to build pyramids were so great that from the 25<sup>th</sup> century B.C onwards, they had perforce to become smaller and smaller. The later Pharaohs were buried, not in pyramids, but in rock tombs. Yet the contents of the tombs remained as extravagant as before. When Howard Carter discovered the tomb of Tutankhamen in 1922 it proved to contain the most incredible burial treasure ever found. With all this treasure going into the ground instead of being invested, it was no surprise that eventually the Pharaohs proved to be the major cause behind the decline and fall of ancient Egyptian economy, and therefore of its civilization.

( From Victor Skipp, **Out of the Ancient World**, Penguin, p.61.)

2. Use the key words you have picked out in task 1 (page 37) to give a title to the text.

**Possible title:** The Rise and Fall of Ancient Egyptian Civilization

Have the students check the validity of the title. You can jot some of the students' titles on board and let the class choose the best one.

3. Now, skim through the whole text & match ideas A-G below with their corresponding §. One of the ideas is irrelevant. Write the numbers of § in the boxes.

§2 A. The Pharaoh's government and its functions.

§4 B. The Pharaoh and his importance for the political unity of Egypt.

§1 C. The unification of ancient Egypt.


§3 D. Patriotic feelings in ancient Egypt.

§6 E. The Pharaoh's ruining of Egyptian economy.

§5 F. The idea behind the building of the pyramids.

IR G. The importance of Tutankhamen's treasure.

4. Have a look at the coping box and do the task that follows.

 Go through the text in the coping box to raise awareness of the importance of scanning in reading. Compare and contrast the skills of scanning and skimming.

#### Coping

**Scanning** means reading for **specific pieces** of information (a fact, or a detail, or a particular word). When you scan written texts, your eyes **should move quickly** to find the information you are interested in. Ignore irrelevant items. What counts here is your power of observation.

• **Task:** Scan the text and answer the following questions.

Go through the text in the coping box to raise awareness of the importance of scanning in reading. Compare and contrast the skills of scanning and skimming.

A. What is the major difference between ancient Sumer and ancient Egypt?

The major difference between Sumer and Ancient Egypt is that the former remained a land of small city states whereas Egypt became united under the rule of a single king.

B. What are the benefits that ancient Egyptians derived from their system of national government?

The benefits that the ancient Egyptians derived from their system of national government are protection and internal peace.

C. What does the name Pharaoh' mean in the ancient Egyptian language?

The name Pharaoh means **Great House** in Ancient Egyptian.

D. Why were the pyramids important for ancient Egyptians?

They were the dwelling places of the spirit of the Pharaoh.

E. Who discovered Tutankhamen's tomb?

Howard Carter discovered the tomb of Tutankhamen in 1922.

5. Circle and link the words written in bold in the text with the items they refer to.

Eg, **the people of Egypt became united under the rule of a single king.**

**This** made Egypt the first nation in history. (§1)

*Explain to the students that the failure to understand such links will certainly lead to a serious misunderstanding of the text. Before setting them to task, refer the students to the Coping on page 68.*

- The people of Egypt became united under the rule of a single king (**this**) §1
- The Pharaoh's government (**it**) §2
- The land (**its**), the raiding war bands (**which**) §2
- The Pharaoh could make new laws (**so**) §2
- The Egyptians derived great benefits from their system of national government (**this**) §3, The Egyptians (**They**) §3, The Egyptians (**their**) §3, All other lands (**them**) §3
- The people (**they**) §4, The Pharaoh (**he**) §4 The people (**they**) §4, The Pharaoh (**him**) §4
- The Pharaoh (**he, he, his**) §5, The Pharaohs (**their**) §5

► **After reading:**

1. Have a quick look at the coping box below. Then decide which type of discourse the text you have studied belongs to.

**COPING**

There are **five** major types of discourse in prose texts: **descriptive, expository, narrative, argumentative** and **prescriptive**.

As their name indicates, **descriptive** texts do just that: they **describe** people, places, things,

**Expository** texts **explain** how things work, and **why** these things **are what they are**.

**Narrative** texts **tell** the story of something or someone.

**Argumentative** texts are texts which **defend** points of view.

**Prescriptive** texts are texts which **give instructions**.

**Note:** There may be more than one type of discourse in the same text.

*Have the students go through the coping box. Elicit the fact it is important to find out the function of texts because that helps better understand the writer's purpose.*

The discourse is mostly narrative but it takes an argumentative turn at the end.

*It is important to follow up with an explanation that narration and description are sometimes used in argumentative texts.*

2. Write a short summary of the text (about one-fifth of it) you have studied. Your teacher will tell you about the strategies for making a summary.

*Before involving the students in the task, review with them what summarizing means and the techniques that should be used.*

Writing a good summary is a difficult task which is rarely done satisfactorily, even by advanced students. The best way of training the students to write summaries is to prepare them through practice in underlining important/key words and main ideas and in perceiving the structure of the text. This is essentially what has been done throughout the previous tasks of this section.

**Points to watch when assessing students' summarizing:**

1. The summary is too short and the main idea is not expressed.
2. The summary is too long. It does not fit the one-fourth, one-fifth of the original.
3. There are too many details and the key ideas do not stand out.

4. The wrong key ideas have been selected
5. The information they contain is wrong.
6. The summary is not written in one's own words.
7. The summary is not an accurate and objective account of the text: it is pervaded with personal reactions.

**Proposed summary of the text (about 10 lines):**

Ancient Egyptian civilization emerged along the Nile Valley as a result of the unification of all Egyptians under the central authority of one single king, the Pharaoh. The Pharaoh's government guaranteed both external and internal security to the people of Egypt. As a consequence, the Egyptians grew very proud of their country and became so fond of the Pharaoh that they worshipped him as a God-king. This national pride and identification with the Pharaoh kept the unity of ancient Egypt and made its civilization prosper for many centuries. But the economy of ancient Egypt was ruined by all the resources that the Pharaohs put into the building of pyramids and the burial of their treasures in their own tombs. Economic collapse caused the gradual decline and fall of ancient Egyptian civilization.



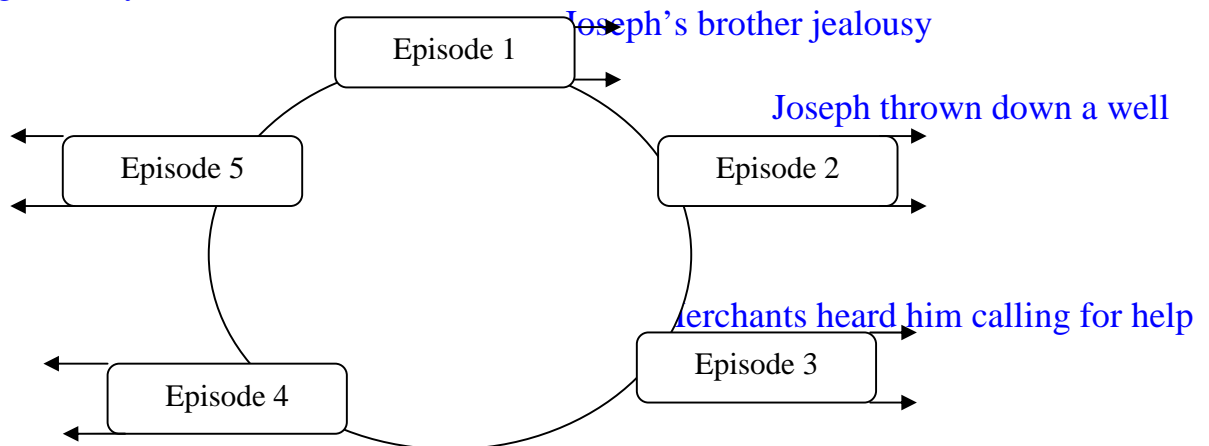
► **Writing development**

• The picture below illustrates the story of Joseph / Sidna Yucef. Study it. Then write your own version of the story following the guidelines on the next page

*Follow the procedure provided in the textbook*

Joseph is famous for his coat of many colors and his God-given ability to interpret dreams. Due to jealousy, his brothers sold him as a slave. Eventually he worked under the Egyptian official Potiphar but was freed and became the chief adviser (vizier) to the Egyptian Pharaoh, allegedly around either the Hyksos Era or the Middle Kingdom of Egypt period, according to Kenneth Kitchen.

1. Jot down ideas about the story using the cycle of episodes below. Some of the events in the episodes are given to you.



2. Select the idea from your cycle of episodes & start writing your draft narrative. Don't pay attention to mistakes at this stage.

3. Check whether your ideas are developed correctly. Then review your story for grammar & spelling mistakes.

4. Exchange drafts with your partner for error checking.

5. Hand your revised version of the story to your teacher.

## Project Outcome

### Making the profile of an ancient civilization (E.g. Greece)

Your profile should include the following:

Information about the place where and the time when Ancient Greek civilization flourished

==Chronology==

There are no fixed or universally agreed upon dates for the beginning or the end of the ancient Greek period. In common usage it refers to all Greek history before the [[Roman Empire]], but historians use the term more precisely. Some writers include the periods of the Greek-speaking [[Mycenaean Greece|Mycenaean]] civilization that collapsed about [[1150 BC]], though most would argue that the influential [[Minoan civilization|Minoan]] was so different from later Greek cultures that it should be classed separately.

In Greek school books, "ancient times" is a period of about 900 years, from the catastrophe of [[Mycenae]] until the conquest of the country by the [[Roman Republic|Romans]], divided into four periods based on styles of art and culture and politics. The historical line starts with [[Greek Dark Ages]] ([[1100 BC|1100]]&ndash;[[800 BC]]). In this period artists use geometrical schemes such as squares, circles and lines to decorate [[amphora]]s and other pottery. The [[Archaic period in Greece|archaic period]] ([[800 BC|800]]&ndash;[[480 BC]]) represents those years when the artists made larger free-standing sculptures in stiff, hieratic poses with the dreamlike "[[archaic smile]]". In the classical period (490&ndash;[[323 BC]]) artists perfected the style that since has been taken as exemplary: "[[Classical Greece|classical]]", such as the [[Parthenon]]. The years following the conquests of [[Alexander the Great|Alexander]] are referred to as the [[Hellenistic Greece|Hellenistic]], (323&ndash;[[146 BC]]), or [[Alexandria]]n period; aspects of Hellenic civilization expanded to Egypt, the Levant, Mesopotamia, Persia and beyond.

Traditionally, the ancient Greek period was taken to begin with the date of the first recorded [[Olympic Games]] in [[776 BC]], but many historians now extend the term back to about [[1000 BC]]. The traditional date for the end of the ancient Greek period is the death of [[Alexander the Great]] in 323 BC. The following period until the integration of Greece into the [[Roman Republic]] in 146 BC is classed [[Hellenistic Greece|Hellenistic]].

These dates are historians' conventions and some writers treat the ancient Greek civilization as a continuum running until the advent of [[Christianity]] in the [[3rd century]].

Information on two Ancient Greek major cities (E.g. Athens, Sparta)

**Athens** (**Greek**: *Αθήνα*/*Athina*, *katharevousa* (old-fashioned): *Αθήναι*/*Athinai*), the **capital** and largest city in **Greece**, dominates the **Attica** periphery: as one of the world's oldest cities, its recorded history spans at least 3,000 years.

Today the Greek capital, Europe's 8th largest **conurbation**,<sup>[1]</sup> is rapidly becoming a leading business centre in the **European Union**. This bustling and cosmopolitan metropolis with an urban population of 3.3 million and a metropolitan population of about 3.8 million people is central to economic, financial, industrial, political and cultural life in Greece. The city proper has a land area of 39 km<sup>2</sup> (15 sq mi), while the urban agglomeration of Athens spans 412 km<sup>2</sup> (159 sq mi).<sup>[2]</sup>

Ancient Athens was a powerful **city-state**. A center for the arts, learning and **philosophy**, home of **Plato's Akademia** and **Aristotle's Lyceum**,<sup>[3][4]</sup> Athens was also the birthplace of **Socrates**, **Pericles**, **Sophocles** and its many other prominent philosophers, writers and politicians of the ancient world. It

is widely referred to as the cradle of [Western Civilization](#),<sup>[5]</sup> and the birthplace of [democracy](#),<sup>[6]</sup> largely due to the impact of its cultural and political achievements during the 5th and 4th centuries BC on the rest of the then known European continent.<sup>[7]</sup>

The heritage of the classical era is still evident in the city, portrayed through a number of ancient monuments and artworks; the most famous of all being the [Parthenon](#) on the [Acropolis](#), standing as an epic landmark of western civilization. The city also retains a vast variety of [Roman](#) and [Byzantine](#) monuments, as well as a small number of remaining Ottoman monuments projecting the city's long history across the centuries. Landmarks of the modern era are also present, dating back to 1830 (the establishment of the independent Greek state), and taking in the [Greek Parliament](#) (19th century) and the Athens Trilogy (Library, University, and Academy).

Athens was the host city of the [first modern-day Olympic Games](#) in 1896, and 108 years later it welcomed home the [Summer Olympics](#), with great success.<sup>[8]</sup>

**Sparta** ([Doric](#): Σπάρτα *Spártā*, [Attic](#): Σπάρτη *Spártē*) was a [Dorian](#) Greek [military city-state](#), originally centered in [Laconia](#). Sparta emphasized military training, and after achieving notable victories over the [Athenian](#) and [Persian](#) Empires, regarded itself as the natural protector of Greece.<sup>[1]</sup> [Laconia](#) or [Lacedaemon](#) (Λακεδαίμων) was the name of the wider [city-state](#) centered at the city of Sparta, though the name "Sparta" is now used for both. The [Kings of Sparta](#) were believed to be the direct descendants of [Heracles](#).<sup>[2]</sup>

The city of Sparta lay at the southern end of the central Laconian plain, on the right bank of the [Eurotas River](#). It was a strategic site, guarded on three sides by mountains and controlling the routes by which invading armies could penetrate Laconia and the southern Peloponnesus via the Langhda Pass over Mt [Taygetus](#). At the same time, its distance from the sea—Sparta was 27 miles from its seaport, [Gythium](#)—made it difficult to blockade.

#### [A short account of the life styles, beliefs, customs, myths, and laws of these cities](#)

Sparta was, above all, a militarist state, and emphasis on military fitness began virtually at birth. Shortly after birth, the mother of the child bathed it in wine to see whether the child was strong. If the child survived it was brought before the elders of the tribe by the child's father. The elders then decided whether it was to be reared or not. If found defective or weak, the baby was left on the wild slopes of [Mount Taygetos](#) - also known as Apothetae, or as the Place of Rejection - to die; but it was also common for these rejected children to be adopted by the helots. In this way the Spartans attempted the maintenance of high physical standards in their population. From the earliest days of the Spartan citizen, the claim on his life by the state was absolute and strictly enforced.

- [Information on the contributions made by Ancient Egypt and Phoenicia to ancient Greek civilization](#)
- [A summary of the major achievements of this civilization in science, philosophy, government...](#)
- [Information on the civilizations that saved the Greek cultural heritage for mankind.](#)

N.B. Illustrate your profile with maps, pictures of monuments, etc.

#### **Alternative projects**

- [A booklet/leaflet/guidebook about the cultural heritage of your region -monuments, ruins, crafts-](#)
- [Making a timeline from the most ancient civilizations \(Chinese, Egyptian, Aztec , etc.\)to the most modern ones, highlighting their most important contributions to mankind.](#)

#### **Timeline of Greek migrations**

Distribution of the Hellenic races

*Some key historical events have also been included for context, but **this timeline is not intended to cover history not related to migrations**. There is more information on the historical context of these migrations in [History of Greece](#).*

**Pre-29th century BCE** — Greek tribes migrate into the Balkans.

**20th century BCE** — Settlements established on the Greek Peninsula

**17th century BCE** — Decline of [Minoan civilization](#), possibly due to the eruption of [Thera](#). Settlement of Achaeans and Ionians in the Greek peninsula ([Mycenaean civilization](#)).

**13th century BCE** — First [colonies](#) established in Asia Minor.

**11th century BCE** — Doric tribes move into peninsular Greece.

**9th century BCE** — Major colonization of Asia Minor.

**8th century BCE** — First major colonies established in [Sicily](#) and Southern Italy.

**6th century BCE** — Colonies established across the Mediterranean and the [Black Sea](#)

**4th century BCE** — Campaign of Alexander the Great; Greek colonies established in newly founded cities of [Ptolemaic Egypt](#) and Asia.

**2nd century BCE** — Conquest of Greece by the [Roman Empire](#). Migrations of Greeks to Rome.

**4th century** — Establishment of [Eastern Roman](#) (Byzantine) Empire. Migrations of Greeks throughout the Empire, mainly towards Constantinople.

**7th century** Slavic conquest of several parts of Greece, Greek migrations to Southern Italy take place. Byzantine Emperors capture main Slavic bodies and transfer them to Cappadocia. Bosphorus re-populated by Macedonian and Cypriot Greeks.

**8th century** Byzantine dissolution of surviving Sclaviniai and full recovery of the Greek peninsula.

**9th century** Retromigrations of Greeks from all parts of the Empire (mainly from Southern Italy and Sicily) into parts of Greece that were depopulated by the [Slavic Invasions](#) (mainly western Peloponnese and Thessaly).

**13th century** — Byzantine Empire dissolves, Constantinople taken by the Fourth Crusade; becoming the capital of the [Latin Empire](#). Reconquered after a long struggle by the Empire of Nicaea, but fragments remain separated. Migrations between Asia Minor, Constantinople and mainland Greece take place.

**15th century** — Conquest of Byzantium by the Ottoman Empire. Greek diaspora into Europe begins. Ottoman settlements in Greece. Phanariot Greeks occupy high posts in Eastern European millets.

**1830s** — Creation of the [Modern Greek State](#). Immigration to the [New World](#) begins. Large-scale migrations from Constantinople and Asia Minor to Greece take place.

**1913** — Macedonia partitioned; Unorganized migrations of Greeks, Bulgarians and Turks towards their respective states.

**1910s** — approximately 353,000 [Pontian Greeks](#) killed [2].

**1919** — [Treaty of Neuilly](#); Greece and Bulgaria exchange populations, with some exceptions.

**1923** — Treaty of Lausanne; Greece and Turkey agree to exchange populations with limited exceptions of the Greeks in Constantinople, Imbros, Tenedos and the Muslim minority (mainly Greeks, Pomaks, Roms and Turks) of [Western Thrace](#). 1.5 million of Asia Minor and Pontic Greeks settle in Greece, and some 450 thousands of Muslims settle in Turkey.

**1947** — [Communist](#) regime in [Romania](#) begins evictions of the Greek community, approx. 75,000 migrate.

**1948** — [Greek Civil War](#). Tens of thousands of Greek [communists](#) and their families flee into [Eastern Bloc](#) nations. Thousands settle in [Tashkent](#).

**1950s** — Massive emigration of Greeks to [West Germany](#), the United States, Australia, Canada, and other countries.

**1955** — [Istanbul Pogrom](#) against Greeks. Exodus of Greeks from the city accelerates; less than 2000 remain today.

**1958** — Large Greek community in [Alexandria](#) flees [Nasser's](#) regime in [Egypt](#).

**1960s** — [Republic of Cyprus](#) created, as an independent Greek state, under Greek, Turkish and British protection. Economic emigration continues.

**1974** — [Turkish invasion of Cyprus](#). Almost all Greeks living in Northern Cyprus flee to the south and the United Kingdom.

**1980s** — Many civil war refugees were allowed to re-emigrate to Greece. Reverse migration of Greeks from Germany also begins.

**1990s** — Collapse of [Soviet Union](#). Approx. 100,000 ethnic Greeks migrate from [Georgia](#), [Armenia](#), southern [Russia](#) and Albania to Greece.

**2000** — Greece fully implements the [Schengen Treaty](#).

**2000s** — Some statistics indicate the beginning of a trend of reverse migration of Greeks from the United States and Australia.

- [Drawing the wheel of civilization.](#)

### **Lesson Sequence Overview**

Having established that civilizations developed from settled farming communities, students begin to understand the characteristics - both seen and unseen - that shape the identity of civilizations. Students use a graphic organizer, the “Wheel of Civilization” to organize their study. Limit investigations here to Mesopotamia and the Indus River Valley regions to keep students from getting too dizzy. The Nile River civilization of Egypt will be examined during a class research project in LS 5.

Students will study ancient China during a later unit on economics.

*“The Wheel of Civilization”*

### **4 UNIT 6.1 • PATTERNS OF SETTLEMENT IN THE ANCIENT AND MODERN WORLDS**

#### **Lesson Sequence 4**

#### **Session MSDE Indicators MCPS Content Focus**

- A civilization is a highly organized society that has developed forms of government, religion, written language, art, sciences and learning.
- Civilizations have both seen and unseen elements including religion, social, economic, and political systems, human and physical geographic characteristics, forms of expression, and science and technology.

#### **World History**

- analyze the cultural development of Mesopotamia, and the Indus River Valley...

#### **Geography**

- explain interrelationships among **physical** and **human characteristics** that shape the identity of **places**
- analyze population growth and **settlement patterns**

**World History**-Same as Previous

#### **Peoples of the Nations and World**

- analyze how the **environment** and cultural **diffusion** influence the development of ...cultures

The Rule of Law

**World History** - Same As Previous

#### **Peoples of the Nation and World**

- analyze characteristics that are used to organize people into cultures

**World History** - Same as Previous

#### **Political Systems**

- analyze the relationships among maintaining order under the **rule of law**, protecting individual rights, and providing for the **common good**
- Between 3500 BCE and 2300 BCE, Sumer in Mesopotamia developed into a civilization that included temples, irrigation systems, extensive trade, a written language, religion, and independent city-states.
- Writing, which first appeared in Sumer, is a critical element in the growth of a civilization and contributes to the development of laws, literature, and record keeping.
- Mohenjo-Daro and Harappa were cities in a civilization that flourished in the Indus River Valley around 2500 BCE.
- In 1500 CE, Aryans, an Indo-European people, migrated into the region, spreading and establishing a new civilization.
- Rule of law, having an established legal code that applies to everyone, is an essential element in the development of civilizations.
- Hammurabi’s Code is one of the earliest records of rule of law in a civilization.
- [Making the profile of one civilization of pre-Columbian America.](#)



The **pre-Columbian** era incorporates all [period subdivisions](#) in the [history and prehistory of the Americas](#) before the appearance of significant [European](#) influences on [the American](#) continents. While technically referring to the era before [Christopher Columbus](#), in practice the term usually includes the history of [American indigenous cultures](#) as they continued to develop beyond the first Columbian landing in [1492](#), until they were conquered or significantly influenced by the Europeans' presence, even if this happened decades or even centuries after the initial landing.

Pre-Columbian is used especially often in the context of the great [indigenous civilizations of the Americas](#), such as those of [Mesoamerica](#) (the [Aztec](#) and [Maya](#)) and the [Andes](#) ([Inca](#), [Moche](#), [Chibcha](#), Cañaris).

Pre-Columbian [civilizations](#) independently established during this long era characteristics and hallmarks which included permanent or urban settlements, [agriculture](#), civic and monumental architecture, and [complex societal hierarchies](#). Many of these civilizations had long ceased to function by the time of the first permanent European arrivals (c. late 15th - early 16th centuries), and are known only through [archaeological](#) investigations. Others were contemporary with this period, and are also known from historical accounts of the time. A few (such as the Maya) had their own written records. However, most Europeans of the time largely viewed such text as heretical and few survived Christian pyres. Only a few hidden documents remain today, leaving modern historians with glimpses of ancient culture and knowledge.

From both indigenous American and European accounts and documents, American civilizations at the time of European encounter possessed many impressive feats such one of the most populous cities in the world<sup>[citation needed](#)</sup> as well as modern theory of astronomy and mathematics.

Where they persist, the societies and cultures which are descended from these civilizations may now be substantively different in form from that of the original. However, many of these peoples and their descendants still uphold various traditions and practices which relate back to these earlier times, even if combined with those more recently-adopted.

#### **Web sites:**

[www.civilization.ca](http://www.civilization.ca) / [www.kidadoweb.com](http://www.kidadoweb.com) / [www.historyforkids.org](http://www.historyforkids.org)  
[www.jeuxvideopc.com](http://www.jeuxvideopc.com) / [www.samizdata.net](http://www.samizdata.net) / [www.skyminds.net](http://www.skyminds.net)



# Unit 2:

# ILL-GOTTEN GAINS NEVER PROSPER

Topic	Language Outcomes			
	Functions	Grammar	Vocabulary & Sound System	
<b>Ethics in Business: Fighting Fraud &amp; Corruption</b>	<ul style="list-style-type: none"> <li>• describing</li> <li>• advising</li> <li>• expressing obligation and necessity</li> <li>• expressing cause and effect</li> <li>• expressing condition</li> <li>• expressing Opinion</li> <li>• expressing wish and regret</li> </ul>	<ul style="list-style-type: none"> <li>• present simple and present continuous</li> <li>• passive</li> <li>• should, ought to, had better + bare infinitive</li> <li>• must, have to, mustn't</li> <li>• due to, for, as, since, so + adjective + that, such + adjective + noun + that, so, as a result, consequently, thus</li> <li>• as long as, provided that, providing that</li> <li>• if-conditional (type 2)</li> <li>• verbs for expressing opinion (think, believe..-)</li> <li>• I wish, it's high time + subject + past simple and past perf.</li> </ul>	<b>Word Building</b>	<b>Pronunciation</b>
			<ul style="list-style-type: none"> <li>• Suffix <b>-ty</b> : E.g. honest – <b>honesty</b>, responsible, <b>responsibility</b></li> <li>• Prefixes <b>dis-</b> <b>il-</b> E.g. legal – <b>illegal</b>, Honest – <b>dishonest</b>, approve - <b>disapprove</b></li> </ul>	<ul style="list-style-type: none"> <li>• Stress shift E.g. <b>economy</b> – <b>economics</b>, <b>economic</b></li> <li>• Pronunciation of words ending in <b>-cs</b> E.g. <b>economics</b>, <b>politics</b></li> </ul>

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes
<b>Listening and speaking</b>	<b>Reading and writing</b>	<ul style="list-style-type: none"> <li>raising awareness about the negative effects of fraud</li> <li>developing a sense of active citizenship (the pupil as a conscious consumer)</li> </ul>	<ul style="list-style-type: none"> <li>developing awareness about the importance of fighting fraud and corruption at the national and international levels</li> <li>comparing how different countries fight corruption and fraud</li> </ul>
<ul style="list-style-type: none"> <li>listening for gist</li> <li>listening for detail</li> <li>responding to opinions</li> <li>defending opinions</li> <li>making a short public statement</li> <li>writing an argumentative speech</li> </ul>	<ul style="list-style-type: none"> <li>skimming</li> <li>scanning</li> <li>responding to a text</li> <li>identifying and using reference words</li> <li>writing a policy statement</li> <li>writing an opinion article</li> <li>writing a description of an ideal school</li> </ul>		

# Project outcome:

## Writing a Charter of Ethics

**ETHICS : F The science of human duty**

**F The science of moral obligation; a system of moral principles, quality, or practice.**

**F The study of how people ought to act in order to be moral.**

**F A moral code that guides the conduct of a group of professionals**

*Let us raise a standard to which the wise and honest can repair; the rest is in the hands of God. [George Washington](#)*



**Procedure :**

Introduce the theme of ethics in business by interacting with the students using the pictures as starters. Make the project outcome explicit by talking about the final objective of the unit as a whole.

**Language outcomes**

- Expressing wish and desire with wish and it's high time
- Asking for and giving advice and warning using should, ought to and had better,
- Pronouncing words ending in -ics
- Making a public statement



**BRAINSTORMING**

**Procedure:** Go through the preview to make the objectives of the section clear to the students.

► **Getting started**

**Procedure:** The task of saying what the picture shows can be done through matching the picture with one of the practices in task 1. Thus one can tell the students to go through practices in task 1 and identify the one that the picture best illustrates. **The answer is A.** Then one interacts with the students about who the people in the picture are, and then move on smoothly to task 1.

- Look at the picture and say what it shows. Then do tasks 1 and 2 below.

**Aim:** to introduce the topic i.e. **corruption**.

- Which of the practices below do you regard as **morally acceptable (ethical)**, and which ones as **morally wrong (unethical)**? Justify your answer.

**A.** Bribing i.e., under-table-payment for corrupt officials to win public contracts or favours

**B.** 'Whistle blowing', i.e. revealing confidential information to the police or to a newspaper that your company, for example, is breaking health and safety regulations.

**C.** Spending money on lobbying, i.e. trying to persuade politicians to pass laws favourable to your particular industry.

**D.** False accounting, i.e. using all available procedures including deception to hide the true financial position of your



company.

**E. Militating in an anti-corruption association/ society.**

<i>Ethical Practices</i>	<i>Unethical Practices</i>
<p>B- 'Whistle blowing', i.e., reveal confidential information to the police or to a newspaper that your company, for example, is breaking health and safety regulations.</p> <p>E- <b>Militating in an anti-corruption association/ society.</b></p>	<p>A- Bribing i.e., under-table-payment for corrupt officials to win public contracts or favours.</p> <p>C- Spending money on lobbying, i.e. trying to persuade politicians to pass laws favourable to your particular industry.</p> <p>D- False accounting, i.e. using all available procedures including deception to hide the true financial position of your company.</p>

✓ Explain in about three sentences what you understand by **ethics in business**.

✓ **Task 2** This task can admit of many answers. First, discuss some tentative interpretations. Then write down on the board the one explanation that the students regard as the most pertinent.

**Aim: to give a definition of ethics in business.**

**Business Ethics:**

⦿ **The study and evaluation of decision making by businesses according to moral concepts and judgments.**

⦿ **A moral code that guides the conduct of a group of professionals.**

**Script I**

**Radio host:** This is *Talk of the Nation*. I'm Mohamed Berrashid welcoming you on the English service of your favourite radio. We're at 021455461. And in the studio with us now is Karim Bishi, Head of the Right-to-Know Association.

**Radio host:** how are you?

**Bishi :** Fine. Thanks for asking.

**Radio host :** Can you tell us a bit about the purpose of your association ?

**Bishi:** Well, **our association is basically an anti-corruption body.** Its chief purpose is to make people aware of their right to know how- public funds are spent.

**Radio host:** And how did the idea of creating such an association crop up ?

**Bishi:** It all started with last year's Transparency International Report. You know, **the report published annually about the level of corruption in most countries of the world.**

**Radio host :** Oh ! Is there anything special in that report to make you think about creating such an association?

**Bishi:** Well, yes. How shall I put it? When friends of mine and I read that report, we realized that the least corrupted countries are those which have associations like our own. So I said to myself it's high time we organised ourselves into an association to fight corruption.

**Radio host:** So you think there are chances of winning the fight against corruption...?

**Bishi :** Yes. but only if we act swiftly and collectively. We will eradicate corruption providing we act now. and I must add that the chances of eradicating this corruption will increase as long as all countries are committed to fighting it. You see...

**Radio host:** Sorry to interrupt you, but should citizens be involved in this fight to stop corruption?

**Bishi :** Now, if you ask me, I will say that corruption is not the affair of the Government only. So I think citizens had better stop shrugging their shoulders at bureaucratic abuse and waste. They had better not say that the fight against corruption is not their own business because it is....

**Radio host:** Any other idea to close this interview?

**Bishi :** Well, I wish that our fellow citizens had heard our call for anti-corruption earlier than now. I wish the present anti-corruption laws were tougher. And above all I wish our government would pass a law giving citizens the right to know how public funds are spent and the sooner the better!

### ► Let's hear it:

There is a **missing word** in each of the sentences below. Listen to an interview and insert the missing words where appropriate, so that the sentences become meaningful.

**Aim:** DEVELOP pps' listening competency.

- A. The Right-to-Know Association is an anti-corruption body.
- B. Transparency International publishes an annual report about the level of corruption in most countries of the world.
- C. So you think there are chances of winning the fight against corruption.
- D. Sorry to interrupt you, but should citizens be involved in this fight to stop corruption?

### Around the text

**Aim:** to introduce the grammar notion of condition with provided that/providing that and as long as.

### Grammar Explorer I

● Consider sentences 1 and 2 below and answer questions A-D that follow.

1. We will eradicate corruption **providing (that)** we act now.
  2. The chances of eradicating corruption will increase **as long as** all countries are committed to fighting it.
    - A. Which of the following items do you think can be used instead of the words in bold? a. **even if** b. **but only if** c. **except if** d. **even though**
- **but only if ...**
- B. What do **providing that** and **as long as** express?  
- **Condition**
  - C. Which clauses in the sentences are subordinate clauses, and which ones are main

clauses?

**F** We will eradicate corruption (main clause) providing that we act now (subordinate clause).

**F** The chances of eradicating corruption will increase (main clause) as long as all countries are committed to fighting it (subordinate clause).

**D.** Which tenses are used in the clauses? What time do they refer to?

- Future in the main clause and present in the subordinate one. The time they refer to is the future.

Draw the rule for the use of these tenses with **providing that** and **as long as**.

**Main clause/future+ providing that / as long as + Subordinate clause/Present**

See Grammar Reference p, 218

### Provided (that) - providing (that) - as long as - so long as

- The link words above introduce condition. They mean the same as **but only if** or **if and only if**. E.g.

• *Provided/Providing (that) you work harder, you will pass your exam. Or*

• *You will pass your exam provided/providing (that) you work harder (= You will pass but only if you work harder)*

• *As long as/So long as she studies harder, she will pass the exam. Or*

• *She will pass the exam so long as/as long as she works hard.*

(—She will pass the exam **but only if** she works harder)

- Tense agreement in complex sentences with **as long as/so long as** and **provided (that)/ providing (that)** are the same as in complex sentences with **if-conditional (type 1)**. When you are talking about the future, do **not** use 'will'. Use the present simple tense instead. E.g.

{ *Provided (that) you leave now, you'll arrive at school on time.*

{ **Provided that + present simple, + will (future simple).**

- **Task:** Link the pairs of sentences below using **providing/provided that** and **as long as** with the right tenses for the verbs in brackets. One of them is in the passive voice.

**Aim: COHESION**

**Procedure:** The students can use **as long as** and **providing/provided (that)** interchangeably and in initial or mid positions.

A { a. Banks (lend) you money to start a business.  
b. You (promise) in writing to pay them back.

B { a. Your business (continue) to prosper.  
b. You (keep) your probity and integrity.

- C { a. The Mayor (elect) for a second term.  
b. He (manage) to avoid corruption scandals.
- D { a. Algeria (attract) more foreign investments.  
b. It (pass) stricter anti-corruption laws.
- E { a. The government (regain) the confidence of the citizens.  
b. They (fight) bribery, embezzlement, and nepotism.

- A- Banks **will lend** you money to start a business **providing that** you **promise** in writing to pay them back.
- B. Your business will continue to prosper **as long as** you keep your probity and integrity.
- C. The Mayor **will be elected** for a second term **provided that / as long as** he **manages** to avoid corruption scandals.
- D. Algeria **will attract** more foreign investments **providing/provided (that)** it **passes** stricter anti-corruption laws.
- E. The government **will regain** the confidence of the citizens **as long as** bribery, embezzlement and nepotism **are fought**.

## Grammar Explorer II

Consider sentences A-E and do the task that follows.

1. **It's high time** we *organized* ourselves into an anti-corruption association. -Present Wishes-
2. **It's about time** we *fought* this pollution. .-Present Wishes-
3. **I wish** our fellow citizens *had heard* our call for fighting corruption earlier than now. -Past Wishes-
4. **I wish** the present anti-corruption laws *were* tougher. -Present Wishes-
5. **I wish** our government *would pass* a law giving the citizens the right to know how public funds are spent and the sooner the better. -Future Wishes-

- **Task:** All the sentences above express **a wish**. What tenses are the verbs following the verb **wish** and the expression **it's high time**? Arrange the sentences according to their time reference in the table below.

### F Aim: Cohesion

–**Procedure:** Refer the students to Grammar Reference, pp.219-220 to check their answers. Then elicit the nuances between **it's high time** and **I wish**.



Present wishes	A-B-D
Future wishes	E
Past wishes	C

See Grammar Reference p. 218-

## I wish... - If only...! - It's time ...

### I wish...

- We use **wish** + **past simple** to express a regret about a present situation by imagining its opposite. E.g.
  - *I wish I **could** play the flute.* (but I can't)
  - *I wish you **were** here.* (but you are not here)
  - *I wish I **was** on holiday now* (but I'm not)
  - *I wish I **had** a car.* (but I haven't got one.)

The **past simple** refers to the **present**. As in if-conditional-(type 2), 'were' is often used instead of **was** in the first and second person singular, especially in formal English. E.g. *I wish he **were** with me now*
- We use **wish** + **would** to express a desire for change in the near future, especially when someone or something is annoying us.
  - *I **wish** you **would** stop talking.* (This is a mild command.)
  - *I **wish** you **wouldn't** wear that ugly shirt*
- Wish about ourselves cannot be expressed with **would**. We must use **could** instead.
  - *I **wish** I **could** lose weight*
- We use **wish** + **the past perfect** to express regret about something in the past.
 

E.g.

  - *I **wish** I **had been** on holiday last July* (but wasn't)
  - *I **wish** I **had listened** to your advice yesterday* (but I didn't)

### If only...

- We can use **if only** instead of **wish** to express a stronger feeling of regret or a stronger wish.
 

E.g. • *If only I **had listened** to my mother's advice!*

  - *If only I **could** lose weight!*
  - *If only he **wouldn't** wear that ugly shirt!*

### It's time ...

- When you say **It's time** (for someone) **to do something**, you simply imply that this is the **right time** to do it.
 

E.g. *It's (high/about) time for us to go to the station.*
- But when you say **It's time** someone **did** something you're in fact thinking that this action should have been performed earlier; you're complaining about the delay.

E.g. • 'Why are you still in bed? **It's (high/about) time** you got up.  
• We think **it's time** the government **did** something about corruption.

- When you want to make the complaint or criticism stronger, you say **It's high time** someone **did** something.

E.g. **It's high/about time** Hassiba **did** some work for her final exam

- Rewrite sentences A-D below using **it's (high/about) time** to express your impatience with bureaucratic malpractices.

**Aim:** pps express impatience with bureaucratic malpractices with **it's (high/about) time**.

- A. You think that the government should take measures to stop tax evasion.
- B. You think that something should be done to eradicate the 'underground' economy in our country.
- C. You feel strongly that speculators of all sorts should be jailed.
- D. You think that public authorities should make anti-smuggling laws more stringent.

A. **It's about/ high time** the government **took** measures to stop tax evasion.

B. **It's about/high time** the public authorities **did** something to eradicate the 'underground' economy in our country.

C. **It's about/high time** speculators of all sorts **were arrested**.

D. **It's high/about time** public authorities **made** anti-smuggling laws more stringent.

- , Respond to each of the situations below by writing a sentence starting with the verb **wish**. Pay attention to the tenses.

**Aim:** Practice the structure studied previously.

- A. Someone regretting having stolen public funds.
- B. Someone wishing himself home and not in prison. (Use the auxiliary **be**)
- C. Someone wishing himself out of the affair. (Use the auxiliary **be**)
- D. Someone expressing the wish (to the judge) to be given a second chance.
- E. Someone expressing the wish of being capable of eradicating nepotism.
- F. Someone expressing the wish to live in a corruption-free society someday.

A. I **wish I hadn't stolen** the public funds.

B. I **wish I were** at home and not in prison.

C. I **wish I were out** of the affair.

D. I **wish** you **would give** me a second chance. / I **wish** I **could be given** a second chance.

E. I **wish** I **could** eradicate nepotism.

F. I **wish** I **could live** in a corruption-free society someday.

## Grammar Explorer III

Consider sentences 1 and 2 below. Then discuss questions A-C that follow.

1. Citizens **had better** stop shrugging their shoulders at bureaucratic abuse.
2. They **had better** not say that the fight against corruption is not their own business.

A. What do the items in bold type express?

- They express **strong advice** / **recommendation**

B. Which of the items in the box below could you use to express the same idea as in sentences 1 and 2 above? Rewrite the sentences using them.

may – could – **ought to** – **should** – must – have – If I were you – might

1. Citizens **ought to/should** stop shrugging their shoulders at bureaucratic abuse.
2. They **ought not to/should not** say that the fight against corruption is not their own business.

C. What is the short form/contraction of the words in bold type? In which of the two sentences could you use this short form?

- '**d better**' can be used in the second sentence only.

Refer the students to Grammar Reference pp.219-220 to check their answers.

See Grammar Reference pp. 219-

### had better do...

#### Had better do something

- The meaning of **had better** ('d better) is the same as that of **should/ought to**. When you tell your friend that **s/he'd better do something**, you advise her/him to do it because you think that something bad might happen if s/he doesn't do it. E.g.

You { **had better** work harder. otherwise you might fail your exam.  
'd better

I { **had better** phone my mother now; she might get upset if I don't.  
'd better

- The negative form is { **had better not**.  
'd better not.

E.g. You look sick. **You'd better not** go to school today.

- 'Are you going out this evening?'  
**I'd better not**. I've got a terrible cold'

- Even though we use the past (**had**), the meaning is always present or

future. You will also notice that **had better/'d better** is always followed by the **infinitive without to**.

- **Task:** Insert **had better / 'd better** or **had better not / 'd better not** in texts A-D below to get coherent pieces of advice.

**Aim:** Practice had **better / 'd better** or **had better not / 'd better not**

You **'d/ had better** stop buying and selling securities using information that is not publicly available. You are guilty of insider dealing or insider trading and that may land you in prison. **(A)**

We **had better not** neglect to take the necessary measures to stop knowledge in some of the department of our company in being illegally used by other departments in order to sell shares. You know well that such Chinese walls are necessary to prevent financial wrong doing. **(B)**

The two companies have met secretly in order to decide the prices they will charge their customers for their services. They **'d better** reconsider their decisions very quickly because such price fixing is forbidden by law. **(C)**

These investors are working together to stop the financial market functioning as it should. They **'d better** give it up because this is a financial wrongdoing known as market rigging. **(D)**

### Vocabulary Explorer

- There is a logical connection among **three** of the four items in each of the groups of items below. Which is the odd one out? Why? Get help from your dictionary.

**Aim:** To identify the odd words.

- A. fraud – corruption – **business** – money laundering
- B. false accounting – creative accounting – **auditing** – tax evasion
- C. to smuggle – to bribe – **to trade** – to counterfeit
- D. auditor – accountant – economist – **customs officer**
- E. probity – honesty – loyalty – **abuse**

- , Complete the blanks in texts A-D with the words in the box that precedes each of them. Some words can be used more than once.

**Aim:** To complete the blanks with appropriate words from the box./parts of speech

**corrupt (v) – bribery (n) – corruption (n) – bribe (n) – bribe (v) – corrupt (adj)**

A **bribe** (1) is the illegal payment made to a person in order to persuade her/him to do you a favour. Informally, it is called a backhander, a kickback or a sweetener. To **bribe** (2) a civil servant is to **corrupt** (3) her/him. Anyone who accepts **a bribe / bribery** (4) is **corrupt** (5) and is involved in **corruption** (6). In informal English, this is called a sleaze. (A)

**embezzler – accountant – embezzlement – false invoices – fraud – bank accounts**

**Embezzlement** (1) is a type of **fraud** (2) where someone illegally gets money from their employer. For example, an **accountant** (3) who sends **false invoices** (4) to the company he works for, and pays money from his company into **bank accounts** (5) of false companies he has 'created' is an **embezzler** (6). (B)

money – cash deposit – money laundering – tax inspectors – criminal organisations

**Money laundering** (1) consists in hiding the illegal origin of **money** (2). For instance, **criminal organisations** (3) may buy property with money from drugs in order to disguise its origin from **tax inspectors** (4). When they sell the property, the money becomes 'legal'. Most banks now help stop **money laundering** (5) by telling the police and tax inspectors when someone makes a large **cash deposit** (6). (C)

**wrong – right – ethical behaviour – unethically – ethical issues – code of ethics**

To have an **ethical behaviour** (1) consists in doing things that are morally right. Areas where choices have to be made about what is **right** (2) and what is **wrong** (3) are called **ethical issues** (4). Some organisations have **a code of ethics** (5) where they say what their managers' and employees' behaviour should be in order to prevent them from behaving **unethically** (6). (D)

## Pronunciation and spelling

Consider the spelling form of the words in sentences A-D below and answer questions 1-4 that follow.

Aim: **To stress words ending with the strong suffix '-ic'**

- a. **Ethics** are moral beliefs about what is right or wrong. (moral beliefs)
- b. **Ethics** is the study of moral beliefs. (scholarly discipline)
- c. **Statistics** are collections of information in numbers. Figures
- d. **Statistics** is a branch of mathematics. a scientific discipline

1. What do you notice about the ending of the words in bold?

All of them end with **-ics**.

2. What do you notice about the verbs which come after them? In which case do we use the singular form of the verb after the words in bold?

- **Singular** when the word refers to a scientific discipline and **plural** when it refers to something else.

3. Listen to your teacher and put a stress mark on the syllable you hear most in the words in bold. What do you notice?

Stress in words ending in **-ics** generally falls on the penultimate syllable. E.g. sta'tistics ...

4. Do you know of any nouns ending in **-ics**? Tell them to your classmates.

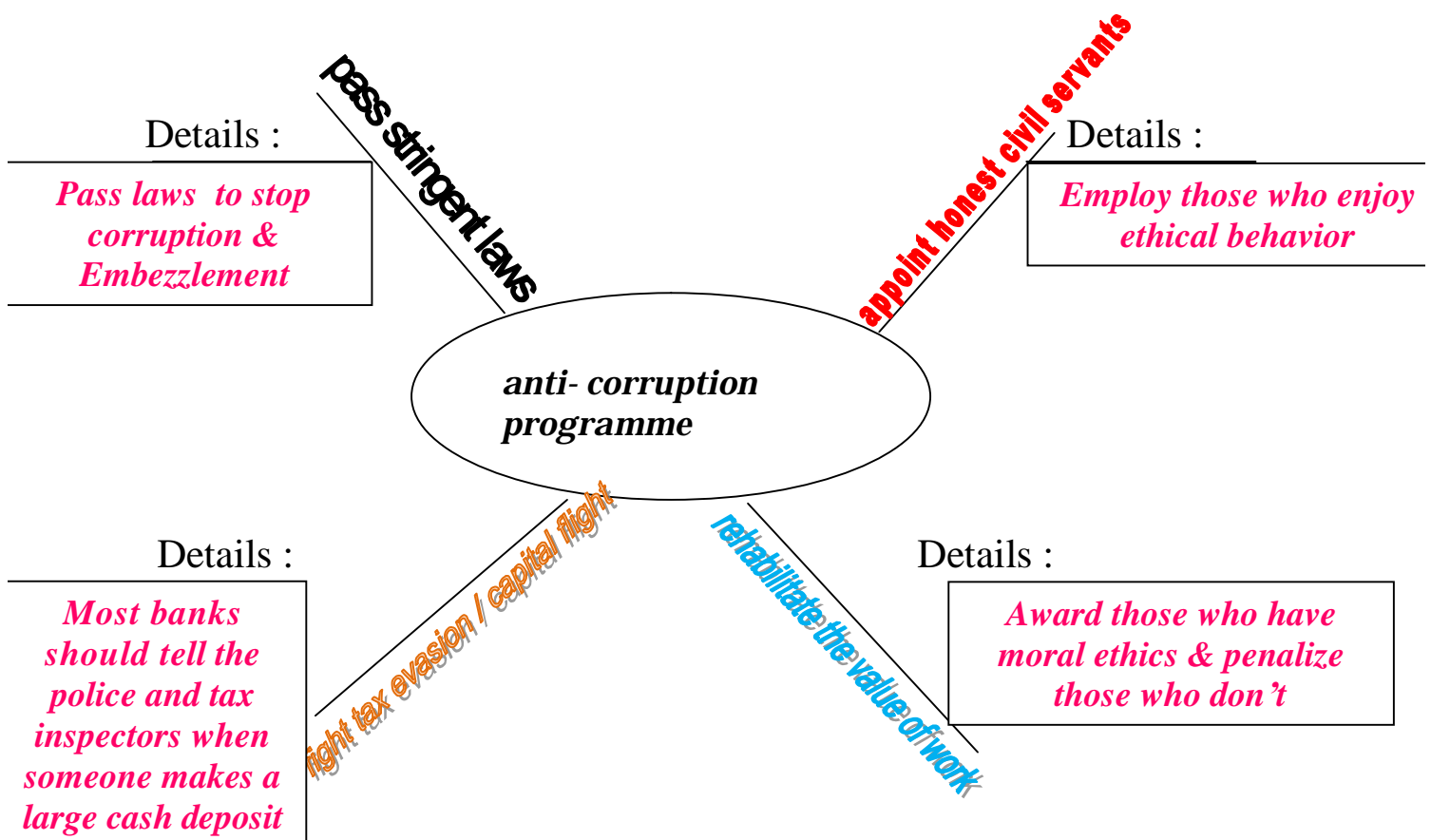
- 'Physics, eco'nomics,

## ∅ Think, pair, share ✕

- Prepare a short public statement saying what you would do to fight fraud and corruption if you were elected Head of State. Follow the procedure below.

*Aim : To write a short §/ Coherence & Cohesion*

- Individually, jot down ideas about your anti-corruption program using the following spidermap.



Compare your spider map with that of your partner. Are there any interesting ideas that you can exchange?

- f** Join a group (representing your campaign counselors). Together select the most relevant ideas from your spider maps and write a draft public statement. Start with a punchy topic

sentence. E.g.

*Dear fellow citizens,*

*Corruption is an evil that must be fought now!*

### Useful information

Make the best use of the grammar and the vocabulary you have learnt in this unit and of the following **link words** :

- *to begin with, first, next, finally, etc.*
- *First & foremost, furthermore, what is more, besides, in addition, moreover, last but not least.*
- *because, since, for, as, as a consequence, therefore, etc.*
- *in order to, so as to, so that, etc.*

” Conclude with a punchy sentence. Then as, a group review, your public statement and read it aloud to the class.

Dear fellow citizens,

Corruption is an evil that must be fought now! **In order to** win this fight I urge all people of good will to unite around me. If I were elected Head of State, I would implement the following anti-corruption programme.

**To begin with**, I would appoint dedicated civil servants who would work honestly for the country: stealing money or accepting a bribe in exchange for a service is unethical and illegal. **Next**, I would pass stringent laws to protect citizens and punish embezzling and bribe-taking. I cannot tolerate that honest citizens be the victims of corrupt civil servants.

I would **also** fight tax evasion and capital flight. Those who earn a lot of money must pay their taxes and contribute to the development of the country. **Therefore** any tax evader would be severely punished by specially appointed tribunals.

**Finally**, I would rehabilitate the value of work. Mutual trust is a moral value that we should teach our children from infancy. A little money earned honestly brings a lot of happiness and peace of mind.

**To conclude**, I could tell you, fellow countrymen that your role as citizens is indispensable to fight corruption. No government can succeed without the help of civil society. **Therefore**, I urge you again to gather around me to win this decisive battle. Vote for honesty! Vote for me!

### READ AND CONSIDER

**Procedure:** Have the students skim through the language outcomes preview to make them aware of the objectives of this section.

#### Language outcomes

- Using the present continuous passive in descriptions
- Expressing cause and result: because, so + adj + that....
- Expressing obligation and necessity, with must/have to
- Forming nouns by adding suffix -ty to adjectives
- Forming opposites by adding prefixes dis-, il-, etc
- Writing; an opinion article



**FACT FINDING**

## ▶ Getting started

*Aim: get pps to express their opinions on counterfeit goods.*

- Discuss the following questions.
  1. Look at the picture below. What does it represent?
    - It represents a customs officer holding the counterfeit of a famous European painting.
  2. Would you accept to buy copies/imitations of products such as perfume? Why or why not?
    - Logically the answer is no. Expect students' justifications for their answers to be quite varied.
  3. Where do you think is the difference between genuine and counterfeit products?
    - In quality/price/safety (open answer)
  4. Can you name some of the counterfeit products currently available on the Algerian market?
    - Many possible answers.
  5. Have you ever bought a counterfeit? If yes, how did you realize that it was a counterfeit?
    - Many possible answers.
  6. Is it right or wrong to imitate products? Justify your opinion.
    - I think that it's wrong to imitate products because imitations are of poor quality / not safe / illegal / dishonest practices.



## ▶ Taking a closer look

**Procedure:** Before setting the students to task, try to make them guess what the text is about by looking at the title. Then have them read the text and answer the questions.

*Aim: to predict text content from the title. Key words.*

- Read the text below and answer the following questions,
  - A. Why is it difficult to distinguish between imitations and genuine products?
    - It is difficult to distinguish between imitations and genuine products because the counterfeiters are very skilful and make perfect copies of the original.
  - B. Why are counterfeit medicines harmful? Is it because they contain:
    - a. an excess of
    - b. a lack of
    - c. a sufficient amount of
    - d. no active ingredients?
    - Counterfeit medicines are harmful because they have a lack of active ingredients.
  - C. What are the three major consequences of counterfeiting in the European Union?
    - Counterfeiting has negative consequences on health, (public) safety, and the economy.



D. Why is the imitation of property considered a theft?

- Imitation is just like stealing someone else's property. (inference question)

E. What advice does the author give to companies suffering from counterfeiting?

- Companies should reduce the prices of their products rather than spend huge amounts of money on advertising against counterfeiting.

F. Do you agree or disagree with the writer's conclusion? Justify your answer.

- Many possible answers. E.g. I agree with the author's conclusion because consumers won't buy imitations if the brands are at affordable prices (cheap/not expensive).

---

## Imitating property is theft

A counterfeit is something that is forged, copied with the purpose of deceiving or defrauding. To most people, counterfeiting means essentially forged currency. But in reality, products of all sorts, medicines, mobile phones, food and drink, and even car parts are being copied everyday by counterfeiters. *These products are imitated to such perfection that it is difficult to distinguish between the genuine and the fake products.* (§1)

Counterfeiting has become a global phenomenon. According to statistics released by the World Trade Organization, up to 7% of *medicines* worldwide may be counterfeits — *with too few active ingredients*, too many contaminants, fake labels or recycled packaging that covers up expiry dates. A recent study shows that 10% of car parts sold in the European Union are fakes. Last year, the police raided three aviation parts manufacturers in Rome, seizing more than \$2 million worth of used parts — modified and repackaged to look as good as new. (§2)

**Counterfeiting is not without consequences.** A study conducted in 2000 by the Centre for Economics and Business Research estimates that the **EU has lost 17,120 jobs as a result of the counterfeiting** of clothing, cosmetics, toys, sports equipment and medicines. **As counterfeiters rarely pay duties or taxes, EU governments have also lost a lot of revenue.** This loss amounts to 7.4 billion dollars a year. *As far as companies are concerned, the loss in profitability is so big that* most of them have launched advertisement campaigns against counterfeiting. (§3)

However some consumers, both in the developed and the developing countries, are relatively unconcerned about counterfeiting. Since brands are too expensive, many of these consumers are obliged to buy counterfeits to satisfy their needs. *These consumers know well that they mustn't buy imitations because they are just like stolen property.* They are also aware that they must refrain from buying them because of their lower quality and lack of safety standards. And yet consumers, especially those with low incomes, feel that they have to purchase them, for, as the

good old proverb goes, 'necessity knows no law'. In conclusion, *companies had better think of reducing the prices of their brands instead of spending huge amounts of money on advertising against counterfeiting.* (§4)

(From *The Economist*, May 17th, 2003)

## Around the Text

### Grammar Explorer I

- Link the pairs of sentences below with **so + adjective + that** or **such + noun phrase + that**.

*Aim: to practice result.*

A { a. There are many marketed imitations of these brands.  
b. Consumers have lost confidence in these brands.

B { a. Copies of brands are cheap.  
b. Some consumers don't hesitate to buy them.

C { a. Counterfeits are of bad quality.  
b. It is a waste of money to buy them.

A. There are **so** many **marketed** imitations of these brands **that** consumers have lost confidence in them.

B. Copies of brands are **so cheap that** consumers don't hesitate to buy them.

C. Counterfeits are of **such a bad quality that** it is a waste of money to buy them.

, Find two sentences in the text (§1 and §3) built on the same pattern as the sentences you have written in task 1 above. Check your answers to task 1 with the sentences you have picked out from the text.

A.

. q These products are imitated to **such perfection that** it is difficult to distinguish between the genuine and the fake products.

q The loss in profitability is **so big that** most of them have launched advertisement campaigns against counterfeiting.

N.B. **Have the students check their answers and identify the problem areas in the answers they have provided to task 1 above.**

**f** Go back to the sentences you have picked out from the text and answer the following questions.

A. What are the main clauses in the two sentences? Underline them once.

- **These products are imitated to such a perfection** (main clause)
- **The loss in profitability is so big** (main clause)

B. What are the subordinate clauses in the two sentences? Underline them twice.

- **that** it is difficult to distinguish between the genuine and the fake products (Subordinate clause).
- **that** most of them have launched advertisement campaigns against counterfeiting. (Subordinate clause).

C. What do the subordinate clauses in both sentences express?

- The subordinate clauses in both sentences express **result**.

D. Rewrite the two sentences so that they mean the same using the following link words: **so**, **as a result**, **as a consequence**, or **consequently**.

- These products are perfectly imitated/ are imitated to perfection. / **So /As a consequence ... /Consequently/As a result**, it is difficult to distinguish between the genuine and the fake products
- The loss in profitability is very big. / **So /As a consequence ... / Consequently /As a result**, most of them have launched advertisement campaigns against counterfeiting.

## Grammar Explorer II

Consider sentences 1 and 2 below and answer the questions that follow.

1. A counterfeit is something that **is forged**, imitated.
2. Products of all sorts **are being copied** everyday by counterfeiters.

A. What voice of the present tense is used in the second clause of the first sentence?

Rewrite It starting as follows :

- **Present simple passive**.
- A counterfeit is something that **counterfeiters forge or imitate**.

B. What voice of the present tense is used in the second sentence?

- **Present continuous passive**

C. Rewrite it starting as follows:

- **Counterfeiters are copying products of all sorts everyday**.

D: Explain the difference in structure between the sentences from the text and the ones you have written.

- The sentences from the text are in the passive. They are impersonal whereas the others are personal (agency underlined).

Have another look at the **passive** in **SE2 Grammar Reference**, pp.199-200.

### The active and passive voice

Voice is a grammatical category. It expresses whether the subject of the verb is the agent of the action (the active voice) or whether the subject of the verb is the object of the action (the passive voice).

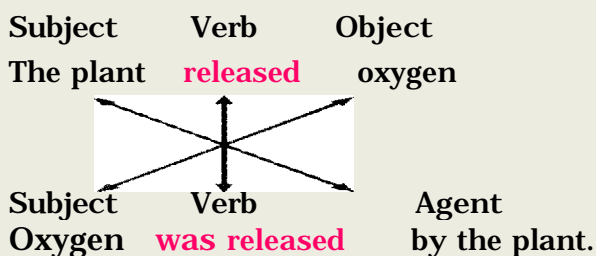
In the sentence *A lot of chemical industries pollute the rivers*, the verb (**pollute**) is in the **active**.

If you turn it round and say *The rivers are polluted by a lot of chemical industries* the verb (**are polluted**) is in the **passive**. You can use the passive only with transitive verbs.

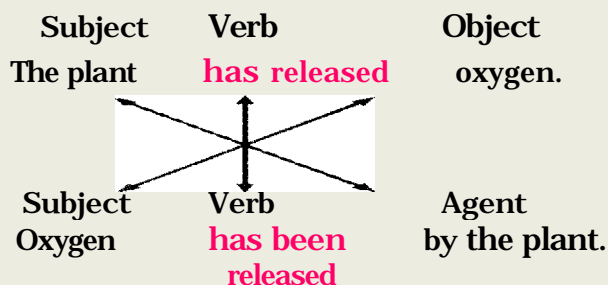
Form: **How to change the active voice to the passive one.**

### A. Affirmative

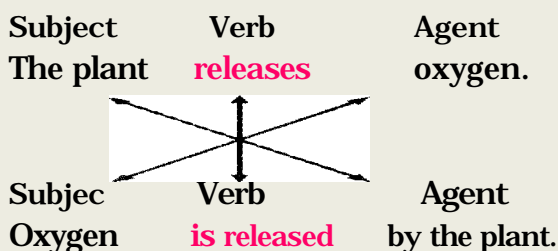
#### Past simple



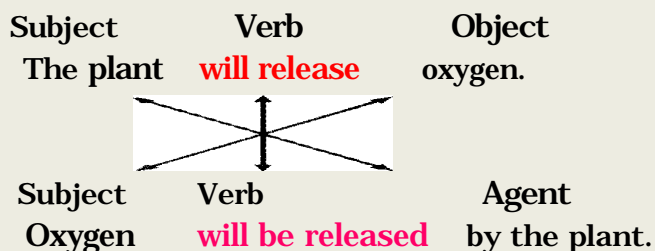
#### Present perfect



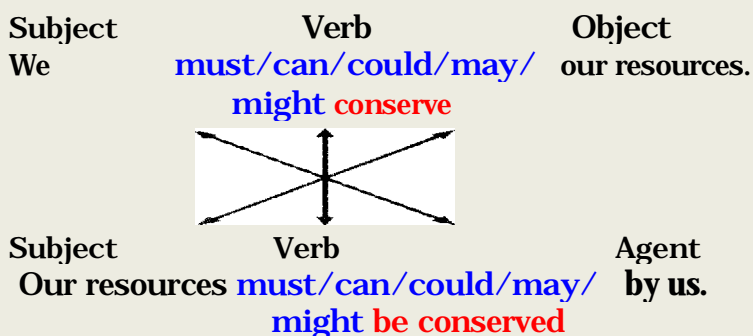
#### Present simple



#### future simple



### Modals



When we turn an affirmative active sentence into a passive one, we go through important steps:

1. Move the subject of the active verb to the end of the sentence, and put by in front of it.
2. Move the object of the active verb to the front of the sentence, so that it becomes the passive subject.
3. Turn the verb from active to passive. You do this by adding a form of the auxiliary verb 'be' and the past participle of the main verb.

### B. Interrogative

[Wh]	Auxiliary	Subject	Verb	Agent
When	was	the Kyoto Protocol	signed ?	
Who	has been		arrested	by the police?
How	is	oxygen	produced?	
Where	will	the conference on global warming	be held?	
What	should must can could		be done to protect the environment?	
	Was Has Is Will	the treaty on gas emissions the treaty on oil shipping the Amazon rainforest the next conference	signed been signed protected be held	by all countries? by all the parties? by the government? in Algeria?

#### Uses

We use the passive voice when

a. We focus on the action rather than the performer/doer of the action.

e.g., *The next meeting on the conservation of animal species will be held in Algiers.*

b. Describing a process or how something works.

e.g., *Carbon dioxide is absorbed and oxygen is released by the plant during the day. At night the process is reversed.*

c. The performer of the action is unknown, uninteresting, unimportant or obvious. e.g.,

*Thousands of acres of forest trees were burned.*

e.g., *The world's first geothermal plant was built in Italy in 1904.*

d. We want to avoid beginning a sentence with a complex subject.

e.g. ~~Timber companies which look for easy money fell most trees~~

*Most trees are felled by timber companies which look for easy money.*

Note: When we want to say who does the action of the verb in a passive sentence, we use **by** and then say who does it.

e.g. The fire was started by children who were hiking in the forest.

- **Task:** Rewrite the short businessman's memo below to make it **more tactful** using the passive voice. Start your sentences with the words in bold type. Make the necessary changes.

# Memo

Many Internet users are infringing our **copyright**. They are uploading and downloading **our music hits**. They are putting **these copyright thefts** in pirate sites in order to swap them with other Internet users. We must remind **them**- that swapping music illegally is causing us **a great deal of financial loss**.

Our **copyright** is being infringed (by many Internet users). **Our music hits** are being uploaded and downloaded. **These copyright thefts** are being put in pirate sites in order to swap them with other Internet users. **These pirates** must be reminded that **a great deal of financial loss** is being caused to us by swapping music illegally.

## Grammar Explorer III

*Pick out from the text the sentences that express obligation and prohibition and answer these questions.*

1. These consumers know well that they mustn't buy imitations. (**prohibition**)
2. They must refrain from buying them. (**obligation**)
3. They have to buy them. (**necessity**)

A. Which two modals are used to express obligation/necessity?

- **must (obligation)** and **have to (necessity)**

B. Which modal is used to express prohibition?

- **mustn't**

C. Which modal can be used to express lack of obligation? Use it in a sentence of your own.

- **Rich people don't have to buy imitations.**

Have another look at **must** and **have to** in **SE2 Grammar Reference, p.198**.

## Modals of obligation and necessity

### 1. Must

Forms:

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

See Grammar Reference p. 218-219.

## Meanings:

**Must = obligation**

✓ We use **must** when we think it is important or essential to do an action.

In England, you **must** drive on the left, but in Algeria, you **must** drive on the right.

**Mustn't = negative of obligation (prohibition)**

✓ We use **mustn't** when we think that it is important or essential **not** to do an action. We **mustn't** drive fast here. The road sign says that the speed limit is 50 kms per hour.

2. Have

## Forms:

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

## Meanings

**Have to: obligation**

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

In Algeria, you **have to** be 18 before you're allowed to take your driving licence test.

**Have to: Necessity**

We can use **have to** to talk about an action that is necessary.

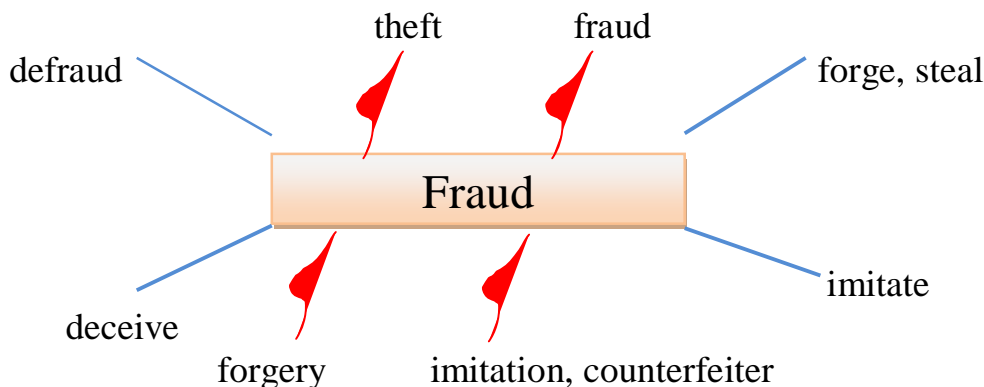
We **have to** eat in order to live. (Eating is a necessity because there is no other possibility for staying alive.)

**Compare**

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

## Vocabulary Explorer

- Go back to the text and find words related to fraud and fill in the word map below. The straight line is used for verbs and the curved line for nouns. Add other words of your own.



**Follow up:** use 5 to 6 words from the diagram in sentences of your own.

A. Form nouns from the following adjectives by adding appropriate suffixes to the words in the box below.

honest	stupid	responsible	cruel	moral	hospitable	legal
Honesty	stupidity	responsibility	cruelty	morality	hospitability	legality

**f** Form opposites by adding appropriate prefixes to the words in the box.

honest (adj) — approve (v) — agree (v) — approval (n) — legal (adj)  
 moral (adj) — fair (adj) — responsible (adj) — appear (v)

honest(adj)	approve(v)	agree(v)	approval(n)	legal(adj)
<b>dishonest</b>	<b>disapprove</b>	<b>disagree</b>	<b>disapproval</b>	<b>illegal</b>

moral(adj)	fair(adj)	responsible(adj)	appear(v)
<b>immoral</b>	<b>unfair</b>	<b>irresponsible</b>	<b>disappear</b>

” Fill in the blanks in the text below with the **words** you **have formed** in tasks 1 and 2 above.

It is both **dishonest** (1) and **illegal** (2) to imitate products. Piracy is due mainly to a lack of **honesty** (3) and **morality** (4). I totally **disagree** (5) with those who say that counterfeiting is beneficial to consumers.

## Pronunciation and spelling

Listen to your teacher reading aloud the words in the table below. Put a stress mark on the syllable you hear most in each of them. What do you notice ?



verb	nouns	adjectives
	e'conomy /0200/	eco'nomie /1020/
e'conomize /0200/	eco'nomics /10200/	eco'nomical /10200/
	e'conomists /0200/	'uneco'nomical /210200/

- ✓ Shift of stress: verb / noun – to adjective
- ✓ Stress on penultimate syllable for words ending in **-ic, -ics** and **-ical**.

## **WORD STRESS: GENERAL RULES AND DEFINITIONS**

1. Every English word has one **MAIN STRESS** (or **PRIMARY STRESS** shown by a **mark** placed **before the stressed syllable, above the line, or represented by number 2**

N.B. Number 0 representing an unstressed syllable.

- E.g. Arrival /ə'rɪvl / ; stress pattern = /020/  
 "lecturer" /'lektʃər / , stress pattern = /200/  
 "attractive" /ə'træktɪv / , stress pattern = /020/

2. Longer words (polysyllabic) often have a **SECONDARY STRESS**, that is, we indicate the syllable which is the loudest after the one which bears the main stress. It is shown by putting a mark before the syllable which bears the secondary stress, but this time, below the line. It is also represented by number 1.

- E.g. "examination" /ɪg,zæmɪ'neɪʃn/, stress pattern = /01020/  
 "justification" /,dʒʌ'stɪfɪ'keɪʃn / , stress pattern = /10020/

3. A sequence of two weak stress initially is not valid, \*/O-/but it is valid in any other position in the word.

4. A sequence of two strong stresses (either /1/ or /2) is not valid in any position in the word:

\*/-11-/ {  
 \*/-12-/ } do not occur

\*/-21-/ { occur in the case of compounds (a) or contrastive prefixes, not in simple words.

\*/-22-/ } e.g. (a) 'good 'looking = /220/; 'first 'class = /22/,  
 bad-tempered = /220/.

(b) 'un'real = /22/; 'half 'way = /22/; 'vice'president = /2200/

5. A syllable which contains the neutral vowel /ə/ can be marked only /O/.

### CONSEQUENTLY:

1- When there is one syllable before the main stress that syllable is necessarily stressed /O/, i.e. unstressed.

e.g. "combine" /kəm'baɪn/ = / 02/; "forget" /fə'get/ = /02/, etc.

2-when there are two syllables preceding" the main stress, they are necessarily stressed /10-/.

e.g. "combination" / kombI'neIʃn /, not \*/kəm-/ = /1020/

"abolition" / æbɒ'liʃn / = /1020/

"consultation" / ,kɒnsəl'teIʃn/ = /1020/

3- When there are three syllables before the main stress, this pretonic sequence begins with- either /10-/ Or /01-/.

e.g. "simplification" / ,sɪmplɪfɪ'keIʃn / = /10020/

"participation" / ,pɑ:tɪsɪ'peIʃn / = /01020/

### DEFINITIONS.

**WEAK ENDINGS or WEAK SUFFIXES** are so called because when they are added to a word, they do not cause a stress shift, i.e. the place of the main stress does not change.

**E.g. the ending -ed is a weak ending because it does not cause a stress shift when we add it to a word:** cre'ate /O2/ cre'ated /02/: the main stress remain on the same syllable.

**STRONG ENDINGS or STRONG SUFFIXES** are so called because they control the position of the main stress /2/, whatever the stress-pattern in the deriving form.

For instance, the suffix -ic is a strong ending because when we add it to a word it causes a stress shift.

e.g. a'cademy /0200/ ⇒ ,aca'demic /1020/, the -ic ending has attracted the stress /2/.

'Magnet /20/ ⇒ mag'netic /020/ the -ic ending has attracted the stress /2/.

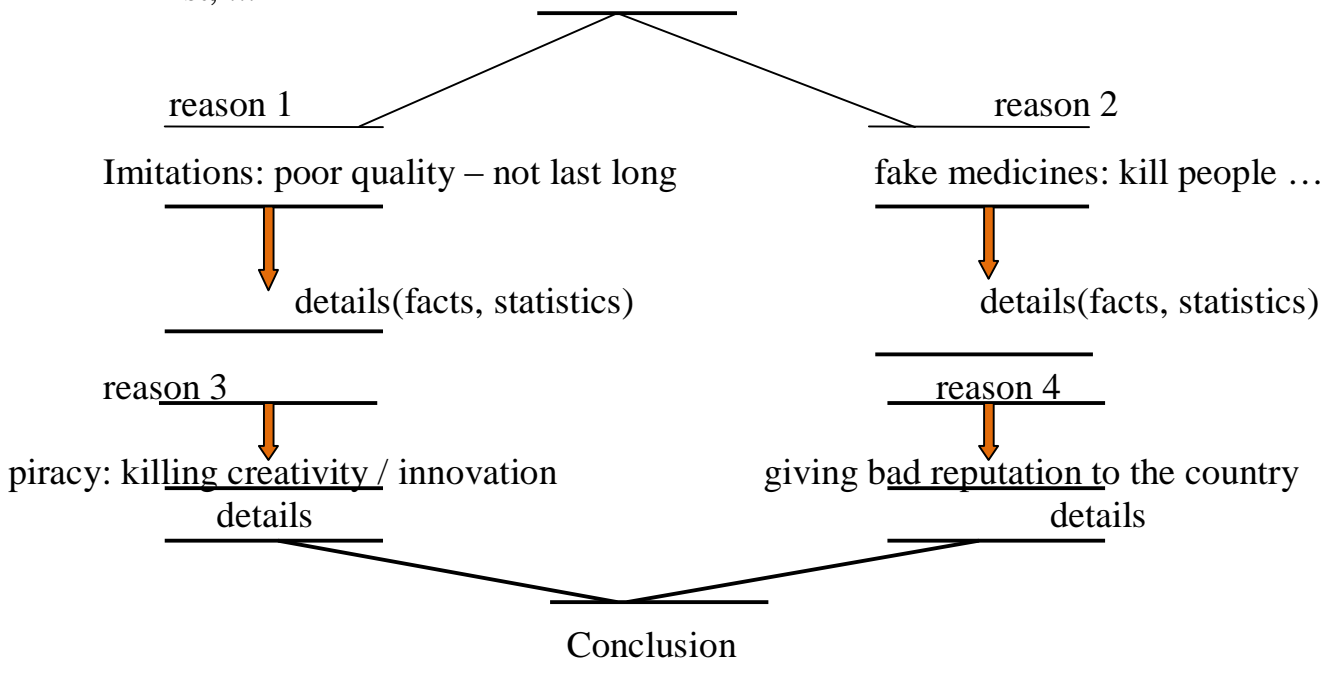
N.B. : pretonic= occurring before the main stress.

## Ø Think, pair, share ✕

- Write an opinion article developing the statements in italics in the diagram following the outlined procedure below.

Some people argue that counterfeiting benefits consumers by giving them access to lower price goods. This is a totally mistaken claim.

First, ...



- List other reasons and support them with concrete facts to reinforce them. Write them in the diagram.
- Write a draft of your opinion article. Organize it by listing your arguments / reasons from the least to the most important.

### Useful language

- Link words for expressing cause and result so (that), such (that) ...
- Link words for listing : first of all- in addition to this – moreover
- besides- furthermore - also, etc.
- Expressions for concluding : in short, all in all, to conclude, to sum up, in conclusion, the solution then is ...

*f* Exchange drafts with your partner for error checking. Then write a final version of your article taking into account your partner's remarks.

Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First, imitated goods are poor quality and do not last long. There is then no guarantee of value for money and more importantly, that fake goods are safe. Imagine how much damage low quality parts fitted in a car can do to the driver and passengers when they fail!

Secondly, if we think of fake foods or medicines, and the criminal procedures used by the people who make them, we can only remain firm on buying genuine products. There are several cases of substitute edibles which have caused dangerous diseases to people and which have resulted in long-lasting law suits. The outcomes could only be compensations paid for irreparable damage but the moral damage caused to the victims can never be repaired! Recent figures released by the European Union show that the customs are confiscating 100 million fake items every year.

Thirdly, it is highly immoral to reap where other people have sown. Pirating products is indeed imitating other people's property, and refusing to engage in a creative act. It is much more rewarding to turn one's abilities to creating new objects of value that could serve the community, or improve the performance of existing ones.

Fourthly, pirating objects is by essence theft, especially when the producer of a fake item affixes the label of a well-known trade mark on it. Some countries are notorious for their practice of counterfeit objects. One wouldn't like Algerians to be known for practising this dubious trade, as much as one wouldn't like to see them buy cheap, fake products and head into unsuspected troubles.

### TAKE A BREAK



Procedure: T. elicit the humour in the cartoon.

## ► Proverbs and sayings

Work in groups. Discuss the meaning of the sayings below. Then find their equivalents in your language ?

1. Money talks.

Here 'talks' means carries weight, in the sense that it is influential. It is possible to do much more with money than without.

'Why did the members side with Mr X at the annual general meeting? Mr Y's arguments were much more convincing.'

'Mr X is a rich man and Mr Y isn't. If we'd accepted Mr Y's proposals, the Club would have lost the support of Mr X. Money talks, you know.'

Equivalent of the saying : A golden key opens every door.

2. The love of money is the root of all evil.

All kinds of wickedness and tribulations spring from the desire to become rich. The source of this saying is *Timothy (in the Bible) I./10*.

Note that it is the love of money that is the root of all evil, not money itself.

3. Every man has his price.

**All people can be corrupted in one way or another. This is a very pessimistic point of view to hold about human nature.**

4. Look after the pennies and the pounds will look after themselves.

The opposite of this saying is **Pennywise and pound foolish**, which means careful in small matters and foolish in large matters. The saying recommends that we should be careful about small expenses so as to save money and invest it in profitable ventures.

5. Money can't buy you love.

There are things that you can't buy with money. One of these is love.

6. Money doesn't grow on trees.

We should be careful about money because it isn't easy to get.

7. Business is business.

Business does not take into consideration other matters than those of business. What matters most is profit, i.e., the amount of money you can make out of a business deal/transaction.



## ORGANISING

- Choose one of the assignments.

**Assignment one**

- Carry out a research into the punishments meted out to people guilty of the frauds below in England, America and Algeria. Then compare and discuss the severity of the punishments for each of the frauds.

**Procedure:** This is a research assignment. So students have to find information through the Internet. E.g. Punishment for tax evasion is more severe in the U.S than in Algeria and England.

- |               |                    |                           |
|---------------|--------------------|---------------------------|
| q embezzling  | q false accounting | q currency counterfeiting |
| q tax evasion | q money laundering |                           |

**Assignment two**

- Choose two or three of the practices listed below and document yourself on the ethical issues they have raised in some foreign countries.

**Procedure:** Have the students discuss the ethical issues in class. Elicit their own opinions about each of them. They don't have to agree about any of them.

- plastic surgery E.g. changing the shape of your nose, cheekbones, belly...
- genetic engineering E.g. enabling you to choose features for your children
- transplant / selling of human organs
- Internet game / song piracy
- cloning (copying) human beings



- B.** Report your findings and discuss whether the ethical issues raised by the practices are similar to or different from the ones raised in your own country.



## Skills and strategies outcomes

- Listening for a gist
- Listening for details
- Responding to opinions
- Defending opinions / points of views
- Writing an argumentative speech

**Procedure:** Have the students skim through the preview and discuss what these skills and strategies can possibly mean.

## ► Before listening

• Discuss the following questions.

1. What is ethically wrong with the business man's behaviour in the picture?

- **It's ethically wrong because he is polluting the environment. All he is concerned with is profit.**

2. Do you think that there are too many or too few business regulations in your country?

- **Students should feel free to give their own opinions.**

3. What effect, do you think, this has on the economy?

- **Many possible answers. These answers depend on answers to question two above.**

4. Do you believe that businesses in your country comply with health, safety, and environment regulations? Why or why not ?

- **There are many possible answers. Students don't have to agree with each other.**

5. Which of the statements below better describes the practice of businesses in Algeria? Justify your point of view.

- **The students don't have to agree. The most important thing is to encourage them to justify their answers.**

A. The activities of private companies generate profits only for their owners and shareholders, i.e. those who invest money in the companies.

B. The activities of private companies are beneficial not only to the owners and shareholders



but also to their employees and their stakeholders, i.e. the members of the community as a whole.

## ►As you listen

- Have a look at the coping box below. Then do tasks 1 and 2 that follow.

**Procedure:** Have the students skim through the text in the Coping Box to prepare them for the listening task.

### Coping

When we listen to debates about important issues, we don't listen just to get information but also to **appreciate** the opinions/arguments which are expressed. As we listen we **evaluate** these opinions by agreeing or disagreeing with them. We also **form our own opinions** about these **issues** at the same time.

- Listen to your teacher simulating a debate involving three businessmen and tick (ü) who says what. (B) stands for Bob, (G) for George and (M) for Mark and (N) for none.

#### Three business friends discussing over a cup of tea

Bob : So what do you think about the social responsibility of business, George ?

George : Well, in my opinion, the social responsibility of business is to increase its profits. By this I mean that companies must make as much money as possible because shareholders expect maximum return on their investments. Naturally, these companies must conform to the basic rules of society.

Bob : What do you mean by conforming to the basic rules of society ?

George : Well, how shall I put it ?Let's say there is a law requiring companies to reduce pollution to a certain amount. You see, as far as I'm concerned, companies must conform to that law, but they should not spend extra money on reducing pollution beyond the amount required by that law...

Bob : Right. I see that for you, George, the only ethical obligation of business is to act within the law and to make profits. Can you tell us what makes you hold such views ?

George : Look, Bob. I think that all companies should make profits. As the good old saying goes, 'business is business'. Any other ethical considerations are unbusinesslike, because they threaten the survival not only of individual corporations but also of capitalism as a whole.

Bob : Your reactions to George's opinion, Mark ?

Mark : I'm sorry, but I hold a completely different view about what the social

responsibility of business should be. If you ask me, the business of a company is not only to do business as George here says. It has responsibilities to all its stakeholders. By this I mean its suppliers, its customers, its employees, the local community and society in general as well as its shareholders.

Bob : Sorry, I can't quite grasp what you're saying.

Mark : Well, let me give you an example to illustrate my point. Contrary to what George thinks, companies should not be interested in profits only. They ought to be managed for the benefit of all its stakeholders. As a shareholder myself, I prefer to receive lower profits but live in a society with less pollution or less unemployment and fewer social problems even if that means spending more money on social welfare and the environment than the amounts required by law.

	B	G	M	N
A. Companies must make a lot of money so that people who have invested in them get profits.		ü		
B. A company bears responsibility to all people whose welfare and livelihood depend on it.			ü	
C. Complying with the basic rules of society means spending less on anti-pollution measures than is required by law.				
D. No company should spend more than is required to reduce pollution.		ü		
E. Companies should – if necessary – spend more money than is required in order to ensure social justice.				
F. Companies should be managed for the benefit of shareholders.		ü		
G. Companies should be managed for the benefit of stakeholders.			ü	

**C.** Think about the opinions in the table above and discuss the ones you agree or disagree with. Justify your point of view. You don't have to agree.

**Procedure:** Let the students think about the issues before giving their opinions. Pair and group work.



## ► After listening

- Have a look at the coping box and do the task that follows tables 1 and 2.

**Procedure:** Have the students skim through the text in the coping box and the items in the two tables before moving to the task proper.

**Procedure:** Have the students skim through the text in the coping box and the items in the two tables before moving to the task proper.

## Coping

When we ask for, give opinion, or say what people think, we use the expressions listed in table 1. Opinions are not facts. We can agree or disagree with them by starting with the expressions listed in table 2.

**Table 1**

Asking someone for their opinion	Giving your opinion	Saying what people think
Do you think ...?	I think that ...	(Some people) think/
What do you think about...?	I believe that...	believe that...
	In my opinion, ...	<ul style="list-style-type: none"> <li>• be in favour of</li> <li>• be against</li> <li>• be undecided</li> <li>• be in two minds</li> </ul>
What do you think of ...?	It seems to me (that)...	
	As far as I'm concerned /as for me	
What do you say to that ?	If you ask me, ...	

**Table 2**

Agreeing strongly	Absolutely/exactly- I couldn't agree more- You are telling me - Right you are! ...
Agreeing ng	Yes, I know - I quite agree with you - That's right - You're right ...
Agreeing but not stronly	I suppose so - I guess so ...
Disagreeing politely	Yes, but - I know, but - I see your point, but - - But don't you think...? - I'm not so sure...
Disagreeing strongly	No. That's not true - You must be joking! - No way - I can't accept that – Rubbish !

- **Task:** With your partner, prepare a short dialogue asking for and giving opinion about ethics in business. Agree or disagree with your partner's opinions.

E.g.

**You:** Do you think that women are more honest than men in business?

**Your partner:** \_\_\_\_\_

## ► Say it in writing

- Think about the topic sentence in italics below. Then, as a group, discuss it using the clues that follow.

*Some people argue/think/say that businessmen should apply their own personal ethical standards when doing business.*

### Expanding notes

**A.** Ethics has nothing to do with business.

- You need money to make money.
- People start business to become wealthy.
- People do business with each other for profit.
- The world of business is a jungle.
- Moral issues are a diversion.
- Respect of an ethical code may limit production and competition.
- Ethics can undermine the values of hard work and freedom.

**B.** Ethics has everything to do with business.

- Business is a human activity and should, therefore, comply with moral standards.
- Some businessmen abuse work/safety regulations.
- Some business activities endanger the environment.
- Greed may result in unfair competition and exploitation.
- Business activities should have a code of good practice to ensure fairness.

### Useful language

#### Stating options

- There are several ways we could deal with this.
- We have a number of options.

#### Balancing arguments

- Let's look at the pros and cons.
- Let's discuss the point by

#### Making concessions

- Point taken
- Admittedly/certainly
- It is true that...
- This being said, we must nevertheless consider...

#### Discussing possible effects)

- Let's think about the consequences of ...
- If we accept this...

#### Making a decision

- The solution then is to ...

, At the end of the discussion, select the most important arguments and counterarguments, and develop them into a coherent speech in favour of ethics in business.

**f** Exchange drafts with your partner for error checking. Then write a corrected version of your speech and read it to your classmates.

Ladies, gentlemen

Some people say that businessmen should apply their own personal ethical standards when doing business. They tell us that you need money to make money; that the world of business is a jungle; and that if we respect ethics, we can undermine the values of hard work and freedom. Let me tell you that I don't agree with these arguments at all. I believe that such arguments are only excuses to escape the responsibility of business companies towards the welfare of society as a whole. As far as I am concerned, I say that ethics has everything to do with business....

## READING AND WRITING

Skills and strategies outcomes

- Skimming
- scanning
- Responding to a text
- Guessing the meaning of words from context
- Identifying and using reference words
- Writing a statement

**Procedure:** Have the students skim through the preview to get them acquainted with the objectives of this section.

### ► Before reading

- Discuss the questions below.
1. Which rights of the child does the company represented in the picture below violate?  
- **The right of the child for education (See text on the Rights of the Child in SE2 textbook.)  
The child is below the legal minimum age to work.**
  2. What do you think of companies which use child labour?  
- **Many possible answers. They are unethical/criminal because ...**
  3. Would you boycott products from foreign companies which use child labour? Why / why not?  
- **Many possible answers. Students don't have to agree.**
  4. Do you think that Algerian businesses are doing enough to limit child labour? Why / why not?  
- **Many possible answers. Students don't have to agree.**

## As you read

**Procedure:** This task is not testing students' comprehension. So make sure they explain why the other choices are false.

- Skim through the text below and do tasks A and B.

**Aim:** skimming

A. Choose the one sentence that best summarizes the content of the text. Justify your answer.

- Companies are unconcerned about social auditing and ethics in business.
- Social auditing is both a social obligation and a necessity in doing business today.***
- Social auditing is just a way of exploiting the concerns of public opinion over environmental and social issues.
- Social auditing is not necessary at all for doing business.

B. Give a title to the text. Then compare your answers with those of your partner.

- ***Social Auditing and its importance in business***

, Now scan the text and answer the following questions.

**Aim:** scanning

A. Why are some companies commissioning social audits?

- ***They are commissioning social audits because they are increasingly aware of the importance of social and environmental issues for their reputation.***

B. Giovanni Preston works as a corporate social responsibility executive. What does he really do?

- ***Giovanni Preston travels to countries to check labour standards.***

C. What are the labour standards that he mentions in the text? Do you know of any other labour standards? Name them.

- ***Labour standards: paying their workers fairly, good health standards - safety record with low levels of illness and accidents - not using child labour.***

D. What conclusion does he draw about ethics and business? Do you share his point of view? Justify your answer.

- ***We can no longer separate ethics from business. (Students can provide many possible justifications.)***

## TEXT

Businesses are increasingly aware of the importance of social and environmental issues for **their** reputation. That's why some of **them** are commissioning social audits relating to **their** social performance; **these** are social reports **that** evaluate the effect of **their** behaviour in relation to **their** employees and to society as a whole. (§1)

Supporters of social audits say that social reporting is as important as financial reporting. **They** say that **it** provides important information about whether the activities of companies in areas such as employment and community, the environment, and the way of winning new business are morally right or wrong. Social auditing has emerged as a result of pressure groups concerned about problems of pollution, corruption, consumption and employment, but now **it** is considered by some company executives as one of the best ways of promoting products and services. **They** say that ethically responsible companies are more likely to prosper than **those** which are unethical. (§2)

Critics say that a social audit may just be a public relations exercise, with no real benefits. However, in spite of **this criticism** many companies now are designating executives to oversee the whole area of corporate social responsibility. Giovanni Preston is one of **them**, he works for a Canadian multinational. **This** is what he says about his job :

'A lot of our manufacturing is done by suppliers in developing countries. Companies in the clothing industries are particularly open to criticism about sweatshop labour – the use of underpaid people with terrible working conditions, which amounts to labour abuse or labour exploitation. (§3)

My job is to travel to these countries and to check labour standards. I go **there** to check, for example, that our suppliers are paying **their** workers fairly, and that they work in good health and safety conditions with low levels of illness and accidents. We also ensure that workers are above the legal minimum age to work. Our suppliers must not use child labour. (§4)

We are aware that big companies such as **ours** are likely to be subject to scrutiny – seen and judged by consumer and environment associations from outside. We know that if we are seen to be socially responsible, the company will benefit. Today, we can no longer separate ethics from business.' (§5)

(Adapted from Bill Mascull, *Business Vocabulary in English*, p. 90)

**f** Find in the text words that match the following definitions.

definitions	words
1- give the job of doing sth to sb §1	a- commission
2- do well §2	b- prosper
3- shared/common to a group of persons running a business §3	c- corporate
4- give a position to sb (in a company) §3	d- designate
5- look after, control §3	e- oversee
6- a firm, company providing goods that	f- suppliers

are useful to another company	
7- detailed examination §5	g- scrutiny

## ► After reading

**Procedure:** Let the students skim through the text in the coping box. Then illustrate the difference between lexical and grammatical cohesion.

Synonymy, antonymy and hyponymy = lexical cohesion

Articles, possessive adjectives, demonstrative adjectives, pronouns = grammatical cohesion

Make it clear to the students that lexical and grammatical cohesion is important for comprehension.

- Have a look at the coping box below. Then do the tasks that follow.

### Coping

Writers use words such as articles (a, the, etc.) possessive adjectives (my, your, etc.) demonstrative adjectives (this book), (those books), pronouns, synonyms, and antonyms to refer back to things already mentioned or to refer forward to things that will be mentioned. These words are called reference words. They help writers avoid repetition and create lexical and grammatical cohesion between both sentences and paragraphs. It is important to pay attention to these reference words because they help us better understand texts.

- Link the words in bold type in the text with the items they refer to.

E.g. **Businesses** are increasingly aware of the importance of social and environmental issues for **their** reputation.

q Their (businesses), them (businesses), these (social audits), that (social audits), their (businesses), their (businesses) §1

q They (supporters of social audits), it (social reporting) it (social auditing) company executives (they), those (companies) §2

q This criticism (a social audit may just be a public relations exercise), them (executives), This ( the rest of the text between inverted commas) §3

q There ( developing countries), Their: ( companies in the clothing industries) §4

q Ours (our company) §5

- Compare your answers to task 1 above with those of your partner. Then explain in what ways the reference words have helped you to better understand the text.

**Procedure:** Make sure students realize that identification of reference words can help them

better understand the text. Reading is not a linear activity. It is a cognitive activity which involves a backward and forward eye movement in search of lexical and grammatical cohesion.

**f** Sentences A-F below are not in order. Re-order them to get a coherent text. Pay attention to the reference words. One of the sentences is irrelevant.

- A. Algeria has recently adopted a new model of economic development.
- B. It has also set high standards of governance including social auditing and public accounts reporting.
- C. Such tasks are carried out by the National Economic and Social Council and by the Accounts Court.
- D. This model balances economic growth, social justice and the sustainable use of natural resources.
- E. Algeria regained its independence in 1962.
- F. In addition to the setting of standards of governance, it has accorded ethically responsible companies tax reductions so as to encourage them to promote sustainable development and social well-being.

(A)Algeria has recently adopted a new model of economic development. (D) This model balances economic growth, social justice and the sustainable use of natural resources.(B) It has also set high standards of governance including social auditing and public accounts reporting. (C) Such tasks are carried out by the National Economic and Social Council and by the Accounts Court. F. In addition to the setting of standards of governance, it has accorded ethically responsible companies tax reductions so as to encourage them to promote sustainable development and social well-being.

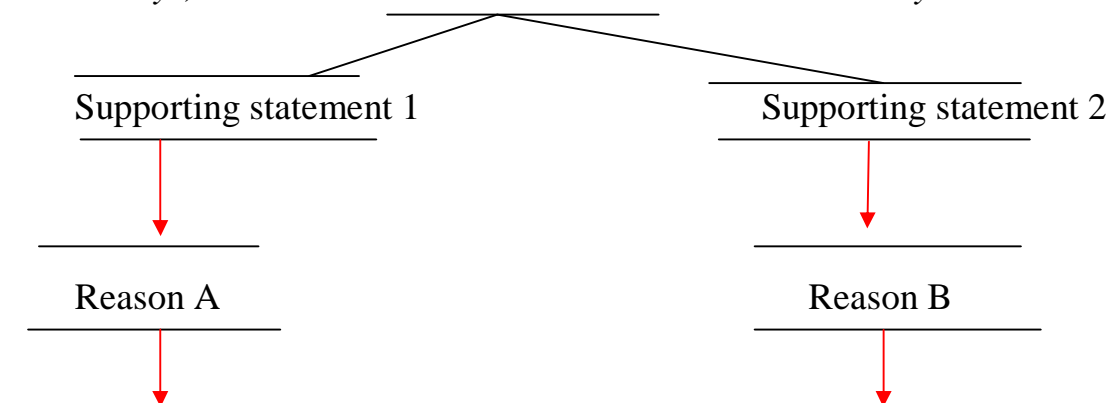
E. Odd one out.

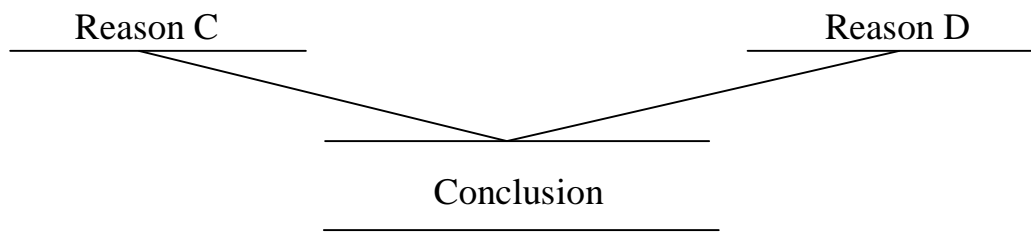
## ► Writing development

- Suppose you were the manager of an ethical investment fund, i.e. a fund which invests only in socially responsible businesses. Write a policy statement to inform potential fund contributors about it. Follow the guidelines below.

1 Think over the opening statement in the diagram below. Select two to four notes from the checklist of expanding notes that follow and develop them into supporting statements.

*The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality*





### Expanding notes

- avoid companies that endanger the environment.
- refrain from investing in certain sectors - tobacco, arms manufacturing, nuclear power, or uranium extraction.
- not place money in companies that lack ethical labour standards. (E.g. using child labour, bad working conditions ...).
- choose to invest in well-managed companies (transparent financial accounting).
- invest in companies that balance economic growth with social responsibility.

Write supporting statements in the diagram. Then jot down reasons to explain/ illustrate your statements.

*f* Write your first draft of the policy statement using the relevant information in your diagram.

### Useful language

- Link words to illustrate : for example, for instance, such as...
- Link words to express cause and result : because, due to, since, as a result, consequently, so+adjective+that ...

4- Exchange drafts with your partner for error checking. Then write a final version and hand it to your teacher.

The people and organisations who put their money into our fund want us to invest in ethical ways, and we work hard to make their desires a reality. We consider that the conservation of the environment for future generations a moral duty. Thus we avoid companies that endanger the environment. ...

‘It’s awful the way they’re trying to influence Congress. Why don’t they serve cocktails and make campaign contributions to senators as we do?’



# Project outcome

## Writing a charter of ethics

Ethical standards are an important dimension in all of the professions listed below.

<ul style="list-style-type: none"><li>• Accountancy</li><li>• Banking</li><li>• Journalism</li></ul>	<ul style="list-style-type: none"><li>• Law</li><li>• Plastic</li><li>• Surgery</li><li>• Sports</li></ul>	<ul style="list-style-type: none"><li>• Architecture</li><li>• Business</li><li>• Agriculture</li></ul>	<ul style="list-style-type: none"><li>• Medicine</li><li>• Teaching</li><li>• Scientific research</li></ul>
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Write a charter of ethics in relation to three of the above professions. Your charter of ethics should include :

- a reminder of the social, economic, moral prejudices that the neglect of ethics might have on the professions and their clients. Give data/statistics.
- a short interview about the importance of ethics in the professions with representatives of professional associations.
- a short article that reports unethical behaviour in the professions and how the law deals with it.
- a code of ethics, i.e. a set of moral rules, for each of the selected professions.

### Alternative projects

A report about Internet Piracy/Cybercriminality.

A report about counterfeits currently marketed in your country.

### Web sites

[www.kindbook.com](http://www.kindbook.com)

[www.thehappinessclub.com](http://www.thehappinessclub.com)

[www.joeant.com](http://www.joeant.com)

[www.saferchild.com](http://www.saferchild.com)

[www.carolynjabs.com](http://www.carolynjabs.com)

[www.careersandoccupations.com](http://www.careersandoccupations.com)

[www.theworldchallenge.co.uk](http://www.theworldchallenge.co.uk)

## Language assessment

- Show what you can really do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.<sup>2</sup>

I can	very well	fairly well	not well
A. use the present continuous passive in descriptions.			
<b>B. give advice to someone using modals <b>ought to/should, had better</b> or their <b>negatives</b>.</b>			
C. express obligation and prohibition using <b>must</b> or its <b>negative</b> form.			
<b>D. express result using <b>so+adjective+that</b> and <b>such+adjective+noun +that</b>.</b>			
E. express cause and effect using <b>because, for, as, since, as a result, consequently, etc.</b>			
F. express hypothesis/condition using <b>provided/providing that, as long as</b> .			
G. ask for and give opinion.			
<b>H. express wish and regret using <b>I wish, it's high time+simple past</b>.</b>			
<b>I. form opposites with prefixes <b>dis-, il-, im-, in-</b> etc.</b>			
<b>J. form nouns by adding suffix <b>-ty</b> to adjectives.</b>			
K. recognize and use stress shift in words having the same root. E.g. economy economic - economical.			
L. pronounce words ending in -ics correctly.			

- Put a tick (/) next to each item in the learning log to indicate what you think is your level of performance. Then hand a copy of the learning log with your \_examples on a separate sheet to your teacher.

## Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resource Portfolio** so as to check your progress in terms of skills and strategies.



Unit 3:

Schools: Different and Alike



Topic	Language Outcomes			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Education in the World: Comparing Educational Systems</b></p>	<b>Functions</b>	<b>Grammar</b>	<b>Vocabulary &amp; Sound System</b>	
	<ul style="list-style-type: none"> <li>• describing a process</li> <li>• expressing condition</li> <li>• expressing warnings</li> <li>• expressing obligation and necessity</li> <li>• asking for and giving advice</li> <li>• expressing desire and wish</li> <li>• comparing and contrasting</li> <li>• expressing Quantity</li> </ul>	<ul style="list-style-type: none"> <li>• present simple passive</li> <li>• If-conditional</li> <li>• unless</li> <li>• must/ have to, mustn't</li> <li>• should / ought to</li> <li>If I were you</li> <li>• would + have + be E.g. My ideal school would have/be ...</li> <li>• I wish I had</li> <li>• similar to, different from, unlike while, whereas...</li> <li>• comparatives of adjectives</li> <li>• quantifiers: most, all, etc.</li> </ul>	<b>Word Building</b>	<b>Pronunciation</b>
			<ul style="list-style-type: none"> <li>• forming adjectives with <b>-al</b> and <b>-ive</b> E.g. educational, `reflexive, innovative, responsive, constructive, effective...</li> <li>• forming nouns: verb + ing E.g. teaching, learning, training)</li> <li>• forming nouns with <b>-tion</b> E.g. education - completion</li> </ul>	<ul style="list-style-type: none"> <li>• pronouncing the final <b>s</b></li> <li>• weak forms of: would, should and ought to</li> <li>• syllable stress E.g. educate education</li> </ul>

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	Project outcome:
<b>Listening and speaking</b> <ul style="list-style-type: none"> <li>• reciting a poem</li> <li>• predicting</li> <li>• note-taking</li> <li>• summarizing</li> <li>• responding to a text</li> <li>• speaking from notes</li> <li>• making a speech about one's ideal school</li> </ul>	<b>Reading and writing</b> <ul style="list-style-type: none"> <li>• skimming</li> <li>• paragraphing ideas</li> <li>• scanning</li> <li>• making logical links between sentences and paragraphs</li> <li>• writing a descriptive essay</li> <li>• writing an expository article</li> </ul>	<ul style="list-style-type: none"> <li>• raising awareness about issues related to education, the choice of careers, dedication to science, citizenship, economic and social development</li> </ul>	<ul style="list-style-type: none"> <li>• comparing educational systems: past and present</li> <li>• raising awareness about the similarities and differences between today's educational systems in the world</li> </ul>	



### LISTEN AND CONSIDER



**Procedure:** Use the two pictures to introduce the theme of the unit. Then ask the students what they expect in terms of project outcome. Finally, get them to skim through p.103 to check their guesses and set them thinking about the project.

## Language outcomes

- Expressing condition with **if**
- Expressing Warnings with **unless**
- Expressing **desire** and **wish** ; I **wish** I **were** / I **had**
- Asking for and giving advice with **should**, **ought to** and **If I were you**
- Expressing obligation with **have to** and **must**
- Forming adjectives with suffixes **-ive** and **-al**
- Pronouncing weak forms of **could**, **should** ...
- Composing and reciting a wish poem



## BRAINSTORMING

**Procedure:** Have the students skim through the preview before you move on to the **Getting-started** rubric.

### ► Getting started

**10mn**

**Procedure:** The questions in this rubric are personalized and seek to elicit opinions. The varied answers could lead to a brief discussion about the theme of the unit.

**Aim:** to express condition with **if** and **when** through picture study and eliciting opinion.

#### ● Look at the pictures; then discuss the following questions.

1. What will you do when you complete your secondary education?

- **When /once / if** I **complete** my secondary education, I **will attend** university courses.

2. What will you study at the university if you pass the *Baccalaureate* examination?

- I **will study** biology at the university **if** I **pass** the *Baccalaureate* examination.

3. Do you think your parents will accept your choice? What if they don't?

- I think / As far as I am concerned, my parents will accept my choice.
- **If** my parents **don't accept** my choice, we **will talk** about it to find what suits me best.

4. In your opinion, what is the most important thing about education: training for citizenship, preparing people for life, or creating a workforce?

- In my opinion, the most important thing about education is training for citizenship *because students can learn about what makes a good citizen.*
- In my opinion, the most important thing about education is preparing people for life *because students can learn about autonomy so as to become autonomous in life.*
- In my opinion, the most important thing about education is creating a workforce *because students can learn about creating a labor force.-work-*

⊙ **IF + PRESENT SIMPLE / WILL + STEM F CONDITIONAL TYPE I**

⊙ **WILL + STEM / IF + PRESENT SIMPLE F CONDITIONAL TYPE I**

## ► Let's hear it

- You are about to listen to a conversation between a secondary school headmaster and a pupil's father. Before you do, study questions A-F.

**Aim:** to study a set of questions.

**5mn**

### A School Child's Parent in the Headmaster's Office

**Headmaster:** Good morning, Mr. Harris. Do sit down. I understand you'd like to have a word with me about William.

**Mr. Harris:** Yes, that's right, Headmaster. I felt I should see you as soon as possible before William does anything he'll regret.

**Headmaster:** Regret, Mr. Harris?

**Harris:** Well, you see, **he's set his heart on** becoming an artist, and my wife and I think he **ought to** take up something more secure. I mean even **if** he **went** to an Art School, there **'d be** no guarantee he could get a good job afterwards.

**Headmaster:** He could probably teach, Mr. Harris.

**Mr. Harris:** He wouldn't like that. He says he **wouldn't be** a teacher even **if** it **were** the last job on earth — Oh, I beg your pardon, Headmaster, I didn't mean ...

**Headmaster:** Not at all, Mr. Harris. I **wouldn't have** been a teacher myself **if** I'd had my way. **I'd have been** an actor **if** my parents **had let** me. So I have some sympathy with William's problems. Now, let's see... **If** he **wants** to be an artist, he **'ll have** to decide what sort of artist he wants to be.

**Mr. Harris:** I don't quite follow you, Headmaster.

**Headmaster:** Well, what I mean is, **if** he **wanted** to be a commercial artist, graphics, cartoons, that sort of thing, he **might do** very well if he took an art course at a Technical College.

**Mr. Harris:** But art, Headmaster. It's so chancy. I **wish** he **weren't** so set on it.

**Headmaster:** I don't think you should stand in his way, Mr. Harris. **If** I **were** you, I **'d let** him decide for himself. You **'d better accept** the fact that nowadays people don't worry about security the way we did when we were young. And as I said, **unless** you **let** him make his own choice now, he **will reproach** you for any of his study failures later.

**Mr. Harris:** Well, I **must admit** my wife and I **would have felt** much happier **if** he **'d chosen** to do something else. Anyway thank you for your **advice**, Headmaster.

**Headmaster:** You're welcome.

(Adapted From *Cambridge Certificate English*, p.69)

, Now listen to the conversation and answer questions A-F above. Then summarize the conversation in your own words. **15mn**

**Procedure:** The summary can be made on the basis of the answers to the questions in task 1. Make sure you limit the time for the students to do the task.

**Aim:** to listen for specific information; to summarize a conversation.

- A. Why did Mr. Harris go to see the headmaster?  
- Mr Harris went to see with the headmaster about his son in order to discuss about his son, William.
- B. What has Mr. Harris's son, William, decided to do?  
- William has decided to become an artist.
- C. What do Mr. and Mrs. Harris feel William *ought to do*? Why?  
- He *should/ought to* choose something more secure.
- D. What alternative job could be taken up by William according to the headmaster?  
- The alternative job that could be taken up by William is that of commercial artist.
- E. Where would William study if he wanted to become a commercial artist?  
- *If he wanted* to become a commercial artist, he *might do* very well to take an art course.
- F. What *advice* does the headmaster give Mr. Harris about William's choice?  
- He *shouldn't stand* in his way.

Summary:

#### 5 WH QUESTIONS

- Ⓟ **Who:** Child's Parent, Mr. Harris & the Headmaster.
- Ⓟ **Where:** A School / in the Headmaster's Office.
- Ⓟ **What:** Problem: The choice of William to become an artist.
- Ⓟ **When:** Future.
- Ⓟ **Why:** The headmaster / *advice* / Mr. Harris / *ought to* respect William's choice.

### Around the text

Grammar Explorer I

**60mn**

**Aim:** to study sentences so as to elicit rules about conditional type I, II, and III.

Consider sentences 1-4 and do tasks A and B that follow.

1. *If he went* to an Art School, there *'d be* no guarantee that he *could get* a job afterwards. *Type 2*
2. He *wouldn't be* a teacher even *if it were* the last job on earth. *Type 2*
3. I *wouldn't have been* a teacher myself *if I'd had* my way. *Type 3*
4. *If he wants* to be an artist, he *'ll have to decide* what sort of artist he wants to be. *Type 1*



A. Arrange the sentences above according to the conditional type which they belong to: type I, type 2, or type 3.

1. *Type II*    2. *Type II*    3. *Type III*    4. *Type I*

B. Explain what each conditional type expresses and draw the rules governing the forms and uses of the various conditional types.

1. *Type II IF + PAST SIMPLE / WOULD + STEM F Unreal Situation*
2. *Type II IF + PAST SIMPLE / WOULD + STEM F Unreal Situation*
3. *Type III IF+PAST PERFECT/WOULD HAVE P P + STEM F different past*
4. *Type I IF + PRESENT SIMPLE / WILL + STEM F Possible in the future*

Have another look at **if-conditional** in SE1 Grammar reference, pp.201-2

## The Conditional

**N** **If** is a conjunction which introduces a **condition** (something which may or may not happen depending on circumstances). There are **four** main kinds of condition.

### A. Type 0 conditional

○ **Form:**

*If + Present Simple, Present Simple*

○ **Meaning:**

This type of condition has the **present simple** in both clauses, and means that the condition **can be true** at any time. In this type of condition, **if** can be re-placed by **when** or **whenever**.

*If / when / whenever* he *heats* water at 100 degrees Celsius, it *boils*.

Water *boils* *if / when / whenever* he *heats* it at 100 degrees Celsius.

○ **Note**

When **if** means **if it is true that**, the present simple does not describe some thing true at any time or a general habit. So **when cannot** replace **if**. If = If it's true that) ~~when~~ If your mother is a doctor, you are lucky.

### B. Type I conditional

○ **Form:**

If + **PRESENT SIMPLE**, + **Will (or 'll) / will not (or won't)**

**If** I see Abdelkader, **I will** invite him to the party.

We'll go to the beach tomorrow **if** it's sunny.

○ **Meaning:**

We use the first conditional to talk about things that are **possible in the future**. (It's possible that it will be sunny. So (likely result) we'll go to the beach tomorrow.)

Future possibility	Result
<i>If it's sunny,</i>	<i>we'll go to the beach</i>

## Ó Note:

We do not use ~~will~~ in the **if-clause**, even though it refers to the future.

e.g. *If I ~~will~~ pass my Brevet, I'll celebrate.*

e.g. *If you go out in the rain, you will get wet.*

*{if} + {present} | {will} + {infinitive}*

## C. Type II conditional

### Ó Form:

*If + ... PAST SIMPLE ..., + would (or 'd)*

### Ó Meaning

We use the second conditional to talk about the present, and to imagine something totally *different from the real situation* now or in the future.

In **a**, the speaker is just *imagining* himself /herself that he is me. But he can't really be me.

In **b**, the speaker is just *imagining* that one day the Martians will invade our planet. But we know well that Martians do not exist.

a. *If I were you, I would apologize.*

b. *If the Martians invaded our planet one day, they'd kill us all.*

**Note:** You can use **were** for all forms of **be** in the if-clause of the second conditional.

*If she / he / Karim was / were rich, he / she would travel to Australia.*

## D. Type III conditional

### Ó Form

*If + past perfect, 'd / would have + past participle*

### Ó Meaning

We use Type III conditional when we imagine a **different past**, i.e. **an unreal past**. In the example above, the speaker **was not a little bit taller**. So he had not joined the Army.

a. *If I had been a little bit taller, I'd / would have joined the Army.*

b. *I'd / would have joined the army if I had been a little bit taller.*

*Other forms and uses of the conditional*

A. *If + present simple, imperative.*

e.g. *If you're happy, clap your hands.*

B. *if + present + modal + verb*

e.g. *If you fall, you may / can hurt yourself*

e.g. *If it fails to start, you should / must check the battery.*

**C. *If + past simple + might/could + verb***

e.g. *If it stopped* raining, we *could go* out picnicking in the garden.

**D. *If + past perfect + might/could + have + past participle.***

e.g. *If she had known* about your difficulties, she *might have helped* you.

- Consider situations A- G below and write sentences with *if*.

**Aim: to use given situations so as to practise conditional type I, II and III.**

A. I am not tall and strong enough to be a policeman or fire-fighter.

- *If I were* tall enough, I *'d/would* be a policeman or a fire-fighter.

B. - He *didn't get* the required marks to go on a training course to be a doctor. So he *took* a course in computer science.

- *If he had got* the required marks, he *would have gone* on a training course to be a doctor.

- He *wouldn't have taken* a course in computer science (instead).

C. Work hard and you will succeed.

- *If you work* hard, you *will succeed*.

D. Get your *Baccalaureate* and I will offer you a motorcycle.

- *If you get your Baccalaureate*, I'll offer you a motorcycle.

E. She failed her *baccalaureate* because she had not worked hard.

- *If she had worked* hard, she *wouldn't have failed* her *Baccalaureate* examination.

F. Farida is jobless. She regrets not having taken into account the job market at the time of her enrolment at university.

- *If Farida had taken* into account the job market at the time of her enrolment at university, she *would have got* a job. Or she *wouldn't have been* jobless.

G. You must study harder; otherwise you won't pass your *Baccalaureate* with distinction.

- *If you don't study* harder, you *won't pass* your *Baccalaureate*. Or *if you studied* harder, you *would pass* your *Baccalaureate* with distinction.

○ **Note:** *if* can be either in initial or mid position.

, In four sentences of your own, tell your partner what you would do to improve our educational system if you were the Minister of Education.

**Procedure:** Make sure the students produce a short, coherent statement. (Conditional type 2)

**Aim: to use a given situation to practise conditional type II**

- 1- I **would provide** white boards to improve our educational system **if I were** the Minister of Education.
- 2- I **would provide** the Internet to improve our educational system **if I were** the Minister of Education.
- 3- **If I were** the Minister of Education I **would provide** school books for everyone to improve our educational system.
- 4- **If I were** the Minister of Education I **would provide** the right educational working conditions for both the students and the teachers to improve our educational system.

## Grammar Explorer II

**30mn**

**A** Consider the following sentence and answer questions A-C that follow.

**Aim:** To express condition using **unless** and its **equivalent** words.

- **Unless** you **let** him make his own choice, he **will reproach** you for any of his study failures later.

A. What tenses are the verbs preceding and following **unless**?

- **Unless + Present Simple + Future**

B. Which of the following can be used in **replacement** of **unless**?

a. **except if**                      b. **if + not**                      c. **even if**                      d. **only if**

**b** ( If you don't let him) / or c) except if.

C. What does **unless** express?

a. promise                                      b. wish                                      c. **warning**

See Grammar Reference p, 220

## Unless

- The link word **unless** means **except if** or **if ...not** and introduces a condition.  
(Cf. If-conditional in your *SE2 Book*, pp.201-202)  
E.g. • *I won't speak to him unless he apologizes.* (= **except if** he apologizes)  
**Or** (= if **he does not / doesn't** apologize)  
• **Unless he apologises**, I won't speak to him.
- We often use **unless** in **warnings**.  
E.g. *You'll fail unless you work harder.* (This means the same as *you must work harder, otherwise you will fail.*)

- Tense agreement in complex sentences with **unless** is the same as in sentences with if-conditional (type 1). So when you are talking about the future, do not use the **will-future** with **unless**. Use a present simple tense instead.

E.g.

{ We'll be late unless we hurry. = We'll be late if we don't hurry.  
(future simple + unless + present simple = future + if...not + present simple

- **Unless cannot** replace **if ...not** in the following cases:
  - in would-(have)-conditions i.e., if the condition has unreal meaning.  
E.g. *Karim would be our best student if he weren't so lazy.*
  - in indirect questions  
E.g. *She promised to work harder if she wasn't expelled.*
  - when the condition is in someone's mind.  
E.g. • *I'll really be surprised if they don't come back.*

*What shall we do if they don't reply to our letter of complaint?*

- **Task: Rewrite the sentences below using unless. Make the necessary changes.**

**Aim: to introduce unless in different contexts.**

- A. You must study more or you won't pass your *Baccalaureate*.  
- Unless you study more, you won't pass your *Baccalaureate*.
- B. You must listen carefully or you won't know what to do in your exam.  
- Unless you listen carefully, you won't know what to do in your exam.
- C. We must hurry or we'll miss the school bus.  
- Unless we hurry, we'll miss the school bus.
- D. She must get more information or she won't complete her project.  
- Unless she gets more information, she won't complete her project.

**N.B** Unless can be in mid position.

## Grammar Explorer III

**30mn**

Consider sentences 1-5 below and answer questions A-D that follow.

**Aim: to express wishes in the present, past and future.**

1. I wish he weren't so set on it.

2. I wish there **were** an art school in my neighbourhood.
3. I wish I **had taken** your advice six months ago.
4. I wish I **could** help you with the math's lesson.
5. I wish William **would** change his mind soon.

A. Which sentence expresses a wish about the past? What tense is used?

- Wish about the past (sentence 3) past perfect

B. Which sentences express a wish about the present?

- Wish about the present (sentences 1, 2, 4)

C. Which sentence expresses a wish about the future?

- Wish about the future (sentence 5)

D. Which tense is used to express a wish about the present and the future?

- PRESENT WISH: 1+2                      FUTURE WISH: 4+5

See Grammar Reference pp. 218 - 219

### I wish... - If only...! - It's time ...

#### I wish...

- We use **wish** + **past simple** to express a **regret** about a **present situation** by imagining its opposite. E.g.

- *I wish I **could** play the flute.* (but I can't)
- *I wish you **were** here.* (but you are not here)
- *I wish I **was** on holiday now* (but I'm not)
- *I wish I **had** a car.* (but I haven't got one.)

The **past simple** refers to the **present**. As in if-conditional-(type 2), **were** is often used instead of **was** in the first and second person singular, especially in formal English. E.g. *I wish he **were** with me now*

- We use **wish** + **would** to express a desire for change in the near future, especially when someone or something is annoying us.

- *I **wish** you **would** stop talking.* (This is a mild command.)
- *I **wish** you **wouldn't** wear that ugly shirt*

- Wish about ourselves cannot be expressed with **would**. We must use **could** instead.

- *I **wish** I **could** lose weight*

- We use **wish** + **the past perfect** to express a **regret** about something in the past.

E.g.

- *I **wish** I **had been** on holiday last July* (but I wasn't)
- *I **wish** I **had listened** to your advice yesterday* (but I didn't)

### If only...

- We can use **if only** instead of **wish** to express a **stronger feeling of regret** or a **stronger wish**.  
E.g. • *If only I had listened to my mother's advice!*  
• *If only I could lose weight!*  
• *If only he wouldn't wear that ugly shirt!*

### It's time...

- When you say **It's time** (for someone) **to do something**, you simply imply that this is the **right time** to do it.  
E.g. *It's (high/about) time for us to go to the station.*
- But when you say **it's time** someone **did** something you're in fact thinking that this action should have been performed earlier; you're complaining about the delay.  
E.g. • *'Why are you still in bed? It's (high/about) time you got up.*  
• *We think it's time the government did something about corruption.*
- When you want to make the complaint or criticism stronger, you say **It's high time** someone **did** something.  
E.g. *It's high / about time Hassiba did some work for her final exam.*

**Task:** Fill in the wish chart below with sentences expressing a wish. Use the verb **wish+ were, had, could or would**.

**Procedure:** To be filled by students.

**Aim:** to fill in a chart using wish in the present and the future.

WISH CHART	
Physical appearance	You: I wish I were taller. Then ...
Character/personality	I wish I were more strict/decisive / audacious...
Abilities	I wish I could give better answers
Possessions	I wish I had a personal computer /a library /a Ph. D/ acquired as much knowledge as Einstein.

Grammar Explorer IV

60mn

Consider sentences A-D below and answer questions 1-2 that follow.

**Aim:** to express advice using to be in the simple past, ought to, should and must.

- A. **If I were you, I'd** let him decide for himself.
- B. I think he **ought to** take up something more secure.
- C. I don't think you **should** stand in his way.
- D. I **must** admit my wife and I would have felt much happier if he'd chosen something else.

1. What do the underlined words in the sentences express?

- A. **advice**                      B. **advice**                      C. **advice**                      D. **obligation**

2. Which modal is synonymous with **have to**? Are the two modals similar or different in meaning when they are in the negative? Explain.

- **must = have to.**
- No, they are not similar because '**mustn't**' expresses prohibition whereas '**don't have to**' expresses lack of obligation.

- **Task:** Fill in the blanks in the text below with **must, have to, should, ought to, or their negatives. There are many possibilities.**

**Aim:** to fill in the blanks using given modal verbs and their negatives.

In the United States most students who win a scholarship to the university **must** (1) maintain a certain grade level so as not to lose it. High school students (2) **don't have to** (not) study all the subjects in the curriculum. They decide for themselves which subjects to take. They **mustn't/must not** (3 (not) break the codes of honor and conduct of their school. They **should/ought to** (4) be very good at sports because this may earn them a place in a prestigious university.

### Vocabulary Explorer

**60 mn**

- Rewrite the items in bold type in sentences A-D below using equivalents 1-4 from the green box that follows.

**Aim:** to find the equivalent meaning of certain prepositional verbs and expressions.

- A. He has **set his heart on** becoming an artist.
- He is determined to become an artist.
- B. He ought to **take up** something more secure.
- He ought to engage in something more secure.
- C. I couldn't have been a teacher myself if **I'd had my way**.
- I couldn't have been a teacher myself if I was free to choose.
- D. I don't think you should **stand in his way**.
- I don't think you should prevent him doing what he wants.



- |   |                     |
|---|---------------------|
| 1. was free to choose                   | 2. is determined to |
| 3. prevent him from doing what he wants | 4. engage in        |

✓ Read the tips below and do the task that follows.

### TIPS

A collocation refers to the way in which words frequently occur together in language use. E.g. **timetable**, **school bag**, **notice-board**. Collocations may be spelt as two separate words, two words joined by a hyphen (-), or simply as a single word.

- **Task:** Look at the groups of words A- G. Keep the words and expressions that collocate with school and education and cross out the ones that don't.

**Aim: to deal with collocates and odd words.**

- A. **bed-and-breakfast** / boarding / co-educational / **school**
- B. **school** / mate / **colleague** / report / leaving age
- C. **assist** / attend / drop out of / **school**
- D. comprehensive / **distant** / grammar **school**
- E. public / **expensive** / state / **school**
- F. compulsory / **obligatory** / **necessary** / **education**
- G. further / **supplementary** / higher **education**

✓ **Fill in the blanks in sentences A-G below with suitable collocations with school and education. Refer to task 2 above for help.**

**Aim: to fill in the blanks with collocates referring to education.**

- A. **Comprehensive schools** are open for children over eleven of all abilities.
- B. I have lost touch with most of my former **school mates**, except for Said.
- C. The name **public school** is very illogical since it means a private school for the rich and privileged in Britain.
- D. The Algerian **educational system** provides free and compulsory education until the age of sixteen.
- E. The **school leaving age** in Britain and Australia is the same: sixteen.
- F. As every **school child** knows, oil floats on water.
- G. **Compulsory education** in Britain lasts from age five to age sixteen.

✓ **Replace the nouns and verbs in brackets with their adjectives so that the written speech below by a school inspector makes sense. Use suffixes **-ive** or **-al**.**

**Aim: to derive adjectives from nouns and verbs using the suffixes -ive / -al.**

‘Ladies and gentlemen,

In order to improve our (educational) system, we should take (effective) measures. To begin with, we should make our examination system more (selective) so that both our students and teachers will work harder. Second, we should give more importance to (functional) literacy. By this I mean that we ought to make our courses more (practical) so as to enable the students to fulfill their roles outside school. Third, we ought to make our teaching more (attractive) so that students will be more (responsive) to what we teach them. In short, we must be both (innovative) and (constructive) in the training we give to our students.’

Pronunciation and spelling

60 mn

- **Task: Listen to your teacher reading aloud the sentences below and note how s/he pronounces the modals in bold. Then practise saying them.**

**Procedure:** Use the weak forms of the modals.

**Aim: to deal with strong / weak forms of modals.**

- Would you come here, please? / wəd /
- You should stop talking. / ʃt /
- You ought to respect him. / ɔ:t /
- Mind! You could hurt the teacher! / kəd /

Ø Think, pair, share ✕

- **T a s k o n e**  
**Writing wish poems**

**Aim: to write poems (stanza) using wishes related to studying, paying attention to rhyme endings.**

- **Think about wishes related to studying. Write a draft stanza of four to six lines / verses on a sheet of paper. Then give it to your partner to write her / his own stanza.**

A stanza is a part of a poem. It doesn't matter if you repeat the same structures. Pay attention to your rhyme endings, i.e. the repetition of the same sound at the end of the lines / verses.

E.g.

I wish I had a computer in my **brain**  
 To free me from calculating **strain**.  
 I wish my teachers would stop giving us **warnings**  
 I wish my parents would accept

Poem no 1:  
 I wish words could come to me like whispers  
 And that I could compose better papers  
 English is the subject I like best  
 I wish it would help me pass the test.

Poem no 2:  
 I wish I could cope well enough  
 To work a miracle that day  
 Oh examiners don't be tough  
 And let me just have my way.

**, With your partner, review your draft stanzas. Then join a group and write a lengthier wish poem.**

**Aim: to work in pairs then in groups reviewing stanzas and writing longer wish poems.**

***f* Get a group member to read the poem to the class.**

**Aim: Reading, listening to and appreciating poems.**

● **Task two**

**Writing a checklist of recommendations for the *Baccalaureate examination***

- **Individually, prepare a checklist of tips reminding students of what they **should / ought to**, and **must do** during the *Baccalaureate* exam. Use **unless** to give warnings.**

**Aim: Giving *warnings* using *unless* to prepare a checklist.**

<i>The ten things that you <b>should</b> do</i>	<i>The ten things you <b>must/mustn't</b> do</i>
<ul style="list-style-type: none"> <li>- You <b>should</b> keep cool and relax.</li> <li>- You <b>should</b> rely on yourself.</li> <li>- You <b>ought to</b> read the questions many times and make sure you've understood what is required from you.</li> </ul>	<ul style="list-style-type: none"> <li>- You <b>must</b> bring all the material you need.</li> <li>- You <b>must</b> put off your mobile.</li> <li>- You <b>mustn't</b> communicate with other pp at all.</li> <li>- You <b>must</b> follow and respect examiners instructions.</li> </ul>

**, Review your tips with your partner. Then join a group and together select the most pertinent tips from your checklist. Organize your tips in the form of a leaflet and read them to the class.**

**Procedure: Make sure the students comply with the grammar rules and present a coherent and logical list of tips.**

**Aim:** to work in pairs then in groups to select, organize and read each group's leaflet to the class.

## READ AND CONSIDER

### Language outcomes

- Expressing quantity with a lot of, a great deal of, etc.
- Using comparatives of short and long adjectives
- Expressing similarity' and difference with like, whereas,...
- Describing a process using the present simple passive
- Forming nouns from verbs by adding – ing and - tion
- Identifying syllable stress
- pronouncing the final s
- Spelling of the comparative of adjectives
- Writing: describing my school



## FACT FINDING

**Procedure:** Instruct the students to skim through the preview so as to be acquainted with the objectives of this section.

**Aim:** to present objectives and skim through text to get familiar with them.

## ► Getting started

### **Procedure:**

**30 mn**

- Activate background knowledge.
- Draw attention to the picture. It is a snapshot taken during a graduation ceremony. Focus on ceremonial dress: mortarboard and gown.

**Aim:** to active background knowledge concerning education in Britain and Algeria.

### ● Discuss the following questions.

1. What do you know about education in Britain? Have you ever heard of any famous British university or college? Which one?  
- Many possible answers. (General question)
2. What do you think is the equivalent of *lycée* in Britain?  
- Comprehensive school / Grammar school / High School.
3. The abbreviations below are academic qualifications / degrees. In which order do you think they are conferred?



Master of Arts/Science (M.A/M.Sc) - Doctor of Philosophy (Ph.D) - Bachelor of Arts/Science (B.A/B.Sc) - Master of Philosophy (M.Phil.) - General Certificate of Secondary Education (GCSE)

- GCSE, BA/B.Sc, M.A/M.Sc, M.Phil, Ph.D.

3. What are some of the equivalents of the academic qualifications above in your country?  
- T is to compare with respect to the French system of Education.

## ► Taking a closer look

60 mn

- Read the text below to answer these questions.

**Aim: to read for specific information**

- A. Why are politicians who promise little money for education less popular than the ones who promise a lot?  
- . . . . because education has a lot of importance for the British people.
- B. Do British children receive the two stages of their primary education in the same schools?  
- , not all of them. Some of them receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two.
- C. Which of the following adjectives best describe **access to university** in Britain and the United States?  
a. difficult                      b. easy                      c. *selective*                      d. free
- D. What school performance tables published annually for?  
- School performance tables are published annually in order to show how well individual schools have done in tests and exams.

, **Explain in what ways the current British educational system is similar to and different from the Algerian educational system. Refer to the text.**

**Aim: to compare and contrast educational systems.**

.....

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## Education in Britain

No subject has as **much** importance for the British people as that of education. Most citizens believe that the state should provide education free of charge and to a high standard as well. At election time, politicians who promise to spend **a great deal** of money on education are more popular than those who promise only a little. Recently there has been **a lot of** talk as to whether students must pay their own fees at university or not. **A lot of people** are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government. This is the reason why private education is less accepted in Britain than it is in the United States. (§1)

Children are required to be in full-time education between the ages of 5 and 16. Some receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two. At about 11, they begin their secondary education at a comprehensive school, a grammar school or a high school. Secondary schools are much larger than primary schools and students may have to travel longer distances by school bus or public transport. The students take the Standard Assessment Tests (SATs) at 14, then work towards the

General Certificate of Secondary Education (GCSEs) in as **many** subjects as they can manage, usually eight to ten. Afterwards, some students will start work while a few others will stay on at school, or go to a sixth-form college to study for Advanced (A) Levels in two, three, or four subjects in order to enter university. This requirement is more or less similar to what is required by American universities. (§2)

A National Curriculum was introduced in 1988. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed. (§3)

(From Guide to British and American Culture, p. 66)

/im'pɔ:tns/  
/bi'li:v/  
/prə'vaɪd/  
/,pɒli'tiʃnz/  
/'pɒpjələ/  
  
/,ju:nɪ'vɜ:səti/  
/,edʒu'keɪʃn/  
  
/i'nʌf/  
/æk'septɪd/  
  
/rɪ'kwaɪəd/  
/'praɪməri/  
/'dʒu:nɪə/  
/kəm'beɪnz/  
/,kɒmpri'hensɪv/  
/'sekəndri/  
/'sku:lz/  
/'dɪstənsɪz/  
/ə'sesmənt/

/sə'tɪfɪkət/  
/'mænɪdʒ/  
  
/'kɒlɪdʒ/  
  
/rɪ'kwaɪəmənt/  
  
/kə'rɪkjʊləm/  
/'kɪrənt/  
/'meɪdʒə(r)/  
  
/,mæθə'mætɪks/  
  
/dʒɪ'ɒgrəfi/  
/,ɪndɪ'vɪdʒʊəl/  
/'peərənts/  
/'vɪzɪtɪd/  
/'pʌblɪʃt/  
/ɪ'neɪbl/  
  
/'ædɪkwət/

Grammar Explorer I

**u** Pick out from the text the sentences that contain quantifiers. Then answer questions A-D below.

**Aim:** to sort out **countable** and **uncountable nouns**.

- No subject has **as much** importance for the British people **as** that of education.

q **Most** citizens

q **A great deal of** money, **a little** (money)

q **A lot of** talk

q **A lot of** people

q The privileged **few**

q **Some** of them

q **Some** students

q **A few** others

A. Which quantifiers are used with countable nouns only?

- The quantifiers which are used with countable nouns only: **most, a lot of, some, few**

B. Which quantifiers are used with uncountable nouns only?

- The quantifiers which are used with uncountable nouns only: **a great deal of, a little, much**

C. Which quantifiers are used with both countable and uncountable nouns?

- The quantifiers which are used with both countable and uncountable nouns: **a lot of, most**

D. Which two quantifiers do we usually use to ask questions about quantity?

- **The two** quantifiers we usually use to ask questions about quantity are: **much** and **many**

**, Rank the quantifiers in the sentences you have picked out from the text on the lines on the next page. Add any other quantifier you know of. Then give examples of your own to illustrate their use.**

**Aim:** - to classify quantifiers according to the degree they represent.

- To elicit more quantifiers from pp background knowledge.

Quantifiers going with countable nouns

No / any    not many    few    some    a few    many    a lot of / lots of



## Quantifiers going with uncountable nouns



See Grammar Reference, pp.216-217.

## Quantifiers

### • **Countable** and **uncountable** nouns

<i>countable</i> nouns	<i>uncountable</i> nouns
a glass	water
an apple	milk
a pound	money
people	crowd

### ○ Asking and answering questions about quantity using **countable** nouns

1. Question: How **many** people are there in the restaurant?

#### • Possible answers:

There are **a lot of / lots of** people in the restaurant.

There are **many** people in the restaurant.

There are **a few** people in the restaurant.

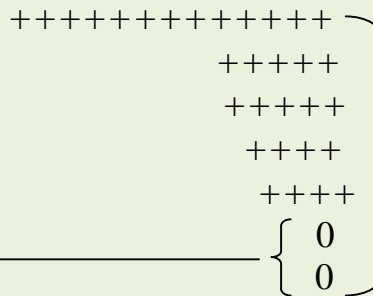
There are **some** people in the restaurant.

There are **few** people in the restaurant.

There **aren't many** people in the restaurant.

There **aren't any** people in the restaurant.

There are **no** people in the restaurant!



some = a few

### ○ Asking and answering questions about quantity using **uncountable** nouns.

2. Question: How **much** money have you got in your pocket?

#### • Possible answers:

I have **a lot of / a great deal of** money in my pocket.

I have got **much** money in my pocket.

I have got **some** money in my pocket.

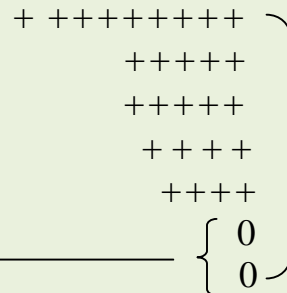
I have got **a little** money in my pocket.

I have got **little** money in my pocket..

I haven't got **much** money in my pocket.

I haven't got **any** money in my pocket.

I have got **no** money in my pocket.



some = a little

**Note** We use **many** (**countable nouns**) and **much** (**uncountable nouns**) in questions about quantity.



- In **spoken English**, we usually use *a lot of/lots of* (with **countable and uncountable** nouns) in positive sentences, but in **written English** we often use **many (countable)** nouns).
- We often use **much** in negative sentences (not in positive ones).
- **Little** and **few** (without **a**) are **negative**. They mean *not much, not enough*. The speaker is not happy about it.

### enough - too much - too many

- When we want to say that we have a sufficient quantity of something, i.e. *as much as needed* or *as many as needed* we use **enough**.  
E.g. \* There's **enough** (= *as much food as needed*) food for everybody.  
\* There are **enough** (= *as many as needed*) books for everybody.
- When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many**.  
E.g. \* You put **too much** sugar in your tea.  
\* You have made **too many** mistakes.

### A Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative form
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

- **Examples: The comparatives and the superlatives of many and much.**
  - I haven't got **many** books. I mean, I haven't got **as many** books **as** my sister.
  - My sister has got **more** books **than** I, but **most** of her books are old.
  - I haven't got **much** money. I haven't got **as much** money **as** Said. Said has **more** (money) **than** I, but our friend Small has **the most** money. He has a part-time job.

### Note

- **More** and **the most** are also respectively the comparative and superlative forms of **much** with **uncountable nouns**.
- **More** and **the most** are respectively the comparative and superlative forms of **many** with **countable nouns**.
- **Examples: The comparatives and the superlatives of little and few.**
  - There is **little** rain this year. Yes, but there was even **less** rain last year.
  - Our school has **few** boy students. It has 70 boys in a total of 800 students.
  - Our school has even **fewer** boy students. It has only 50 boys in a total of 810 students.
  - My friend's school has **the fewest** boy students. You know, it has only 20 in a total of 850.

Note The comparative form of **little** is **less**, not ~~littler~~

- We can also use adjectives like **a smaller + quantity / amount** to replace **less**.  
E.g. There is **a smaller quantity of** water in this well **than** in that one over there.
- The superlative forms of **little** is **the least**, but we can also use **the smallest + quantity**.  
E.g. Kader has **the smallest amount of** money in his pocket.

## Grammar Explorer II

**30 mn**

**f** Read the text again and pick out the sentences which contain comparatives of adjectives. Arrange the sentences in the table below.

**Aim:** - to read for specific information:

- 1- To sort out comparatives of adjectives from the text.
- 2- To classify arrange comparatives in a table.

Comparatives of	Sentences
superiority	1- At election time, politicians who promise to spend a great deal of money on education are <b>more</b> popular <b>than</b> those who promise. 2- Secondary schools are much <b>larger than</b> primary schools. 3- Students may have to travel <b>longer</b> distances by school bus or public transport.
equality	For the British, no subject is <b>as important as</b> that of education.
inferiority	This is the reason why private education is <b>less</b> accepted in Britain <b>than</b> it is in the United States.

**f** Consider the comparatives in the table you have filled in task 1 above and explain how they are formed. Draw the rules.

**Procedure:** Refer the students to Grammar reference in SE2 textbook p.193.

**Aim:** to study how comparatives are formed and draw rules.

Have an another look at the **Comparatives** in SE1 Grammar Reference p.193

## Comparatives of adjectives

### I. Comparatives of equality

- A. Comparative of positive equality:** **as + adjective + as** Your house is **as big as** your neighbour's.  
This exercise is **as difficult as** the one we did yesterday.

## B. Comparatives of *negative equality*: **not + as / so + adjective + as**

The Thames is **not as / so long** as the Nile.

(= The Nile is longer than the Thames.)

## 2. Comparatives of *superiority*

To compare two things, two animals, two people etc., we use the following comparative forms: **Adjective + er + than / More + adjective + than**

A. We use **adjective + er + than** in the following cases:

a. **Adjectives of one syllable :**

The Nile is longer **than** the Thames.

It is hotter **than** in the Sahara desert **than** in the Gobi desert.

b. **Adjectives ending with -y, -w , or -le.**

My satchel is heavier **than** yours.

This street is narrower **than** that one over there.

Your teacher is **more** gentle **than** mine. = Your teacher is gentler **than** mine.

### ⊙Note:

In adjectives with **one** syllable ending with a **vowel followed by a consonant** (e.g. hot or big) we **double** the consonant (hotter, bigger).

- We add **-er** to adjectives ending with **w** and **y**, even if they have **more than one** syllable.

- We transform **-y** into **i** in adjectives ending in **-y**.

- We can use either **more + adjective** or **adjective + er** with adjectives ending with **le**.

- **Good** and **bad** have the following irregular comparative forms of superiority.

**Good** → **better**

**bad** → **worse**

B. We use **more + adjective + than** with adjectives which have **more than two syllables**.

A meal in a restaurant is **more expensive than** a sandwich.

## III. Comparatives of inferiority

We use **adjective + less + than** with all adjectives

A sandwich is **less** expensive **than** a meal in a restaurant.

Short adjectives may have other adjectives as their opposites.

Wool is **less light than** stone. → Stone is **heavier than** wool.

### Comparatives of adverbs

The rules for the formation of comparatives of **adverbs** are **the same** as those for the formation of adjectives.

e.g., Becky came to school **sooner than** Paul yesterday.

The tortoise runs **less quickly than** the hare.

**f** Write a paragraph of four to five sentences comparing primary school or middle school with secondary school in Algeria. Use the three types of comparatives and the cues in the table below.

**Aim:** to compare different school levels in Algeria / to introduce the three types studied.

**Procedure:** Many possible answers. Provide topic sentences for the students.

Points of comparison	Adjectives
<ul style="list-style-type: none"> <li>• classes</li> <li>• classrooms / tables ...</li> <li>• teachers'/ students' characters</li> <li>• students' age / build</li> <li>• subjects</li> <li>• cost of school furniture</li> </ul>	<ul style="list-style-type: none"> <li>➔ large, small, crowded ...</li> <li>➔ large, big, small, good, functional...</li> <li>➔ lenient, funny, happy, patient</li> <li>➔ old, young, short/tall ...</li> <li>➔ easy, difficult ...</li> <li>➔ expensive, cheap, available</li> </ul>

The middle school and the secondary school **are different** / **differ** in many of their aspects.

Topic sentence	connectors	comparisons

## Grammar Explorer III

# 30 mn

**f** Read the text again and pick out the sentences describing similarities and differences. **Leave out** the sentences with comparatives and superlatives.

**Aim:** to sort out sentences expressing comparison (similarities) & contrast (differences).

Comparison / contrast	Sentences
Similarities	This requirement is more or <b>less similar to</b> what is required by American universities.
Differences (contrast)	It has made the current educational system <b>different from</b> the previous ones in at least two major aspects. <b>Unlike</b> the old system, the present system sets the same subjects for all state schools. <b>In contrast to</b> the old practice, standards at individual schools are watched closely by inspectors.

**f** Consider the sentences in the table you have filled in task 1 above and identify the: link words expressing similarity and difference. Do you know of any other link words expressing similarity and difference? Use them in sentences of your own.

**Aim:** to identify link words in sentences / to elicit other link words from pp background knowledge.

See Grammar Reference pp. 226-227.

### *Link words (discourse connectors)*

Whether you speak or write, you need to help people make sense of what you say by signalling them how one idea leads on to another. The words and phrases which have this connecting function are called link words or discourse connectors. They generally come at the beginning of a sentence. Their most important functions are as follows :

### Enumerating:

**Beginning a list:** **first, to begin with, to start with, first of all**, etc. E.g.

*To begin with, I suggest you get yourself a job.*

**Continuing a list:** **second (or secondly), next, then, after this**, etc. E.g.

*Next you look for a convenient place to live in.*

**Finishing a list:** **lastly, at long last, finally, eventually, in the end**, etc. E.g.

*Finally she managed to escape.*

### Reinforcing:

**Besides, furthermore, moreover, what is more, in addition**, etc. are used to reinforce an argument in a situation where a preceding argument is considered insufficient.

E.g. *I won't be attending the lecture this afternoon. I have some work to complete. Besides, the lecturer stammers so much that one can hardly understand what he says.*

**Explaining:** You can explain a point already made in three ways :

**by clarifying its meaning :** **that is, that is to say** (often written **i.e.**)

**by giving a more precise description :** **namely, viz, in other words, to put it more simply, rather**, etc.

**by giving an illustration:** **for example, E.g., for instance**, etc.

E.g. *Cheating at exams, namely asking your classmates to help you, is punishable.*

**Comparing:** **in comparison with, like, likewise, similarly, compared with, both ... and ..., neither ...nor...**, etc.

E.g. *The doctor advised him to stop smoking. Similarly, he recommended him to eat much less and take plenty of exercise.*

**Contrasting:** **But, however, and yet, while, whereas, conversely, on the one hand, on the other hand** express contrast.

E.g. *Living in the country is quite healthy; and yet it can be rather boring at times.*

**Conceding:** **Admittedly, despite (the fact that), in spite of (the fact that), though, naturally, certainly, of course, nevertheless, this being said**, etc. express concession.

E.g. *I agree with you that work is the key to success; this being said, there is no reason why you should stay awake all night studying.*

**Expressing cause / reason:** **Because, as, since, for, due to, owing to**, etc. signal cause or reason. E.g.

*She has to stay in bed as she is ill.*

**Expressing effect / result / consequence:**

**So, and so, thus, as a result, as a consequence, consequently, therefore, so + adjective + that, which + noun (Noun Phrase) + that** etc.

E.g. *He was involved in a car crash yesterday; as a consequence, he had to be taken to hospital.*

**Expressing purpose:** **So that, to, in order to, so as to, in order that,** etc. are used to express purpose.

E.g. *You must cross that bridge **in order to** reach the other bank of the river.*

**Intensifying:** **In fact, as a matter of fact, actually, indeed,** etc.

E.g. *John was sulking; **in fact** he didn't say a word for the whole evening.*

**Referring:** **If not, otherwise, then, in that case, that implies,** etc.

E.g. *You must get some more petrol. **Otherwise**, we won't have enough to get us to the next town.*

**Expressing time:** **After, before, when, while, since, meanwhile, shortly afterwards, later, earlier, from...to, from...to, at the same time,** etc.

E.g. *Saïd came back home at 5 p.m. **Shortly afterwards**, his father arrived.*

**Indicating transition:** **As far as ...is concerned, now, as for, as regards, to turn to, incidentally, by the way, with reference to,** etc.

E.g. *We can leave most of the details of the proposal until the next meeting. **As far as money is concerned**, this needs careful consideration.*

**Summing up/concluding:** **In a word, to sum up, in short, on the whole, to conclude, all in all, in conclusion,** etc.

E.g. **In conclusion**, *I feel confident that she will make the best of her stay in your establishment.*

**f** Now compare and contrast the primary school or middle school with secondary school using the link words in the table you have identified in task 1 above. Refer to the items of comparison that you have already used with the comparatives.

**Aim:** to compare and contrast the different school levels using link words.

Topic sentence	connectors	comparisons

## Grammar Explorer IV

**30 mn**

Consider sentences 1 and 2 below and answer questions A-D that follow.

**Aim:** to study sentences in the passive voice / to answer qqs and give explanations using pp prior knowledge.

- Standards at schools are closely watched by parents.
- Schools are regularly visited by inspectors.

A. How do we know that the verbs in sentences 1-2 are in the passive voice?

- The form of the verb (auxiliary be + past participle) + by + agent.

### The active and passive voice

Voice is a grammatical category. It expresses whether the subject of the verb is the agent of the action (the active voice) or whether the subject of the verb is the object of the action (the passive voice).

In the sentence *A lot of chemical industries pollute the rivers*, the verb (pollute) is in the active.

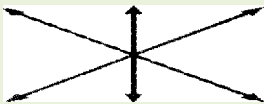
If you turn it round and say *The rivers are polluted by a lot of chemical industries* the verb (are polluted) is in the passive. You can use the passive only with transitive verbs.

**Form:** How to change the active voice to the passive one.

#### A. Affirmative

##### Past simple

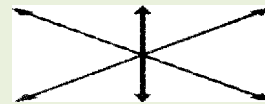
Subject      Verb      Object  
The plant    released    oxygen



Subject      Verb      Agent  
Oxygen    was released    by the plant.

##### Present perfect

Subject      Verb      Object  
The plant    has released    oxygen.



Subject      Verb      Agent  
Oxygen has been    by the plant.  
released

##### Present simple

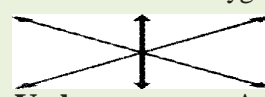
Subject      Verb      Agent  
Subject  
The plant    releases      oxygen.



Subject      Verb      Agent  
Oxygen      is released    by the plant.

##### future simple

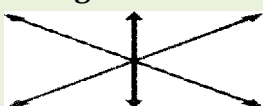
Object      Subject      Verb      Agent  
The plant    will release    oxygen.



Subject      Verb      Agent  
Oxygen      will be released    by the plant.

#### Modals

Subject      Verb      Object  
We            must/can/could/may/  
                  might conserve    our resources.



Subject      Verb      Agent  
Our resources    must/can/could/may/  
                          might be conserved    by us.

When we turn an affirmative active sentence into a passive one, we go through important steps:

1. Move the subject of the active verb to the end of the sentence, and put by in front of it.

2. Move the object of the active verb to the front of the sentence, so that it becomes the passive subject.

3. Turn the verb from active to passive. You do this by adding a form of the auxiliary verb be and the past participle of the main verb.

### B. Interrogative

[Wh]	Auxiliary	Subject	Verb	Agent
When	was	<b>the Kyoto Protocol</b>	signed ?	
Who	has been		arrested	by the police?
How	is	<b>oxygen</b>	produced?	
Where	will	<b>the conference on global warming</b>	be held?	
What	should must can could		be done to protect the environment?	
	Was Has Is Will	<b>the treaty on gas emissions</b> <b>the treaty on oil shipping</b> <b>the Amazon rainforest</b> <b>the next conference</b>	signed been signed protected be held	by all countries? by all the parties? by the government? in Algeria?

### Uses

We **use the** passive voice when

a. We focus on the action rather than the performer/doer of the action.

e.g. *The next meeting on the conservation of animal species will be held in Algiers.*

b. Describing a process or how something works. Here we are interested in actions and results.

e.g. *Carbon dioxide is absorbed and oxygen is released by the plant during the day. At night the process is reversed.*

c. The performer of the action is unknown, uninteresting, unimportant or obvious. e.g.,

*Thousands of acres of forest trees were burned.*

e.g. *The world's first geothermal plant was built in Italy in 1904.*

d. We want to avoid beginning a sentence with a complex subject.

e.g. ~~Timber companies which look for easy money~~ *fell most trees*

*Most trees are felled **by timber companies which look for easy money.***

**Note:** When we want to say who does the action of the verb in a passive sentence, we use **by** and then say who does it.

e.g. The fire was started **by** children who were hiking in the forest.



**B.** How can we turn the verbs into the active voice?

- First, move **the subject of the active verb** to the **end of the sentence**, and **put by in front of it**. Then, **move the object of the active verb to the front of the sentence**, so that it becomes the passive subject. Finally, **turn the verb from active to passive**. You do this by adding a form of the auxiliary verb “**be**” and the **past participle** of the **main verb**.

**C.** Why do you think the passive is used instead of the active?

- *The use of the passive is more tactful. We are more interested in the action than the agent of the action.*

**D.** Is it always necessary to use the preposition **by**? Why or why not?

- *It is not always necessary to use the preposition by.*

Have an another look at the passive in **SE1 Grammar Reference pp.199-200**

, Turn the sentences with the items in bold type into the passive so as to get a coherent description of the process of writing a composition. Start the sentences with the items in bold type.

**Aim:** to turn sentences from active to passive.

Educationists regard **writing** as a process. They require **students** to examine closely **the teacher's instructions** so as to understand the sort of composition s/he expects **them** to produce. Students brainstorm **the topic** for ten to fifteen minutes in order to generate ideas. They jot down **these ideas** in the form of diagrams such as network trees and spidermaps. Once they finish **the brainstorming**, they select **the most relevant ideas**. Students organise **the selected ideas** in a plan. They write **a first draft composition** to flesh out the plan. As soon as they do **this**, they revise **the draft** to correct errors in spelling and grammar. They also review **it** in order to see whether it is coherent or not. Educationists advise **students** not to hand their compositions to the teacher before they correct **all mistakes**.

**Writing** is regarded as a process by educationists. **Students** are required to examine closely the teacher's instructions so as to understand the sort of composition **they** are expected to produce. **The topic** is brainstormed (by the students) in order to generate ideas. **These ideas** are jotted down in the form of diagrams such as network trees and spidermaps. Once **the brainstorming** is finished, **the most relevant ideas** are selected. **The selected ideas** are organised in a plan. **A first draft composition** is written to flesh out the plan. As soon as **this** is done, **the draft** is revised to correct errors in spelling and grammar. **It** is also revised in order to see whether it is coherent or not. **Students** are advised not to hand their compositions to the teacher before **all mistakes** are corrected.

, Insert sequencers (**first, then, next, after that, finally**) in the text you have obtained in task 1 above to mark clearly the stages of the process of writing.

**Aim:** to insert sequencers in a text so as to clarify the different stages of the writing process.

Writing is regarded as a process by educationists. **First**, students are required to examine closely the teacher's instructions so as to understand the sort of composition they are expected to produce. **Then**, the topic is brainstormed (by the students) in order to generate ideas. **After this**, these ideas are jotted down in the form of diagrams such as network trees and spidermaps. **Once** the brainstorming is finished, the most relevant ideas are selected. **After that**, the selected ideas are organised in a plan. **Next**, a first draft composition is written to flesh out the plan. **As soon as** this is done, the draft is revised to correct errors in spelling and grammar. It is also revised in order to see whether it is coherent or not. **Finally**, students are advised not to hand their compositions to the teacher before all mistakes are corrected.

### Vocabulary Explorer

**60 mn**

*f* Transform the verbs in brackets into nouns by adding suffixes **-ing** and **-ion / -ation** so as to get a meaningful text.

**Aim:** to derive nouns from verbs by adding suffixes: “-ing”, “-ion” and “-ation”.

(Educate) is the process of (develop) intellectual capacity, manual skills, and social awareness, especially through (instruct). At the (begin), (learn) takes place mainly in the home. At the age of 5 or 6, children start (go) to school. This compulsory (school) lasts for nearly 10 years. It helps to complete the process of (socialize), and it provides the minimum (train) and (inform) for (function) normally in society.

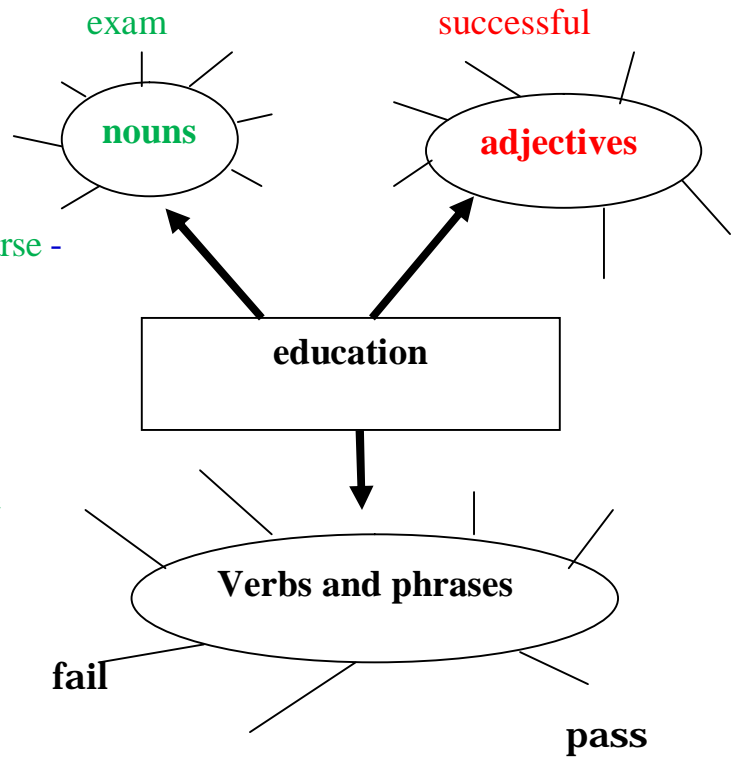
Education is the process of developing intellectual capacity, manual skills, and social awareness, especially through instruction. At the beginning, learning takes place mainly in the home. At the age of 5 or 6, children start going to school. This compulsory schooling lasts for nearly 10 years. It helps to complete the process of socialization, and it provides the minimum training and information for functioning normally in society.

*f* Put the items on the left around the appropriate heading in the mindmap on the right. Then, in pairs, add three more items to each category.

**Aim:** to classify items related to education into nouns, adjectives, verbs and phrases into a map / To add more items to each category of allocates.

**Procedure:** Have the students fill in the map and add some items of their own.

- fail - pass – **successful**
- do **a course** - to get **a recommendation**
- be up to **standards** - take up **a graduate course** - succeed - take (**exams**)
- **hardworking**- **qualified** – assess
- evaluate - **assessment** - to fall **behind**
- to hold **a degree** - **school fees** – **timetable**
- **skills** - **training** - go to **university**



<b>NOUNS</b>	<i>An examination</i>	<i>A test</i>	<i>A quiz</i>
<b>VERBS</b>	<i>To succeed</i>	<i>To test</i>	<i>To graduate</i>
<b>ADJECTIVES</b>	<i>skillful</i>	<i>trained</i>	<i>recommendable</i>

**f** Fill in the blanks in the text below with appropriate items from the mind map you have completed in task 2 above.

**Aim:** to fill in the blanks using appropriate items from the mind map in a previous task.

Karim \_\_\_\_\_(1) his *Baccalaureate* exam last June. If he \_\_\_\_\_ (2) it with distinction, he will \_\_\_\_\_(3). But if he \_\_\_\_\_(4), he will \_\_\_\_\_(5) in a vocational training school to become either a plumber or an electrician.

Karim **took** his *Baccalaureate* exam last June. If he **passes** it with distinction, he **will go to university**. But if he **fails**, he will **take up a course** in a vocational training school to become a plumber or an electrician.

### Pronunciation and spelling

**60 mn**

- Go back to the text and pick out all the words ending in s and classify them in the table below.

**Aim:** to classify plural nouns and present third person singular verbs according to the pronunciation of their final “s”.

## Phonetic Symbols

<i>/s/</i>	<i>/z/</i>	<i>/ɪz/</i>
Students United States Tests Subjects Aspects Sets	Citizens Politicians Combines Schools Towards Others Standards Tables exams	Ages

See Grammar Reference pp. 236-237.

## The consonant sounds of English are:

/p/ as in **p**artner

/b/ as in **b**ut

/t/ as in **t**wo

/d/ as in **d**o

/k/ as in **c**ar

/g/ as in **g**o

/tʃ/ as in **ch**in

/dʒ/ as in **j**oke

/f/ as in **f**ood

/v/ as in **v**oice

/θ/ as in **th**ree

/ð/ as in **th**is

/s/ as in **s**ea

/z/ as in **z**oo

/ʃ/ as in **sh**e

/ʒ/ as mea**s**ure

/h/ as in **h**as

/m/ as in **m**at

/n/ as in **n**ote

/ŋ/ as in **ng**

/l/ as in **l**uck

/r/ as in **r**ed

/j/ as in **y**es

/w/ as in **w**ill

## The vowel sounds of English are:

### long vowels

/i:/ as in **e**at

/ɑ:/ as in **c**ar

/ɔ:/ as in **m**ore

/u:/ as in **t**oo

/ɜ:/ as in **w**ord

### short vowels

/ɪ/ as in **i**t

/e/ as in **t**en

/æ/ as in **b**at

/ʌ/ as in **m**uch

/ɒ/ as in **n**ot

/ʊ/ as in **u**t

/ə/ as in **a**gain

/ɪ/ as in **h**appy

### diphthongs (2 vowels)

/eɪ/ as in **d**ay

/aɪ/ as in **b**uy

/ɔɪ/ as in **b**oy

/əʊ/ as in **n**o

/aʊ/ as in **n**ow

/ɪə/ as in **e**ar

/eə/ as in **t**here

/ʊə/ as in **s**ure

triphthongs (3 vowels)

/ɔɪə/ as in **s**oya

/aɪə/ as in **f**ire

/aʊə/ as in **f**lower

/eɪə/

**pl**ayer

/əʊə/

**m**ower

## Pronunciation rules for final -ed and -s

### Pronunciation rules for final -ed and -s

#### Pronunciation rules for final -ed

- If an infinitive ends in **-t** or **-d** the final **-ed** is pronounced / **ɪd** /
- If an infinitive ends in a voiceless consonant ( / **p** /, / **s** /, / **k** /, / **f** /, / **ʃ** /, / **tʃ** /, or / **θ** / the final **ed** is pronounced / **t** /
- If an infinitive ends in a voiced consonant ( / **b** /, / **g** /, / **l** /, / **m** /, / **n** /, / **ŋ** /, / **v** /, / **z** /, / **ð** /, / **ʒ** / or / **dʒ** /) or a vowel sound, the final **-ed** is pronounced / **d** /.

#### Pronunciation rules for final -s

- You pronounce the final **-s** as / **ɪz** / if the word ends in one of the following sounds  
/ **s** / E.g. miss - / **z** / E.g. buzz - / **ʃ** / E.g. washes - / **tʃ** / watches / **dʒ** / E.g. manages - / **ʒ** /  
/ E.G. garages.

- If a word ends in any other voiceless consonant sounds ( /p/, /k/, /θ/, /t/ ) you pronounce the final **-s** as /s/
- If a word ends in any other voiced consonant sound ( /b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /v/, /z/, or /ð/ or a vowel sound, you pronounce the final **-s** as /z/.

• Listen to your teacher reading the pairs of words in the table below. Put a stress mark on the syllable you hear most in each word. What do you notice?

**Aim:** to put the stress mark on the most prominent syllable.

<b>Verb</b>	<b>Noun</b>	<b>Verb</b>	<b>Noun</b>
educate instruct	education instruction	form transform	formation transformation
<b>Verb</b>	<b>Noun</b>	<b>Verb</b>	<b>Noun</b>
'educate In 'struct	Edu 'cation Ins 'truction	'Form Trans 'form	For 'mation Transfor 'mation

*f* Draw the rule for stress in words ending with **-tion**.

Words ending with **-tion** ⇒ **STRESS BEFORE LAST SYLLABLE**

**Aim:** to study the stress shift and draw the rule for the stress in words ending with **-tion**

**POLLYSYLLABIC WORDS: MAIN STRESS ON THE PENULTIMATE /---20/**

**3.1. The strong suffix /--IC/**

- ⊙ The main stress falls on the syllable preceding the suffix /--IC/
- ⊙ The number of the irregular words (exceptions) does not exceed 16. The most common are: 'Arabic, a'rithmetic, 'arsenic, 'catholic, 'heretic, 'lunatic, 'politic (s)

**NOTE :** when we add a **weak ending** to these irregular word ( i.e. endings like **-al**, **-ism** , **-ally** , etc ) **they follow the genral rule** (i.e. become regular words ) and the stress falls on the syllable preceding the /-- IC / ending .

E .g . 'politic + **al** = po'litical ; 'catholic + **ism** = ca'tholicism etc .

**Exercise 1:** Read out the following pair words, paying attention to the stress–shift.

'Atom / a'tomic, 'drama / dra'matic, 'strategy / stra'tegic, a'rithmetic / arith'metical  
 'Sympathy / sympa'thetic, 'Rhetoric/ rhe'torical 'politic / po'litical

„ Seven of **the comparative adjectives** in the text below contain spelling mistakes. Identify them and correct the mistakes.

**Aim:** to identify and correct spelling mistake.

○ Wahiba and Sadia are classmates and friends. They are taller, **funnyer**, and **youngger** than the other classmates. They usually get **beter** marks in exams. In comparison with Sadia, Wahiba is friendlier, **niceer** and **quieter**. She is **thiner** in build but **strongger** in character. ...

○ Wahiba and Sadia are classmates and friends. They are taller, **funnier**, and **younger** than the other classmates. They usually get **better** marks in exams. In comparison with Sadia, Wahiba is **more friendly**, **nicer** and **quieter**. She is **thinner** in build but **stronger** in character. ...

See Grammar Reference pp. 234-235

## Spelling rules

Nouns, verbs, and adjectives can have the following endings / suffixes :

- |  |          |          |             |
|--|----------|----------|-------------|
| ● Noun+ <b>-s -es</b> (plural)                 | books    | ideas    | matches     |
| ● Verb + <b>-s -es</b> (after he, she, it etc) | works    | enjoys   | flourishes  |
| ● Verb + <b>-ing</b>                           | working  | enjoying | flourishing |
| ● Verb + <b>-ed</b>                            | worked   | enjoyed  | visited     |
| ● adjective + <b>-er</b> (comparative)         | cheaper  | higher   | narrower    |
| ● adjective + <b>-est</b> (superlative)        | cheapest | highest  | narrowest   |
| ● adjective + <b>-ly</b> (adverb)              | cheaply  | highly   | narrowly    |

When we use these endings, there are sometimes changes in spelling.

### Nouns and verbs +s -es

- The ending is **-es** when the word (noun or verb) ends in **-s, -ss, -sh, -eh** or **-x**:  
E.g. match(n) → matches      bus (n) → buses  
teach (v) → teaches      search (v) → searches

Note also hero → heroes, go → goes, do → does etc.

### Words ending in -y

If a word ends in a **consonant + y**

- **-y** changes to :  
– **ie** before **-s**,  
E.g., city -'cities , carry -+ carries

- **i** before **-ed**,  
E.g., apply → applied
- **i** before **-er** and **-est**,  
E.g., easy → easier → easiest
- **i** before **-ly**,
- E.g., easy → easily

- **y does not change**

- before **-ing**,  
E.g., study → studying
- if the word ends in a **vowel + y (-ay, -ey, -oy, -uy)**  
E.g., play → plays, played, monkey → monkeys

Note say → said, pay → paid, lay → laid

### Words ending in **-ie**

If a **verb** ends in **-ie**, **-ie** changes to **-y** before **-ing**  
E.g. die → dying, tie → tying, lie → lying

### Words ending in **-e**

- If a **verb** ends in **-e**, we leave out **-e** before **-ing**.  
E.g. write → writing  
**Exceptions:** be → being, see → seeing, agree → agreeing
- we add **only -d not -ed** for the past (of regular verbs).  
E.g., hope → hoped, dance → danced.
- If an adjective ends in **-e**,
  - we add respectively **-r** and **-st** for the comparative and the superlative.  
E.g. wide → wider → the widest
  - we keep **e** before the **adverb** ending in **-ly**.  
E.g. polite → politely
- If an adjective ends in **-le**, we leave out **e** and add **-y** for the adverb.  
E.g. probable → probably, possible → possibly

### Doubling consonants

- If a verb or an adjective ends in **consonant + vowel + consonant (CVC)**, we double the final consonant before **-ing**, **-ed**, **-er** and **-est**  
E.g. plan → planning → planned, big → bigger → biggest
- If the word has **more than one syllable**, we double the final consonant **only if the final syllable is stressed**.  
E.g. pre**FER** → prefer**r**ing → preferred, be**GIN** → begin**n**ing



- If the final syllable is **not** stressed, we do not double the final consonant.  
E.g. **VI**sit → visting → visited , de**VE**lop → developing → developed
- If the final syllable is not stressed, and the last consonant is **l**, the consonant may be left single or double.  
E.g. travel**l** → traveling → traveled **or** travelling → travelled
- If a word ends in a cluster of two consonants ( **-rt**, **-rn** ,**-ck**, etc.), we do not double the consonant.  
E.g. start**rt** → starting → started, turn**rn** → turning → turned, thick**ck** → thicker
- We do not double the final consonant if it ends with two vowels + a consonant (**oil**, **-eed**, **-ain**, etc.). E.g. boil → boiling → boiled, cheap → cheaper → cheapest, Explain → explaining explained
- We do not double **y** or **w** at the end of words if they are preceded by a vowel.  
E.g. stay → staying → stayed , new → newer → newest → grow → growing

## Ø Think, pair, share ×

**60 mn**

**Aim:** to work individually, then in pairs and finally in groups

**F Follow the guidelines below to write a letter to a friend of yours describing your school/classroom.**

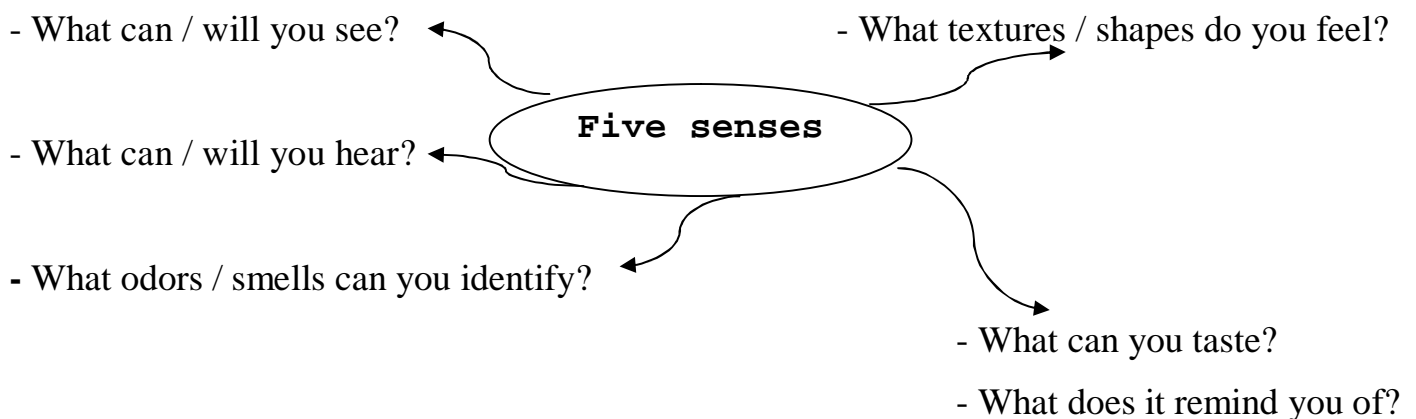
- When we describe things/people we generally express **personal feelings**. So start with an interesting topic sentence.

**Aim:** to express personal feelings in topic sentences while writing letters (descriptive letters)

*E.g. School is the only place in the world where I feel free.*

- , Descriptive writing relies on an appeal to **the five senses**. Use the clustering below to list what you can see, smell and what these sensations remind you of, etc.

**Aim:** to list things related to the senses.



**f** **Details** are very important in descriptive writing. So indicate exactly the **location** of objects, their **shapes**, their **colors** and most importantly the **feelings** they evoke by using **similes**, i.e. comparisons with **like** or **as**.

**Aim:** to introduce details about location, shapes, colours, feelings by using similes in a piece of writing.

### Useful language

- Prepositions: close to, near, next to, inside, outside, on the left, on the right, above, below, under, over, behind, at the back of, in front of, in the upper left-hand /lower right-hand corner, etc
- Present simple (passive and active)
- Adjectives and their comparatives
- Phrases such as **there is, there are, it has, it reminds me of**, etc.

” Write a draft letter of your ideal school. Then exchange drafts with your partner for error checking.

**Aim:** to write a draft letter of one’s ideal school / to invest the vocabulary concerning education into contextual situations.

**n** Write a final version of your letter taking into account your partner's remarks. Then hand it to your teacher.

**Aim:** to exchange, check errors, correct, write a final version of a letter taking into account the given remarks before presenting one’s final work.

Dear Linda,

Today, I’ll write to you about my school. And the least I can say is that I feel quite happy and comfortable in it.

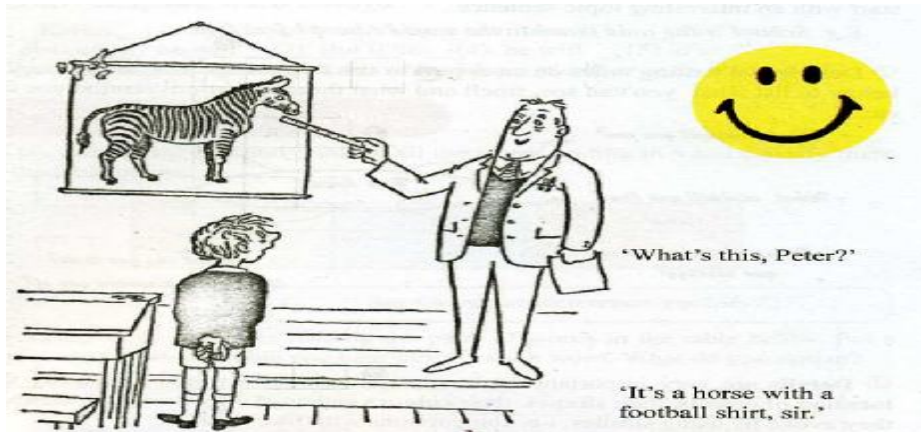
First, let me mention its old stone building, surrounded by a nice flower garden. The flowers are carefully arranged, and in spring, they give off a nice scent when we head for the classes through the garden. Further back, there are two large courtyards with enough space and benches to play or relax. There are also big, ancient olive trees near the walls, where birds perch and nest. We can hear them warble and chirp all year round.

Let me also describe my classroom. It is large and well decorated, with old-fashioned brown desks, and posters and pictures all over the walls. And then, there are those cabinets full of books which smell of old paper. Actually, I like borrowing a book from to time and dream of all the adventures and mysteries I read about.

I’ll finally say a few words about my teachers. I’m lucky to have such good and considerate people around me. They are so keen to see the students do well. They are always

prepared to answer our questions, and they really want to make sure we understand the hard parts of the lessons and exercises. I like the way teachers get us involved. They surely have children of their own at school, which explains why they understand how we feel.

So if there is one good reason why I like my school, it surely is because the teaching staff is so caring, and so friendly. I can't dream of a better school!



## TAKE A BREAK

60 mn



### 4 School crossword

**Aim:** to fill in a grid by ordering the letters given as clues in italics.

– The clues for this crossword are funny questions and answers exchanged in various classes. Take the letters *in italics* and put them in the correct order. They will spell out the school subjects taught in each of these classes. Write the subjects in the grid.

1. Stephen, I asked you to *draw* a cow eating grass, *but* you've only drawn a cow.

Yes. The cow's eaten all the *grass*.

3. *Peggy*, what can *you* tell me about *the* Dead Sea ?

Nothing *really*. I didn't even know it *was* ill.

5. Edward, you've written `rabbit' with two Ts at the end.

There *should* only be *one* only.

- Which *h* T is the wrong one?

7. Who can tell me something *important* that *didn't* *exist* a hundred *years* ago?

- Me!

2. *Emma*, if I cut *two* apples *into* ten *pieces* and two *pears* into ten pieces, what would I *have*?

- A *fruit* *salad*.

4. Rebecca, give me the name of a *liquid* that won't freeze.

- Boiling *water*, sir?

6. *Graham*, what is the opposite of 'Nein'?

- Six?

KEYS: Take a break

2. Mathematics 3. Geography, 4. Science, 5. English, 6. German, 7. History

## Designing a homepage for your lycée

**Aim:** to make a research and present a report in the form of a leaflet or a homepage containing detailed information about one's school.



- Your home page should include information about the following:
  - the location
  - the curriculum of studies
  - regulations
  - exams
  - discipline
  - sports
  - extra-curricular activities
  - staff
  - The parents-teachers association ( P.T.A.)

, Illustrate your homepage with pictures and maps.

**Aim:** to use pictures and maps to illustrate one's information.

**f** Bring out print-outs of your homepage for class presentation.

**Aim:** to present print-outs of one's homepage.



A secondary school in Britain



### Skills and Strategies outcomes

- Predicting
- Note taking.
- summarizing
- Responding to an oral text
- Speaking -from notes.
- Speaking about ideal schools
- Speaking and writing about one's ideal school



### WRITING UP

#### ► Before listening

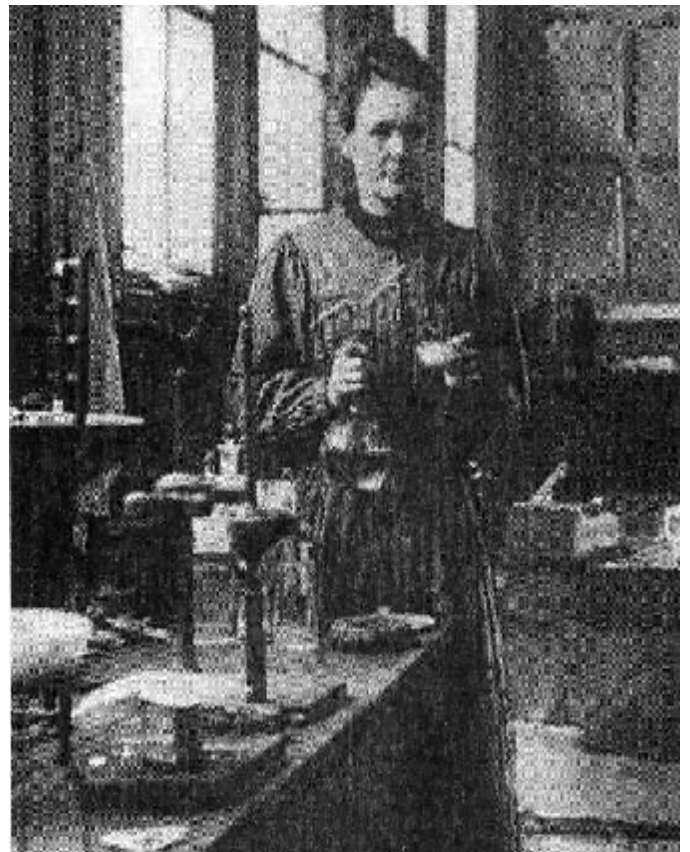
**15 mn**

- The picture and the caption in italics on the right illustrate a life story. Look at them closely and guess the answers to questions 1-5 on the left.

**Aim:** to predict / anticipate / guess / by studying pictures and captions that illustrate a biography

*The Discoverer of Radium  
(by J.Walker McSpadden)*

1. Who do you think the lady is?  
– **Marie Curie.**
2. Where was she born?  
– **In Warsaw, Poland.**
3. What nationality is she ?  
– **Polish.**
4. Where is she and what is she doing?  
– **in her laboratory, experimenting.**
5. Do you think her education has prepared her for the kind of work she is doing?  
– **Yes, I do.**



- Listen to the **first part** of the lady's life story and check your answers to the questions on the previous page.

**Aim:** to listen to a passage (first part) taken from a text and check one's answers.

## First Part of the Life Story

A shy, frightened child stood before a government school inspector in a Polish school room. "Name the Czars of Russia," he barked. The girl did so in a voice which she tried to keep steady. "Who governs us?" The child hesitated. Her teacher and her schoolmates looked anxious. "Answer me!" came the sharp command. "His Majesty, Alexander the Second, Czar of all the Russias," came the clear, low voice of the student. The inspector glanced quickly around the room to check up on the others. All the girls were bending low over their tables, and he could not see their faces. "Very well, then; remember!" he said to all in general, and walked out of the room. Later, when the inspector left, the teacher called, "Come here, my little soul." And the child sank down beside her and burst into tears.

Warsaw, the birthplace of Manya Sklodovsky, was then ruled by Russia. Russian inspectors made sudden visits to the unhappy country roundabout, seeking to spy out possible trouble. Even the schools were watched. Manya had been chosen for examination that day, as often because she was bright and dependable.

At home, as well as at school, she was called Manya. Her father was a professor of physics. She grew up helping him at his work, busily washing bottles and test tubes and learning to love science. Her mother died when Manya was very young and Dr Sklodovsky tried to be both father and mother to his four girls and one boy. All of them were good students. They spent many of their evenings before the fire, as their father told them stories or helped them with their lessons. Dr Sklodovsky was skilled in arts and languages as well as in science. "He knew everything or nearly everything," his children said of him later.

However, before his children were grown, Dr Sklodovsky had difficulties with the Russian rulers. He lost his position and had to take a humbler teaching job. From the time she was ten until she reached middle age, Manya faced struggle and hardship.

When she was eighteen, she went to work as a teacher in a private home. She saved as much as she could of her small salary and went to Paris for further study. There she was known as Marie. One reason for her choice of Paris was that an older sister, Bronya, had married and moved to that city. Another reason was the excellence of the universities. She has attended a chemistry course.

- , A student has taken notes on the same part of the life story but has got some notes wrong. Can you correct them?

**Aim:** to correct wrong notes and make sure one's information are precise and correct.  
*police inspector interrogating girl - Russian school room*

*Manya Sklodovskya born - Moscow - colonial Poland*  
*Father : doctor **lost job - faced hardship***  
*started teaching 16 - **saved money** - went London further studies*

**f** Have a look at the coping box below. Then listen to the second part of the story and take notes.

**Aim:** to train pps in note-taking. What is it? And what to concentrate on or neglect?

**Procedure:** Have the students skim through and discuss the text in the Coping box before setting them to task. Read the script paragraph by paragraph and try to have the students guess what comes next after each pause. You can help the students with a diagram containing **wh**-words: who, what, where, when, how, why because the listening script is a narrative.

N.B. Note taking can be supplemented by note making i.e., briefly jotting down one's reactions and ideas about the text.

## Coping

When you take notes, write down only **important words** and **specific details**, such as dates, which you are not likely to remember. Taking notes is not the same as writing from dictation. So

leave grammar words such as pronouns (E.g. **he**.**she**);

- q use abbreviations (E.g. USA, UK, Feb.);
- q use figures instead of letters when you write numbers;
- q omit words and phrases which are repeated.

## Second Part of the Life Story

At first she lived in her sister's home, but it was so far from the university that she took a single room and lived alone. Her small savings were soon gone, and her father was able to send her only very little money. For some reason, she did not want her sister to know that **she was living from hand to mouth**. She never missed her beloved classes until the day when she tainted in the street.

Her sister's husband was a doctor. He came on the run. Marie was taken to her room. His keen eyes took in the bare furnishings. He could not find even the makings of a cup of tea.

"What did you eat today?" he asked.

"Today? Why, I can't seem to remember."

"Yesterday, then?"

"Oh, yesterday... why, I had some cherries — and all sorts of things."

He bundled her up and took her home in a cab to her sister Bronya. "Take care of the little one," he called from the bottom of the steps. "I'm off to get a prescription filled." The "prescription" was a large steak and some French fried potatoes.

The next day, rested and fed, she returned to her cold attic room, promising to take better care of herself. She longed to the hack to the laboratory. She liked even the smells of the chemicals. She wanted to take not one but two degrees — both a master's and a doctorate of science. Then armed with these she could return to her beloved Poland and work side by side with her father.

But in the meantime, she became acquainted with a young professor. His life was also devoted to science. He was French, and of good family, and his name was Pierre Curie. He was so underpaid and so deep in his work that he had decided never to marry. But in spite of himself he became deeply interested in this Polish girl with the intense grey eyes and delicate features, who was as keen on test tubes as he himself was.

Weeks and months passed by. At last Marie wrote to her father that she was not coming back to Warsaw; she was going to marry Professor Pierre Curie. They were poor; but they had the same tastes, and could continue their work together. For a wedding trip they rode out into the country on bicycles.

When they got back to their little apartment, Marie made a humiliating discovery. She couldn't cook! For years she had done her most delicate work in the laboratory, but now she had no idea of how to prepare string beans! She bought a cookbook and followed it as carefully as if she were doing an experiment in physics. Pierre never complained. His thoughts were so taken up with his work that he didn't pay much attention to what he ate....

- ” Use the notes you have taken in task 3 above to make a short oral summary of the life story you have listened to.

**Aim:** to use already taken notes to make a short oral summary of the life story in the listening passage.

**N.B.** Taking notes is essential in order to remember what one listens to or reads, but it has a further use: when taking notes, **it is necessary to establish the structure of the text and its key ideas** and to learn to leave out unessential information.

In making summaries, too, minor details must be omitted, but

q a summary is usually written in one's words.

q it does not necessarily imply outlining the structure of the text, as note-taking usually does.

q it should be an accurate and objective account of the text, leaving out our reactions to it whereas note taking (as mentioned above) can be supplemented by note making.

### Possible summary

This story recounts the life of Marie Curie, born Manya Sklodovsky in Poland occupied then by Russia. Curie experienced many hardships during her childhood. She lost her mother at an early age, and her father, a professor of physics, had problems with Russian rulers. Though she was close to her father, she left him and went to Paris. She made heavy sacrifices to pursue her further studies. Marie obtained a doctorate from the university (Paris) and married Professor Curie. Both of them were attracted to each other because they had similar interests in physics.

**N.B.** Make sure you limit the time devoted to the oral presentation of the summary (2 to 3 minutes).

► **After listening**

**30 mn**



- Have a look at the coping box below. Then complete the blanks in the commentary that follows.

**Aim:** to grasp the content of a coping box and to complete the blanks in the commentary that follows.

**Procedure:** Give the coping box first and then the text with the blanks.

## Coping

*Life stories or biographies are written to teach lessons for life. So when you read or listen to them, you should try to draw the lessons they want to teach you. You should also respond to them by saying whether you like them or not, and why.*

I find Marie Curie's life story very moving. It reminds me of\_\_\_\_\_. The thing I liked best about it was\_\_\_\_\_. Another thing I liked about it was\_\_\_\_\_. What I didn't like was\_\_\_\_\_. I think the lesson that the author wanted to teach us was.....

### Possible answer

I find Marie Curie's life story very moving. It reminds me of colonial education in Algeria. The thing I liked best about it was the courage that Marie showed in her pursuit of knowledge. Another thing I liked about it was the dignity that Marie maintained in spite of all the problems she faced in Paris. What I didn't like was the behaviour of the Russian school inspector. I think the lesson that the author wanted to teach us was that women are as dedicated to science as men.

- The notes below are taken by a student during a lecture about education in India. Reconstitute the lecture using both the notes and your background knowledge about the history of India.

**Aim:** to use given notes and previous background knowledge to reconstitute a lecture.

*Start like this*

**Lecture notes: Education in India**

**Independence : Aug. 15, 1947**

**primary schools: 12,843 - colleges 636 - univ. 17**

**Literacy: 14 %**

**Total edu. expenditure : 570 m rupees**

**Edu. Census 1996**

**Primary schools: 600,000**

**literacy for age groups :6-11 , 94%**

**211 univ. - 7000 colleges - 3.5 m students**

**Overall literacy: 52,11 %**

**Edu. Expenditure: 200,000 m rupees = 6 % of Gross National Product (GDP)**

## Possible answer

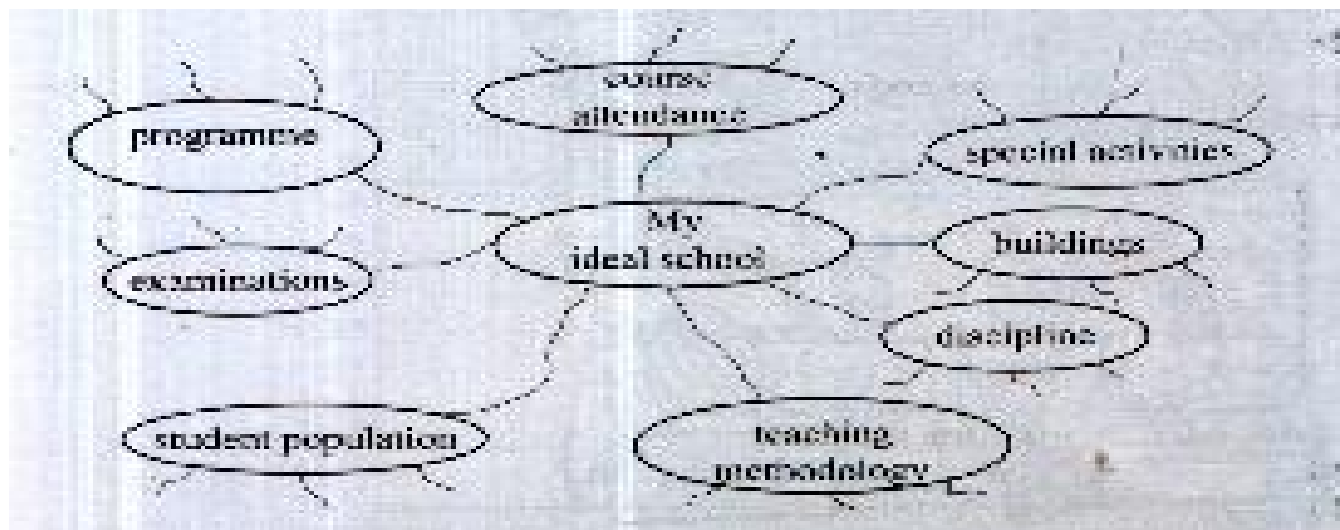
Today's lecture is about education in India. India was a British colony. It re-gained its independence on August 15, 1947. At independence, it had 12,843 primary schools, 636 colleges and 17 universities. Only 14 % of its population were literate. The total expenditure on education did not go beyond 570 million rupees then. Education in India has witnessed a tremendous improvement since independence. According to the education census of 1996, the number of primary schools reached 600,000, that of colleges 7,000 and that of universities 211. The literacy for age groups between 6 and 11 was 94% whereas the overall literacy stood at 52,11 %. Education expenditure was 200,000 million rupees. ...

## ► Saying it in writing **60 mn**

**Aim:** to imagine an ideal school using the already learnt vocabulary to write a brief point of view.

- Imagine that you could plan an ideal school. Decide what sort of school it would be. Then describe it in detail. Follow the procedure below.
- Brainstorm ideas about your ideal school using the following spidermap. Explain your decisions.

**Aim:** to brain storm ideas in a spidermap and explain justify one's decisions.



- Synthesize orally the information in your spidermap in two or three minutes using link words such as because, since, for, in order to, so that, first, next, etc.

**Aim:** to orally synthesize information from a spidermap using the necessary link words /

### Start like this

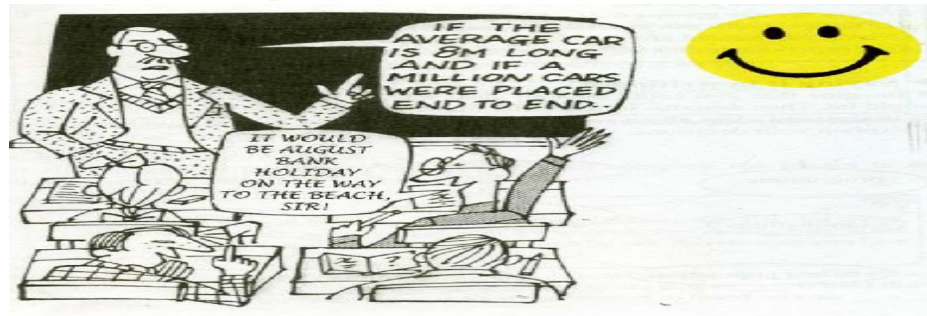
My ideal school *would be* one which/ where/. It *would be* \_\_\_\_\_. It would have \_\_\_\_\_. But it wouldn't be \_\_\_\_\_. It wouldn't have \_\_\_\_\_.

- f** Select the best ideas from the class presentations to write a draft description of twenty lines about your ideal school.

**Aim:** to select ideas, to write a draft

- Exchange drafts with your partner for error checking. Then write a corrected version of the description of your ideal school and hand it to your teacher.

**Aim:** to check and write a final description.



Possible answer

You tell me to decide what my ideal school **would** be like if I could plan one. Well, I say my ideal school **would** be a school where students **would** be free to choose what they like to study. It **would** have many classrooms, and each classroom **would** be equipped with computers....

## READING AND WRITING

Skills and strategies outcomes

- Skimming
- Paragraphing ideas
- Scanning
- Making logical links between sentences and paragraphs
- Writing an expository article



15 mn

ASSESSING

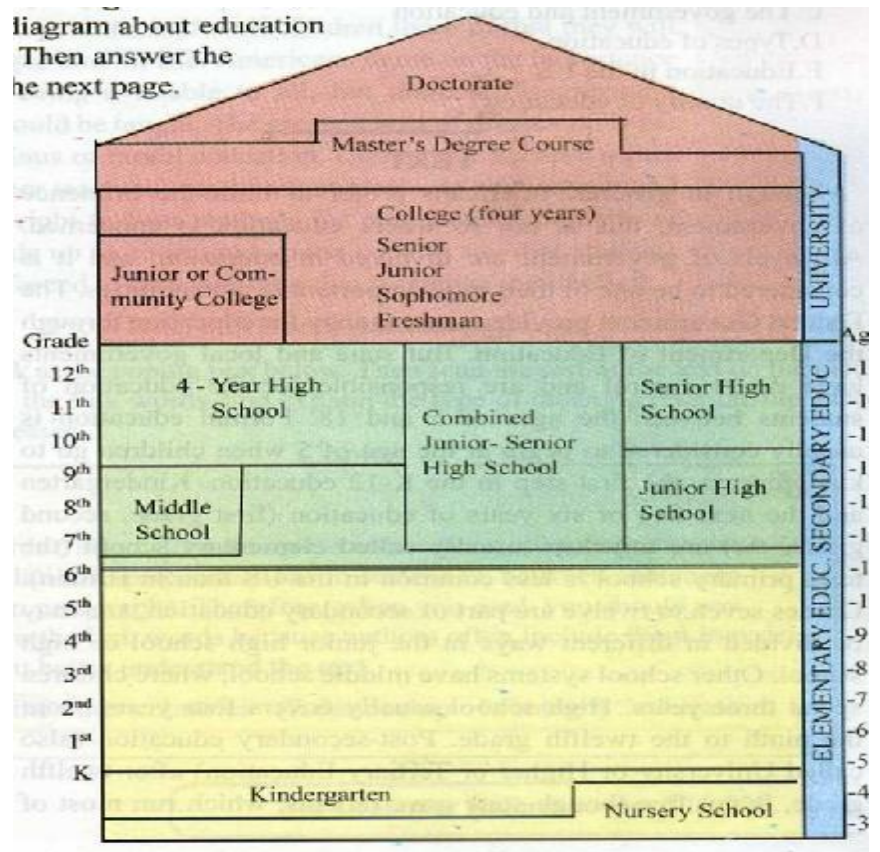
**Procedure:** the students will go through the preview so as to get acquainted with the objectives of the section.

### ► Before reading

- Study the diagram about education in the U.S.A. Then answer the question on the next page.

**Aim:** to study a diagram to find similarities and differences / to discuss one's decisions.

**Procedure:** Access background knowledge. Pay more attention to secondary and postsecondary education. Encourage the students to use link words *to express comparison and contrast*.



– In what ways is the Algerian educational system similar to and different from the American one? Discuss as a class.

<i>Algerian educational system</i>	<i>American educational system</i>
<p><b>P</b> Less frequent: Nursery schools + kindergarten</p> <p><b>P</b> Algerian children start school at the age of 6</p> <p><b>P4</b> Divisions + Years:  <b>F</b> Primary /Elementary / Secondary / University</p> <p><b>P</b> Algerian students finish secondary school at the age of 18</p> <p><b>P</b> Algerian Secondary Education divided:            1. Lycée            2. Technicum</p> <p><b>P</b> Algerian Post-Secondary Education / University:  <b>F</b> ‘Licence’ Bachelor of Art  <b>F</b> Master / Doctorate</p>	<p><b>P</b> Nursery schools + kindergarten</p> <p><b>P</b> US children start school at the age of 5</p> <p><b>P3</b> Divisions + Grades:  <b>F</b> Elementary / Secondary / University</p> <p><b>P</b> US students finish secondary school at the age of 17</p> <p><b>P</b> US Secondary Education divided:            1. Junior High School / Senior High School            2. Combined Junior High S + Senior High S            3. Middle School / High School</p> <p><b>P</b> US Post-Secondary Education / University:  <b>F</b> Freshman / Sophomore /Junior / Senior  <b>F</b> Master / Doctorate</p>

## ► As you read

**45 mn**

- Skim through the block text below and divide it into **five** paragraphs. Don't write on your book. Use square brackets to indicate the beginnings and endings of the paragraphs.

E.g. [Although \_\_\_\_\_] (§1)

**Aim:** to skim and divide a block text into five paragraphs / to deal with the components of a paragraph.

[Although in general Americans prefer ... between the ages of 5 and 18.] §1

[Formal education is usually considered ... the cost for people who live in the state.] §2

[By some standards .... are illiterate.] §3

[Most educational institutions are public... so that they will have advantages later in life.] §4

[Americans agree on the importance of education...their beliefs.] §5

- , Match the paragraphs you have identified in task 1 above with 5 of the jumbled ideas A-F below. One of the ideas is the title of the text.

**Aim:** to match paragraphs with jumbled ideas paying attention to the title ( the odd one out).

Ideas	Paragraphs
A. The school system	§2
B. Points of conflict	§5
C. The government and education	§1
D. Types of education.	§4
E. Education in the US	X-title-
F. The quality of education	§3

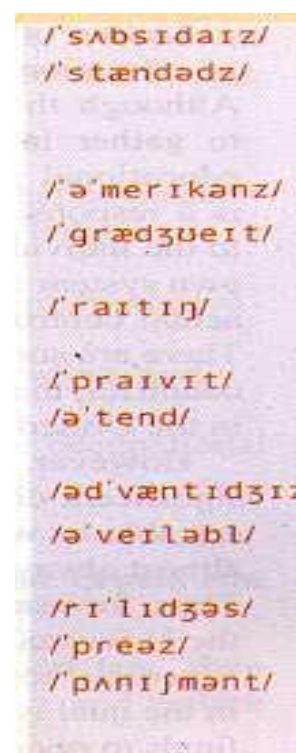
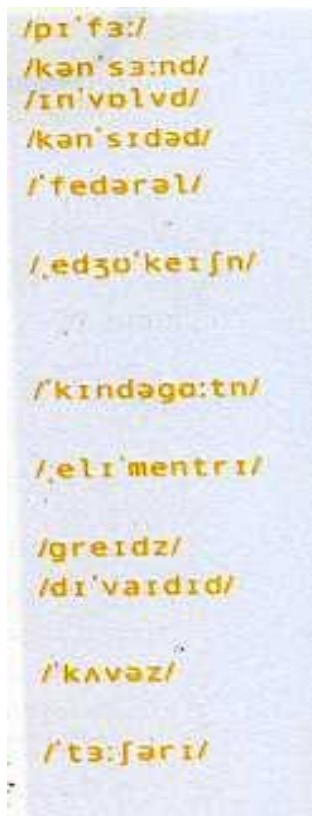
## TEXT

*Although* in general Americans prefer to limit the influence of government, this is not so where education is concerned. All levels of government are involved in education, and it is considered to be one of their most important responsibilities. The Federal Government provides some money for education through the Department of Education. *But* state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18. Formal education is usually considered to begin at the age of 5 when children go to kindergarten, the first step in the K-12 education. Kindergarten and the next five or six years of education (first grade, second grade, etc) are together usually called elementary school (the term primary school is less common in the US than in Britain). Grades seven to twelve are part of secondary education, and may be divided in different ways in the junior high school or high school. Other school systems have middle school, where children spend three years. High school usually covers four years, from the ninth to the twelfth grade. Post-secondary education (also called University or Higher or Tertiary Education) after twelfth grade, is not free though state governments, which run most of the educational institutions, subsidize the cost for people who live in the state. By some standards, American education seems very successful. *Although* young people must attend school until they are 16, over 80% continue until they are 18. About 45 % of Americans have some post-secondary education and over 20% graduate from a college or university. *However*, 20% of adults, about 40 million people, have very limited skills in reading and writing, and 4% about 8 million, are illiterate. Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to 'pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life. Americans agree on the importance of education' being available to all, but there is disagreement about what should be taught. The greatest area of dissension is the place of religious or moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, American life and Institutions, USIA)

**f** Have a look at the coping box below. Then scan the rest of the text on the next page. Spot all the link words and explain the type of meaning relationship each of them expresses.

**Aim:** to study a coping box, understand what a link word is, scan a text, spot link words and explain the type of meaning relationship each of them expresses.



## Coping

Link words (also called discourse connectors) are words that establish logical relationships/connections in sentences, between sentences, or between paragraphs. Therefore, when you read, you should pay attention to the link words because authors often include them in order to help you better understand the text.

E.g. **Unlike** other countries (Relationship of contrast) ...education, ↑

See Grammar Reference, pp.226-227.

(**Unlike** other countries, the United States does not have a national system of education...  
**contrast**)

( **Although** there is a Federal Department of Education... **concession**)

(**Since** the Constitution does not state that education is a responsibility of the Federal Government... **cause** )

(**As a result**, each of the 50 states is free to determine ...**effect**).

In turn, **however**, state constitutions give actual control... **concession**)....

**By contrast to other countries** ... **contrast**),

there is, **therefore**, (**consequence**) a very large amount of local control over education in the United States.

**However** (**contrast**) in relation to the first paragraph),

**because** local and state taxes support the public schools, ....**cause**)

there are significant differences in the quality of education (**effect**).

States and communities that are able or willing to pay more for schools, buildings, materials, and teachers almost always have better educational systems than those that cannot or do not.

**Thus** (deduction) **for example** (**exemplification**), the average expenditure per pupil for secondary education in the U.S. was \$4,000 in 1986.

**But** (**contrast**) some states such as Alaska, New Jersey, and Wyoming spent more than 5,000 per pupil.

**In order to** reduce the differences in the quality of education, (**purpose**) the Federal government sometimes provides special funds to poorer areas and school districts.

**But** (**contrast**) in general Americans are worried that more Federal help could eventually lead to less independence and less control in state education.

(From D.K. Stevenson, *American life and Institutions*, USIA)

## ► After reading

**30 mn**

**Aim:** to spot link words using a eye-catching colour.

- Now discuss the following questions.

**Aim:** to discuss, give more synonyms (equivalent) link words and modify the form by adding (replacing).

- A. Have the link words you have identified in the **As-you-read** rubric helped you in any way to better understand the text above?
- Yes, because they make the inter-sentence and inter-paragraph relationships more explicit.
- B. Which other link words can you use in replacement for those in the text?
- **Unlike**= contrary to / in contrast to/by contrast to
    - Since**= because / as
    - As a result**= as a consequence/consequently / so, thus / hence
    - By contrast**= contrary to /unlike
    - However**= yet
    - Thus**= So
    - For example**= for instance
    - In order to**= to, so as to
    - But**= yet / however
- C. Are there any link words that **are not needed** to understand the logical relationships (between the sentences and between the paragraphs) in the text? Which ones?
- Mind the students that it is not necessary to use link words when the meaning relationship between sentences and paragraphs is explicit. Apart from **but, and, so, yet** and **however**, the other link words should be used sparingly. For example, **As a result** in the clause ‘As a result, each of the 50 states is free to determine its own system for its own public schools is not really needed.’ We can have two independent clauses instead. The other link words that can be omitted are: **therefore, however, thus, and for example**.
- D. What link words can you add to make the meaning clearer to the reader?
- We can link the first sentence with the second sentence of the paragraph with **because**.

, The sentences below are not in order. Re-order them to get a coherent text. Then use link words to make the relationship between the sentences more explicit.

**Aim:** to read, comprehend, find the logical flow of ideas, reorder and introduce the necessary link words between sentences.

- A. This idea is more or less accepted all over the world.
- B. The job market is changing rapidly as a result of technological advance.
- C. Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing.
- D. The idea of continuing or lifelong education has become more important than ever before.
- E. People are afraid of losing their jobs if they don't keep Upgrading and updating their occupational skills.
- F. In the near future, all of them will return to school mostly for occupation reasons.

*The order of the sentences depends on whether the emphasis is on cause or effect.*

**I- Cause:**

(D) The idea of continuing or lifelong education has become more important than ever before **because** (B) the job market is changing rapidly as a result of technological advance. (A) This idea is more or less accepted all over the world (E) **as** people are afraid of losing their jobs

if they don't keep upgrading and updating their occupational skills. (C) Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing. (F) **But** in the near future, all of them will return to school mostly for occupational reasons.

## II- Effect:

(B) The job market is changing rapidly **as a result of** technological advance. **That is the reason why/so/consequently/as a consequence** (D) the idea of continuing or lifelong education has become more important than ever before. This idea is more or less accepted all over the world **because** (E) people are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills. If, (C) today many people go back to school to broaden their knowledge and learn something they enjoy doing, (F) in the future, all of them will return to school mostly for occupational reasons.

## ▶ Writing development

**120 mn**

**Aim**: to write an expository article on the cause and effect of exams stress on students.

- Write an **expository article** for a school magazine **analyzing the causes and effects of examination stress on students**.
- Go to the next page and study the ideas written down in the network tree. Then jot down details of your own. Feel free to cross ideas in the network and replace them by your own ideas; or reshuffle the ideas.

**Aim**: to study ideas in a network tree, jot down one's own details, cross, replace, reshuffle ideas.

- *The causes of examination stress on students.*
- *The effects of examination stress on students.*
- *The causes and effects of examination stress on students.*

, **Select** three to four ideas and develop them. Write your draft article. Each time you mention an **effect** try to support it with **evidence**, illustrations and examples.

E.g. - Generally, students who do not cram perform better than those who do in the *Baccalaureate* examination.

- According to statistics by the Ministry of National Education, 2 out of 10 *lyceum* students who take crash courses suffer from stress.

**Aim**: to select and develop ideas, to mention effects and support them with evidence, illustrations and examples from real life.

- *The effects of examination stress on students.*

**P** Lower test scores / unmotivated

**P** Interfere with the process learning / psychological difficulties to keep on learning

**P** Engender students' health problems. E.g. nervousness + aggressiveness + violence

**P** Lead to school failure / school rejection

**P** Result in mental breakdown in particular the students who cram. E.g. Mental disorder

- Sts neglect their body's abilities (lack of sleep+poor eating habits+lack of recreation)



**f** Your primary purpose is **investigation** and **analysis**. You simply present fact: and information. So don't give any judgement / opinion. Let the reader do that.

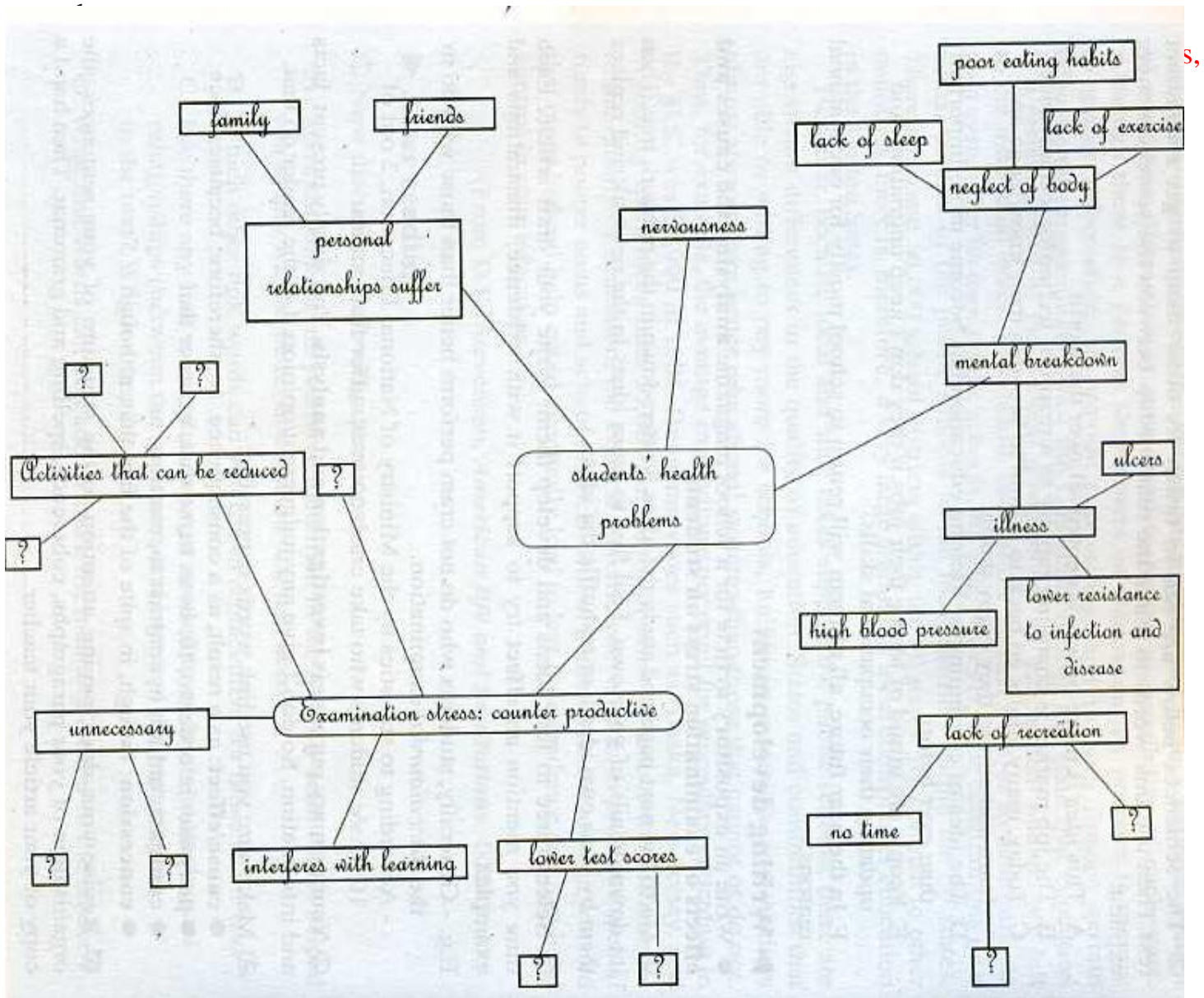
**Aim:** to present pure facts and information with no judgement, opinion or personal comment.

Make sure you use link words expressing:

**Aim:** to introduce link words within contextual situations to create a logical flow in the streams of ideas.

- **cause/effect:** as a result, as a consequence, so, therefore, because, since
- **purpose:** in order to, to, so as to, so that, in order that
- **contrast:** unlike, in contrast to, contrary to
- **concession:** though, in spite of the fact that, although ...

...Revise your draft paying attention to the structure of your sentences, the organisation of your paragraphs, coherence, spelling and grammar. Then hand copy of your article your



## Introduction

Examinations have an important role to play in any system of education. Indeed, it is impossible to imagine a school which does not set exams for students to measure their progress and to evaluate their qualifications. However, if exams are necessary, they sometimes put students under pressure and can cause stress-related conditions.

One major factor/consequence of stress ...

## Project Outcome

### Designing an educational prospectus

- Carry out a research into the British and the Algerian educational systems. Choose a level (preferably Secondary Education or Higher' Education) and find information about such aspects as:

- **Organisation**
- **Curriculum**
- **school year / holidays**
- **types of exams and qualifications**

, Compare the two educational systems.

Get help from the web sites of the Ministries of National Education and of Higher Education. [www.meducation.edu.dz](http://www.meducation.edu.dz) / [www.mesres.dz](http://www.mesres.dz)

- State education in Britain [www.dfes.gov.uk](http://www.dfes.gov.uk)
- Private education in Britain [www.isis.org.uk](http://www.isis.org.uk)

*f* Draw diagrams (E.g. statistics) to illustrate the information.

// Synthesize the information in a prospectus and give an oral presentation of 3 to 4 minutes comparing and contrasting the two systems.

Alternative project outcomes

- A leaflet for University Open Day
- A portfolio of academic correspondence (university registration forms, advertising leaflets, college regulations, school charters, school reports...)
- A short educational guidebook for foreign students

[www.unesco.com](http://www.unesco.com)

[www.wallacefoundation.org](http://www.wallacefoundation.org)

[www.developmentgateway.org](http://www.developmentgateway.org)

[www.koubida.fr](http://www.koubida.fr)

[www.espacefr-education.com](http://www.espacefr-education.com)

[www.informat.net](http://www.informat.net)

## ASSESSMENT

### Language assessment

- Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

**Aim:** to assess one's acquired knowledge (income), to give illustrative sentences, to prove one's level of performance.

I can	very well	fairly well	A little
-------	-----------	-------------	----------

<p>A. use <b>the present simple passive</b> voice to describe a process.</p> <p>B. use <b>in order to</b> and <b>so that</b> to express purpose.</p> <p>C. use the verb <b>wish</b> with appropriate tenses to express <b>present, future</b> and <b>past wish</b>.</p> <p>D. use <b>unless</b> and <b>if</b> with appropriate tenses to express warnings and condition.</p> <p>E. use appropriate link words to express cause and effect.</p> <p>F. use comparative adjectives (to compare things and people).</p> <p>G. give advice with <b>should, ought to</b> and <b>If I were you</b>.</p> <p>H. express obligation using <b>must</b> and <b>have to</b>.</p> <p>I. form adjectives from nouns by adding suffixes <b>-al</b> and <b>-ive</b>.</p> <p>J. form nouns by adding <b>-ing</b> and <b>-tion</b> to verbs.</p> <p>K. pronounce final s and mark the stress in words ending in <b>-tion</b>.</p> <p>L. pronounce the weak forms of <b>ought to, should, would</b> and <b>could</b>.</p>		<p>ü</p> <p>—</p>	
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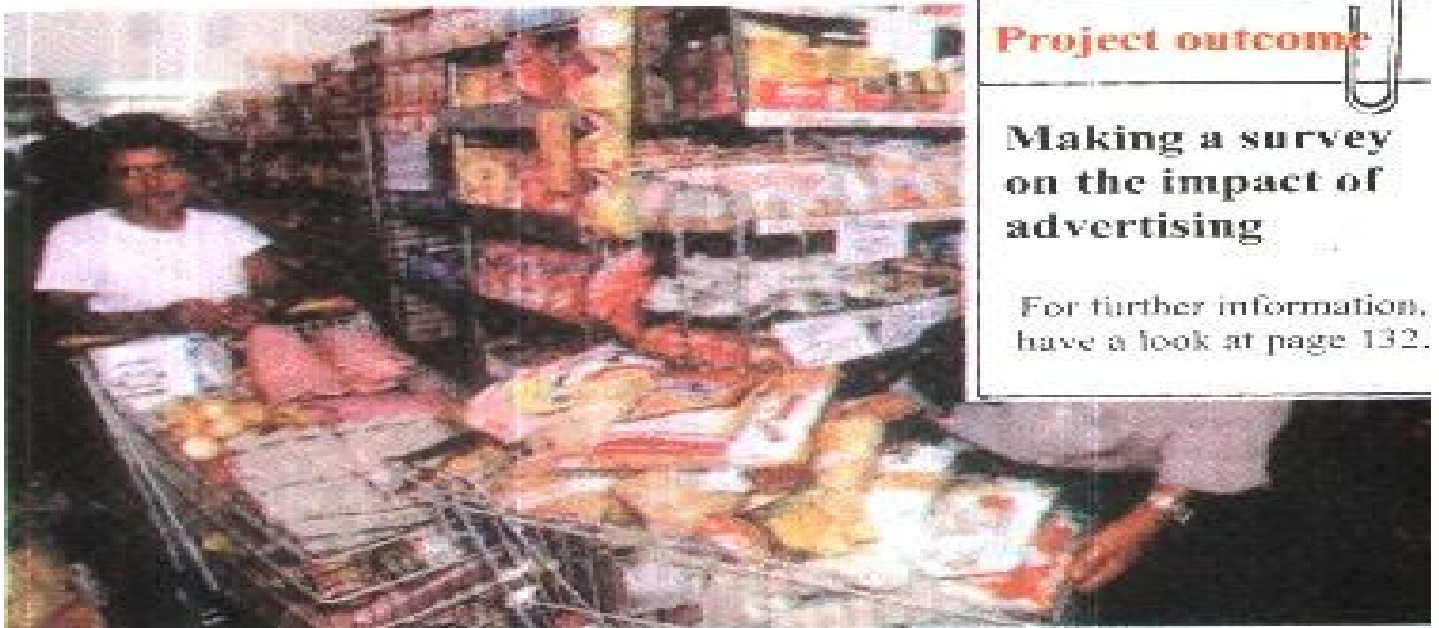
, Tick (ü) next to each item in the learning log to show what you think is your level of performance. Then hand a copy of the learning log with your examples \_ on a separate sheet to your teacher.

**Aim:** to check one's progress in terms of learnt skills and strategies.

### Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resource Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.

# Unit 4: safety First



**Procedure:** Introduce the theme of the unit through questions and answers around the pictures. Then refer the students to the project outcome on p.132.



Topic	Language Outcomes			
<b>ADVERTISING, CONSUMERS AND SAFETY</b>	Functions	Grammar	Vocabulary & Sound System	
	<ul style="list-style-type: none"> <li>• describing</li> <li>• expressing cause and effect</li> <li>• expressing probability</li> <li>• expressing possibility</li> <li>• expressing concession</li> <li>• expressing condition</li> <li>• deducing</li> <li>• expressing quantity</li> <li>• prescribing</li> </ul>	<ul style="list-style-type: none"> <li>• present simple</li> <li>• the gerund</li> <li>• because of, due to, owing to, as, for</li> <li>• so, as a result, that's why, as a consequence</li> <li>• may, might, can, could</li> <li>• though, although, admittedly, etc.</li> <li>• if-conditional</li> <li>• might have, must have</li> <li>• too much , too many, not ... at all, a large amount of a large number of, enough + noun</li> </ul>	Word Building	Pronunciation
<ul style="list-style-type: none"> <li>• verb + preposition E.g. accuse X of Y</li> <li>- complain about X to Y</li> <li>- protect X from Y</li> <li>- provide X with</li> <li>- suffer from X</li> <li>• forming adjectives with -y E.g. - greed - greedy - speed- speedy - milk - milky</li> </ul>	<ul style="list-style-type: none"> <li>• reduced forms of - might have - could have</li> <li>• word stress and sentence stress</li> </ul>			

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes
<b>Listening and speaking</b> <ul style="list-style-type: none"> <li>• predicting the content of a text</li> <li>• listening for a gist</li> <li>• listening for details</li> <li>• summarizing /synthesizing information</li> <li>• debating (arguing by making concessions)</li> <li>• Making a speech</li> </ul>	<b>Reading and writing</b> <ul style="list-style-type: none"> <li>• persuading</li> <li>• Skimming</li> <li>• Scanning</li> <li>• Analysing and making a synthesis</li> <li>• Writing a letter of complaint</li> <li>• Writing an advertisement</li> </ul>	<ul style="list-style-type: none"> <li>• discussing issues related to the effects of advertising on people</li> <li>• raising awareness about safety and consumption</li> <li>• developing a sense of salesmanship</li> </ul>	<ul style="list-style-type: none"> <li>• raising awareness about the effects of advertising on different cultures and societies</li> <li>• understanding the importance of integrating cultural features of a society into advertising</li> </ul>

# Project outcome:

**Making a Survey on the Impact of Advertising**



## LISTEN AND CONSIDER



### Language outcomes

- Expressing certainty
- Expressing probability with likely that, probable that...
- Expressing possibility and remote possibility with may / can, might / could
- Using the gerund
- Forming nouns with suffixes -ment, -tion
- Using verbs with dependent prepositions: supply with, blame for etc.
- Pronouncing might have, could have...
- Making a speech



## BRAINSTORMING

**Procedure:** Let students skim through the language outcomes preview in order to be aware of the objectives of this section.

### ► Getting started

# 10mn

**Procedure:** The questions in this rubric are personalized and seek to elicit opinions. The varied answers could lead to a brief discussion about the theme of the unit.

**Aim:** to raise awareness about safety and food consumption.

### • Answer the questions below.

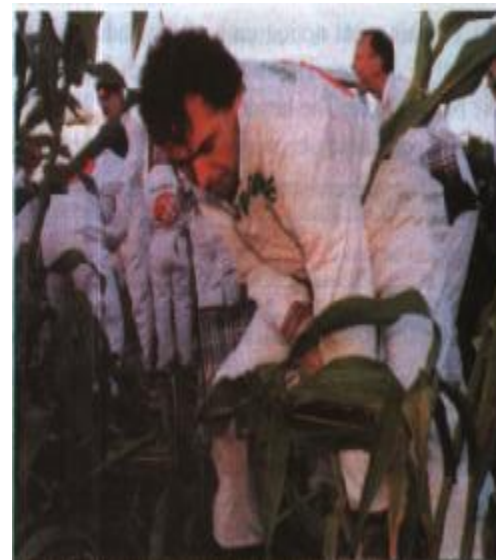
1. Do you usually read the labels on the packages of food before you buy them? If yes, is it in order to know about the ingredients, the expiry date or any other information? Explain.

- I usually read the labels on the packages of food before I buy them in order to know about the ingredients if they contain bio-ingredients or GMFs. The expiry date is also another important element so as to avoid food poisoning and to be sure to buy fresh food.

2. Have you, or any of your friends, ever been victim of food poisoning? If yes, tell your classmates about this experience.

- I have never been a victim of food poisoning because I avoid to eat outside my home. Greenpeace protesters attempting to destroy genetically modified crops at a test site in the UK.

3. Do you think that your fellow countrymen are, on the whole, mindful about food safety or not? Explain.





- Few people are really mindful about safety unless they were victims of food poisoning and they start to be doubtful about certain products which caused them to suffer.

4. Do you approve or disapprove of what the Greenpeace protesters in the picture are doing? Justify your answers.

- I totally approve the action of the Greenpeace protesters in the picture since certain laboratories put our lives at risk just for the sake of money. Up to now, the scientific community has been unable to prove that GMF products are safe to consume.

## ► Let's hear it

# 5mn

**Aim:** to raise awareness about the effects of advertising on different cultures and societies.

• Listen to an interview and mark the statements below as true (T), false (F), or not mentioned (NM) in the text. Correct the false ones.

**Aim:** to listen for specific information.

- A. As a result of the impact of advertising, consumers prefer buying organic food to purchasing conventional or genetically modified food.
- B. Owing to bad publicity, GMFs will certainly disappear.
- C. GMFs are harmful to both man's health and the environment.
- D. The debate about the farming of GMFs will possibly continue.

T
NM
NM
T

**N. B. There are many possible answers to the questions. Students don't have to agree on a particular answer?!**

**k Compare and discuss your answers to task 1 above with your partner. Then make an oral summary of the interview in 4 to 5 lines using your own words.**

**Aim:** to summarize information.

# 15mn

The interview is about the types of food consumers prefer buying. According to the market researcher, the preference goes to organic foods for two main reasons. First, they think they are safer to eat than both GMFS and conventional food. Second, GMFs have received bad publicity. For the market researcher, the issue of whether or not GMFS are safe to man's health and the environment has not been settled. So the debate about GMFs is likely to continue in the future.

**Around the text**

Grammar Explorer I

# 60mn

**Aim: to express certainty, probability, possibility and remote possibility.**

**Consider the underlined modals in sentences A-E below and do the task that follows**

- A. They may or they may not disappear.
- B. GMFs will certainly disappear.
- C. They might have harmful effects just as they might not (have harmful effects).
- D. The debate could continue.
- E. They can have a comeback.

**Task:** Explain what notion each of the underlined modals in the sentences above exactly expresses. Then write sentences A-E in the blank lines provided in the table below. (Note: The larger the number of stars \* in the boxes, the higher the degree of certainty.)

**Aim: pps explain the modals' notions and write sentences in the blanks given.**

Degrees of certainty	Positive statement	Negative statement
****Categorical certainty	GMFs will certainly disappear.	It is impossible
***Probability	They may disappear. It is probable' that... subject + probably +verb	They may not disappear. It is unlikely that... / improbable that...
**Possibility :	They can have a comeback. It is possible that...	
*Remote possibility	They might have harmful effects The debate could continue.	They might not have harmful effects

Have another look at **the modals** in SE2 Grammar Reference. P.190 and p.197.

## Modals may /might/ could

### Forms of may and its functions

FORMS	FUNCTIONS
Bashir is absent. He <b>may be</b> ill.	Possibility
It <b>will</b> rain tomorrow in the North of Wales. ( <u>Weather forecast</u> )	Prediction (sure)
It <b>may rain</b> tomorrow. The sky is <u>a little bit cloudy</u> today.	Future possibility. (not sure)
It <b>might/could</b> rain tomorrow, but there are <u>no clouds in the sky</u> .	Remote possibility. (less sure)
I haven't done well in the exams. I <b>may not</b> ( <del>mayn't</del> ) pass.	Negative of may (possibility)
May I /we go out?	Asking for permission
Yes, you <b>may</b>	Giving permission
No you <b>may not</b> / <del>mayn't</del> . No, you can't.	Refusing permission.
Don't eat a lot of sugar; you <b>might/could</b> have diabetes.	Expressing a warning
"I'm not good at maths." "Well, you <b>might/could</b> revise with me."	Making a suggestion
May God bless you.	Expressing a wish

**Note: a.** In the interrogative form, we use may **only** for asking permission.

**b.** We can't ask questions about possibility with **may**. Instead we can use **can, could or might**.

~~May~~ **Can** I fail in my exams?

**c.** There is a difference between **cannot** and **may not** when they are used to speak about possibility.

- He **can't** come to the party. He is in hospital. (I'm sure)  
**It is not possible** that he will come because he is in hospital.  
He **may not** come to the party. He is busy. (I'm not sure)

- He **may** come if he is free, but on the other hand he **may not** if he is still busy.

**d.** We can add **well** or **possibly** to **may**. We add **well** if we are surer, and **possibly** if we are less sure.

"Can I fail in my exams?"

"I don't know. You may **possibly** fail, but on the other hand you may **well** succeed."

**e.** You can use **can, could** and **may** for asking permission, but **could I?** and **May I?** are more formal and polite than **can I?**

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

### Forms of can and could

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

The verb that **follows** can/ could is in the **infinitive without to**.

**Be able to** is a verb idiom. It replaces **can** in tenses of the future and may replace it in tenses of the past.

#### Meaning and use

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

- *Mary **can** swim 1000 meters **now**.*

- ***Ten years ago**, she **couldn't** swim at all.*

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

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

- *Unfortunately, she **hasn't been able to** swim since the accident. **Permission: Can I** stay in class during the break? Yes, you can.*

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

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

**Requests:** ***Can/ Could/ will/would** you help me, please?*

**Possibility:** *The weather **can** be very hot in Algiers.*

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

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

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

# Modals of obligation and necessity

## 1. Must Forms:

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

### Meanings

#### **Must = obligation**

We use **must** when we think it is important or essential to do an action.

In England, you **must** drive on the left, but in Algeria, you **must** drive on the right.

#### **Mustn't = negative of obligation (prohibition)**

We use **mustn't** when we think that it is important or essential **not to do** an action. We **mustn't** drive fast here. The road sign says that the speed limit is 50 kms per hour.

## 2. Have Forms:

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

### Meanings

#### **Have to: obligation**

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

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

#### **Have to: Necessity**

We can use **have to** to talk about an action that is necessary.

**We have to** eat in order to live. (Eating is a necessity because there is no other possibility for staying alive.)

#### **Compare**

You don't have to / needn't do this exercise. It's **optional**. Absence /lack of obligation.

You mustn't cheat in the exam. It is **forbidden**. Prohibition / negative obligation.

- **Task:** Rewrite the sentences in column B in the table below to express the notions in column A. Use appropriate modals or expressions. There are many possibilities.

**Aim:** pps use the modals previously learnt to express certainty, probability or possibility.

Column A : Notions	Column B
Remote possibility	<p>In the near future, advertisements for fast foods will be banned, and health warnings will be written on then packages of processed food.</p> <ul style="list-style-type: none"> <li>• In the near future, advertisements for fast foods <b>might</b> be banned and health warnings <b>might</b> be written on the packages of processed food.</li> </ul>
Possibility	<p>The Algerian government will impose an eco-tax on polluting industries next year.</p> <p>The Algerian government <b>may</b> impose an eco-tax on polluting industries next year. —————&gt; <b>It is possible that</b> the Algerian government will impose an eco-tax on polluting industries next year.</p> <p>Flavourings and colourings cause irritability and skin irritations.</p> <p>Flavourings and colourings <b>may</b> cause irritability and skin irritations . —————&gt; <b>It is possible that</b> flavourings and colourings will cause irritability and skin irritations.</p>
Probability	<p>Most Algerian consumers will boycott products which are not environmentally safe soon.</p> <p>Most Algerian consumers <b>will probably</b> boycott products which are not environmentally safe. —————&gt; <b>It is probable / likely that</b> most Algerian consumers will boycott products which are not environmentally safe.</p>
Certainty	<p>Food safety may be one of the major problems in the next decade. Food safety <b>will (certainly)</b> be one of the major problems in the next decade.</p> <p>In the future people might not eat as much processed food as they do now</p> <p>In the future people <b>won't</b> eat as much processed food as they do now.</p>

**Consider sentences A-D below and answer questions 1-3 that follow.**

**Aim:** to elicit from pps the form and the different uses of the gerund: noun, verb or adjective .

- A. They prefer buying organic food.
- B. The eating of organic food will certainly keep increasing.
- C. Organic foods are somewhat healthier and less damaging to the environment.
- D. More and more farmers are turning to organic farming.

1. In which sentence can you find a word with **-ing** functioning as a verb?

- In sentence **A** there is a word with **-ing** functioning as a verb.

2. Which **two** sentences contain a word with **-ing** functioning as a noun? What do you call this verb form?

- The two sentences which contain a word with -ing functioning as a noun are **B** and **D**. This verb form is called the **gerund**.

3. Which sentence contains a word with the **-ing** form functioning as an adjective?

- The sentence which contains a word with the **-ing** form functioning as an adjective is **C**.

See Grammar Reference pp. 221 - 222

## The gerund

### The **-ing** form

We use **the -ing form** in three different ways.

We use it:

as part of a verb called the **participle**.

E.g. I'm **singing**. He have been **singing** since 5 o'clock, etc.

as an adjective.

E.g. We cook spaghetti in **boiling** water.

as a noun or a gerund.

E.g. The **smoking** of cigarettes is harmful to our health.

## The gerund is used:

after most verbs of liking and disliking.

E.g. *enjoy, like, love, dislike, detest, dread, hate, mind, can't stand, etc.*

E.g.

*I enjoy **dancing**.*

Would you *mind **answering*** a few questions?

after some other common verbs.

E.g. *admit, avoid, come, consider, deny, go, involve, miss, postpone, risk, postpone, stop, etc.*

E.g.

*Stop **talking**. Let's go **swimming**.*

after **prepositions**, including *adjective + preposition phrases*.

E.g. *keen on, fond of, tired of, etc.*

E.g.

*I'm fond of **cooking**.*

after **phrasal verbs**.

E.g. *go on, keep on, give up, etc.*

E.g.

*Go on **talking**.*

**Note.** After a certain number of verbs and verbal phrases either the gerund or the infinitive may occur.

E.g. *begin, like, cease, continue, dislike, fear, hate, intend, love, prefer, propose, remember, start, try.*

For example, after *remember*, the **infinitive** refers to the future while the **gerund** refers to the past.

*I must **remember** (=not forget) **to ask** him.*

*I **remember seeing** her when she was a little girl.*

## The gerund maybe:

an uncountable noun in general statements as in ***Swimming** is fun.*

an uncountable noun with a quantity word as in *He does **a lot of reading**.*

an uncountable noun after a preposition as in *I'm fond of **cooking**.*

an unaccountable noun after adjectives and possessives as in ***Her quick thinking** saved her.*



an uncountable noun with 'no' in prohibitions such as **No parking**.

a countable noun in the singular and plural as in I own **a painting** by Baya / and I like colourful **drawings**.

- a noun preceded by the definite article, a possessive or demonstrative pronoun as in I detest all **this questioning** and **Her singing** is beautiful.

, Read the text below and decide whether the **gerund** or the **present simple** must be used with the verbs in bold type.

**Aim:** pps discriminate between the use of the simple present tense and the gerund.

The art of **cook** **require** the use of garlic. Of course, the **eat** or consumption of garlic **be** generally not approved of. **Work** beside someone who has eaten garlic is as bad as **si** beside someone who **smoke**. But while **smoke** is definitely bad for you, there is no doubt that **eat** garlic **be** good for your health and your high blood pressure. We are likely to see more 'No **smoke**' signs, but we won't see any 'No **breathe**' signs for garlic eaters.

**Cultivate** and **export** garlic has become big business now that so many people use it for **flavour** meat and for **make** medicine that reduces cholesterol. People often **buy** it when they do their **shopping**. **Be** a garlic eater is something to be proud of and **show** that you enjoy healthy **live**.

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**Cultivating** and **exporting** garlic has become big business now that so many people use it for **flavouring** meat and for **making** medicine that reduces cholesterol. People often **buy** it when they do their **shopping**. **Being** a garlic eater is something to be proud of and shows that you enjoy healthy **living**.

, With your partner, compare your answers to task 1 above. Then explain to your classmates why you have used **the gerund** or **the present simple** tense with the verbs in bold type.

**Aim:** pps compare their answers and discuss their use of the simple present tense and gerund.

### Vocabulary Explorer

- Add appropriate suffixes **-er**, **-tion**, **-ing**, or **-ment** to the verbs in the box to form as many nouns as you can. Some verbs can take more than one

## suffix.

**Aim: pps derive nouns from verbs using noun suffixes.**

consume – advertise – produce – promote – compete – react – oppose –  
introduce – reject – treat – manage – farm – pay – commercialize

-er /-or	- tion	-ing	-ment
consumer	Consumption		
			Advertisement
producer	Production		
promoter	Promotion		
competitor	Competition		
reactor	Reaction		
opposer	Opposition		
introducer	Introduction		
rejector	rejection		
treater			Treatment
Manager		managing	Management
Farmer		farming	
payer			Payment
	commercialization		

**, Fill in the blanks in the text below using the nouns you have formed in task 1 above.**

**Aim: pps fill the gaps with the derived nouns they formed.**

consumers (1) still hesitate to buy genetically modified food because the consumption (2) Of this type of food might be harmful to their health. Many agro-business companies have tried to promote their production (3) by placing advertisements (4) in newspapers and on TV. However, their advertising (5) campaigns have not worked well so far because GMFs have a bad publicity. This public rejection (6) of GMFs is largely a reaction (7) to the appearance of the mad cow disease in the early 2000s.

**f Read the tips below. Then do the task that follows.**

**Aim: to focus on the use of prepositions.**



Some verbs in English are **always** followed by **one**, sometimes two, specific prepositions called **dependent** prepositions. E.g.

- Food industries are often **blamed for** poor hygienic conditions.
- People **should stand up for** their rights and set up consumers' associations.

There are no specific rules as to which prepositions go with particular verbs. **So** you will have to learn from the dictionary which dependent prepositions go with which verbs.

- **Task:** *Fill in the blanks in the text below with the prepositions of, with, for, to, about, or from. Then check your answers with the dictionary.*

**Aim:** pps fill the gaps with suitable verb prepositions.

There are many associations which **provide** consumers **with** (1) information about marketed products in Britain today. The main purpose of these associations is to **protect** consumers **from** (2) abuse by dishonest businessmen. When a consumer **suffers from** (3) the bad quality of a given product, s/he can **complain about** (4) it **to** (5) these associations. The latter will **look for** (6) ways to **get** redress **from** (7) the companies whose product has caused harm to the consumer. Consumers' associations often **accuse** companies, especially food industries **of** (8) carelessness in connection with safety standards.

See Grammar Reference pp. 212 - 215

## Prepositions

A preposition is a word which, as its name implies, is placed before a pronoun or a noun phrase, i.e. a phrase whose most important word is a noun.

E.g. [...] *by us*, [...] *with my best friend*

Pronoun

noun phrase

### Common prepositions

The most common English prepositions are simple, i.e. they consist of one word only. Here is a list of common simple prepositions:

About

around

by

over

under

above	as	down	past	until
across	with	on	opposite	
after	behind	from	than	within
against	below	in	through	without
along	between	into	to	
among	beyond	like	toward(s)	
at	during	round	up	

E.g. *We had to wait **at** the station **for** three hours.*

● Other prepositions, consisting of more than one word, are called complex prepositions. Here are some of them:

according to	due to	by means of
along with	except for	in comparison with
as for	out of	in relation to
away from	owing to	in addition to
because of	up to	in connection with

### Adjective + preposition

In order to have their meaning complete some adjectives are followed by prepositions. Here are some of the most useful ones.

#### Adjective + of

afraid of	proud of	suspicious of	envious of
ashamed of	jealous of	conscious of	tried of
aware of	scared of	fond of	short of

nice / kind / generous / mean / stupid / silly / (im) polite / rude / unreasonable of someone to (do something) .

E.g.

*Are you afraid of snakes?*

*Thank you. It was very kind of you to help me*

#### Adjective + with

angry with	annoyed with	bored with	delighted with
familiar with	furious with	pleasant with	satisfied with

E.g. *I'm delighted **with** my new camera.*

## Adjectives + other prepositions

angry at	annoyed about	bad at	close to	different from
good at	hopeless at	interested in	keen on	similar to
sorry about	worried about			

E.g. *Her handwriting is **similar to** yours.*

## Verb + Preposition

Some verbs always or typically have a particular preposition after them.

apologize (to someone) for something - apply for a job - approve/ disapprove of something - believe in something - belong to someone - care about someone - care for someone/something - collide with someone/something - complain to someone about something - dream about someone/something - dream of being something/doing something - concentrate on something - consist of - crash into someone/something - deal with something - depend on someone/something - die of an illness - happen to someone/something - hear about something - hear of someone/something - hear from someone - laugh at someone/something - listen to someone/something - look after someone/something - look at someone/something - meet with someone - pay someone for something - profit from something - rely on someone/something - refer to someone/ something search for someone/something - shout at someone - smile at someone - suffer from an illness - think about someone/something - think of someone/something - wait for someone/something - write to someone

The verb and the preposition together sometimes express a single idea.

E.g. *She takes after (= resembles) her grandmother*

Other verbs may be followed by one or another preposition depending on the meaning which we want to convey.

E.g.

A. *Our problems result from our negligence. (cause).*

B. *The change of policy has resulted in failure. (consequence)*

A. *Our success consists in our ability to respond quickly to new problems.*

B. *The team consists of experienced players*

A. *We've agreed on a date for the marriage.*

B. *We've agreed to see her this afternoon.*

C. *I agree with you entirely*

*We do not use a preposition with these verbs.*

Phone someone E.g. *Did you phone your sister yesterday?*  
 Discuss something E.g. *We shall discuss many items at the meeting.*  
 Enter (=go into a place) E.g. *The candidate felt nervous as she entered the examination hall.*  
 Resist someone/something E.g. *They have resisted occupation for half a century.*  
 Emphasize/stress something E.g. *She emphasized/stressed the importance of careful driving*

### Verb + object + preposition

Study this list and remember the structure:

*Accuse someone of (doing) something*

E.g. *Said accused Rashid of being selfish.*

*Ask someone for something*

E.g. *He wrote to the travel agency asking them for a refund.*

*Borrow something from someone*

E.g. *I had no money left I had to borrow £ 20 from a colleague of mine.*

*Prefer someone/something to someone/something*

E.g. *I prefer oranges to apples.*

*Protect someone/something from someone/something*

E.g. *She wears sunglasses to protect her eyes from the sun*

*Provide someone with something*

E.g. *The school provides poor students with books.*

*Remind someone of something*

E.g. *She reminds me of my mother*

*Warn someone about someone/something*

E.g. *Meteorologists have warned all the citizens about climate change.*

### Pronunciation and spelling

- **Listen carefully to your teacher as s/he pronounces the pairs of words below and circle the syllable which carries the main stress in each of them.**

**Aim: pps identify the syllable which contains the main stress and circle it.**

advertise (v)	/ 'ædvətəɪz /	advertisement (n)	/ əd'vɜːtɪsmənt /
commerce (n)	/ 'kɒmɜːs / (n)	commercial (n)	/ kə'mɜːʃl / (n)
publicize (v)	/ 'pʌblɪsaɪz / (v)	publicity (n)	/ pʌb'lɪsəti / (n)

associate (v)	/ ə'səʊʃieɪt/ (v)	association (n)	/ ə,səʊsɪ'eɪʃn/
regulate (v)	/'regjʊleɪt/ (v)	regulation (n)	/'regjʊ'leɪʃn/ (n)

**✓ Compare the stress patterns of each pair of words. What do you notice? Practise the pronunciation of the words.**

**Aim: pps focus on stress shift.**

**f Listen to your teacher reading aloud the dialogue below and note how the modals in bold are pronounced. What do you notice?**

**Aim: pps identify modals' weak forms in contrast with their strong form.**

**Wife:** What did you eat for lunch today, Salah?

**Husband:** Well, I ate the leftovers in the refrigerator.

**Wife:** You **shouldn't have** /ʃədnt əv/ eaten them.

**Husband:** Why?

**Wife:** You know, it's nearly three days now since they have been in the fridge. So you **might have** /maɪt əv/ poisoned yourself.

**Husband:** That **couldn't have** /kədnt əv/ happened, Zohra.

**Wife:** How can you be so sure?

**Husband:** Well, I've tried them on our dog first.

**Wife:** But it **could have** /kəd əv/ died, Salah. You are so cruel!

**// With books closed, act out the dialogue above with your partner paying attention to the pronunciation of the modals.**

**Aim: pps practise modals' weak forms in connected speech.**

**Ø Think, pair, share ✕**

**• Prepare a speech about the possible changes that are likely to happen in our life styles. Continue the free writing below for about 10 minutes to generate ideas. Don't care about mistakes at this stage.**

**Aim: pps write a speech expressing probability and possibility.**

*Freewriting*

*The next decades are likely to bring about radical changes in our life styles. The number of shopaholics, i.e. people addicted to shopping / to increase /tremendously. Online shopping/to become a norm. Robot shop assistant /to deliver goods/ customers'homes. Soft drink companies /to place conduit systems- in people's kitchens. Companies /to make foodstuffs out of petrol...*

**, Select ideas from your free writing as indicated above. Then write your first draft speech organising your ideas according to the plan below. Use the gerund and modals where appropriate.**

**Aim: to select ideas and write one's first draft.**

shopping habits  
eating habits  
entertainment and leisure

***f* Exchange drafts with your partner for error checking. Then share your ideas in class by reading aloud the corrected version of your speech.**

**Aim: to exchange drafts, correct ideas and share ideas.**

We may live a totally different life in the next few decades because modernity has brought with it a new life style. Nowadays people take less time to eat, go to fast food shops to gulp hamburgers, hot dogs and chips. In the future, we might have conventional food being replaced by food substitutes like pills, or we might get our nutrients out of crude oil; that would shorten meal times even further. Conversely, many people are prepared to spend more time shopping in supermarkets (and even on the Internet). A lot of them are now becoming shopaholics, buying products that they don't really need. Their number will rise further in the near future.

This is partly because it is much easier to shop, especially as more and more supermarkets are equipped with fast serving cash desks which prevent long queues. In the future, shop assistants may be replaced by robots which could actually do the same job as them, with greater efficiency and in less time. That of course would probably have side effects like an increase in unemployment.

Leisure will also change, because of the development of all sorts of electronic devices, like the multimedia, cable television and other contrivances. People will be less tempted to go out for a film, a play or a concert. They'll pay even less visits to each other because the cell phone is such a convenient way to keep in touch. And what to say about the Internet through which people can instantly chat with and watch each other via the web cam! Alternatively, we'll have more free time to enjoy holidays at lower prices in distant places. But is this life of the future the kind of life people would like to have? Couldn't modernity preserve social relations and be a means to an end rather than an end in itself.

**Possible Answer:**





Language outcomes

- Using the present simple to describe a present state.
- Expressing hypothesis/condition using if-conditional type 1
- Expressing quantity with enough, too much, too many, etc.
- Expressing concession with though and although.
- Expressing cause and effect with because, as, etc.
- Forming adjectives by adding the suffix -y to nouns.
- Recognizing and pronouncing sentence stress
- Writing an expository article
- Prescribing a set of rules



FACT FINDING

▶ Getting started

30 mn

**Procedure:** Students are free to answer the way they like provided they justify their answers. They don't have to agree.

**Aim:** pps discuss the relationship between eating habits changes and advertising.

• Discuss the questions below.

1. Do you think that our eating habits have changed over the last years? If yes, in what ways?  
ü
2. Do you think that advertising has contributed in any way to changing these habits? Explain.  
ü

▶ Taking a closer look

60 mn

• Read the text on the next page and mark the statements below as true (T) or false (F). (Correct the false ones.)

**Aim:** to read for specific information

Statements	True	False
A. An insufficient amount of food can cause a loss of energy balance. (§1)	X	
B. Today people don't take the amount of exercise necessary for their energy balance. (§2)	X	
C. There are too many advertisements for unhealthy food. As a consequence,	X	

people don't pay enough attention to their energy balance. (§3)		
<b>D.</b> Obesity causes a lot of diseases. Unless something is done about it, social security systems will probably encounter a financial problem soon. (§4)	<b>X</b>	
<b>E.</b> The advertising of food has a positive influence on our eating habits. So our governments should encourage it. (§5)		<b>X</b>

**With your partner, compare your answers to task 1 above. Then discuss the statements above with your classmates. Do you agree or disagree with the ideas developed in each of them? Justify your answers.**

**Procedure:** Students are free to express their different opinions as long as they justify them.

**Aim:** pps express their view points.

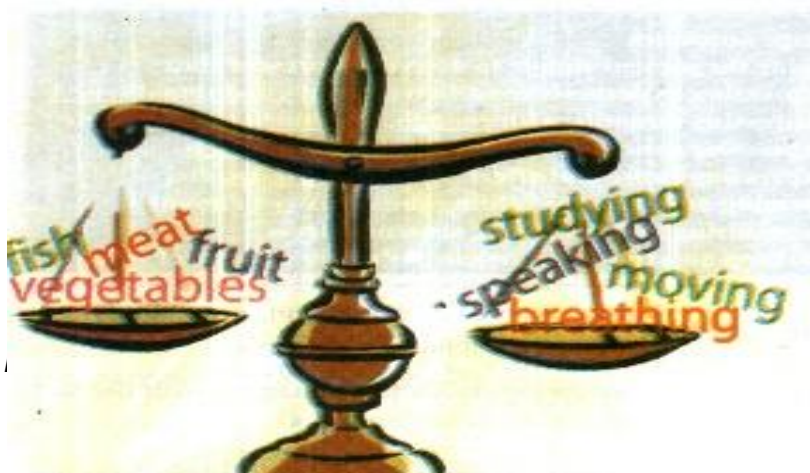
**f** **What do the words written in bold in the text refer to?**

**Procedure:** Before setting the students to task, refer them to the Coping box on page 68.

**Aim:** pps find the relationship between words and their antecedents.

Reference Words	Referents
Line 2: <b>They</b>	people
Line 3: <b>they</b>	
Line 4: <b>they</b>	
Line 5: <b>this</b>	when we eat enough food for the exercise we take
Line 7: <b>they</b>	people
Line 9: <b>their</b>	people
Line 10: <b>them</b>	fatty and sugary foods
Line 12: <b>their</b>	a large number of people
Line 12: <b>those</b>	people
Line 17: <b>this (study)</b>	a recent study
Line 18: <b>their</b>	parents
Line 19: <b>they</b>	children
Line 26: <b>ones</b>	slim people
Line 27: <b>their</b>	obese people
Line: 33 <b>which</b>	loss of energy
Line 36 <b>they</b>	governments

### How is Your Energy Balance?



It is important for people to eat as much food as they need to make sure they have the right amount of energy. If **they** eat too little food or the wrong kind of food **they** won't have enough energy. If **they** eat too much (food), they will put on weight. When we eat enough food for the exercise we take, we call **this** energy balance. (§1)

In many parts of the modern world today, people eat a lot of fast food and don't take enough exercise. **They** also eat a lot of sweets between meals. Although most people know that fatty and sugary foods can cause a loss of **their** energy balance, they find **it** difficult to refrain from eating **them**. (§2)

A recent study shows that a large number of people who cannot manage to keep **their** energy balance are **those** who spend too much time in front of their TV sets. If people eat too many products which contain a large amount of fat and sugar - also called junk food, and too few products which provide them with enough quantities of fibre, it is because of the many advertisements to which they are exposed while watching TV. **This** study also shows that though parents advise **their** children to eat sensibly, a great many of these children don't pay much attention to the amount of fast food **they** eat, parental advice is no help at all if the children continue to be exposed to such advertisements. (§3)

Unfortunately, the loss of energy balance is not without health and social consequences. Owing to this loss, a lot of people today suffer from obesity. According to the World Health Organisation, for the first time in history, the world population counts more obese people than slim **ones**. As a result of overweight, many of them have developed diseases that cost the social security systems of **their** countries billions and billions of dollars every year. The financial problem of these security systems is likely to worsen as no concrete measures are taken to treat the real causes of overweight at world level. (§4)

Since obesity in our modern times is caused mostly by a loss of energy balance, **which** is due mainly to the impact of junk food adverts, it is high time our governments passed laws to limit this influence. Advertisements of unhealthy foods are as harmful as advertisements for cigarettes. Therefore, **they** should be banned from the media, and health warnings should be added on the labels of fast food packages. (§5)

/fu:d/

/rɒŋ/

/enədʒi/

/i'nʌf/

/'eksəsaɪz/

/nəʊ/

/dɪfɪkəlt/

/rɪ'freɪn/

/pɪ:pl/

/bəleɪns/

/prɒdʌkts/

/ə'maʊnt/

/'kwɒntətɪz/

/əd'vɜ:tɪsmənts/

/'peərənts/

/ə'tenʃn/

/ɪk'spəʊzd/

/ʌn'fɔ:tʃənətɪv/

/əʊ'bi:sətɪz/

/əʊ'bi:s/

/'aʊvəweɪt/

/dɪ'veləpt/

/'kʌntrɪz/

/'wɜ:sn/

/'meɪʒəz/

/'mɒdn/

/'gʌvənmənt/

/ʌn'helθɪ/

/'sɪgə'rets/

/'wɔ:nɪŋz/

/'pækɪdʒɪz/

## Around the text

### Grammar Explorer I

30 mn

**Consider the tenses used in the text above and answer questions A-B below.**

**Aim: pps review the use of the simple present tense.**

A. The tense which is mostly used in the text is the present simple. Why?

ü The text belongs to expository prose. It raises an issue a problem and suggests a solution to it. The author uses the present simple because s/he presents facts which are regarded as true at all times.

B. In what other situations / cases do we use this tense? Give sentences of your own to illustrate your answers.

ü

Have another look at **the present simple tense** in SE2 Grammar Reference. p.188.

## The present simple tense

**Form:**

Affirmative	Interrogative	Negative
I /we/you/they/the children like fashion. He/she/the child likes fashion. The cat/it likes pet food.	Do I /we/you/they/ the children like fashion? Does he/she like fashion? Does the cat/it like pet food?	I /we/you/they/ the children don't like traditional clothes. He/she/it doesn't like traditional clothes. The cat/it doesn't like cold water.

## Meaning and uses:

We use the simple present when we:

Ü talk about **habitual actions**. e.g., *I generally wake up at 7 on weekdays and at 8 at weekends.*

Ü talk about **permanent truths**. e.g., *Uncle Hassen works in a factory.*

Ü make future references to timetables. e.g., *The conference begins at 8.30 next Saturday.*

Ü **make declarations**. e.g., *I love you. I wish you full success.*

Ü **give instructions**. e.g., *You go straight ahead.*

Ü say **how often we do things**. e.g., *I regularly go for a check-up.*

*Before he goes to work, he buys three or four pasteurised milk.*

## Pronunciation and spelling of the third person singular 's' in the simple present tense:

### Spelling

Add **-s** to most verbs : live/lives, work/works/, eat/eats, run/runs

Add **-es** when the verbs ends in **-o, -s/-ss/-sh/-ch** and **-x**

wash/washes - kiss/kisses - watch/watches - go/goes - do/does - mix/mixes

If the verb ends in a consonant + **y** (- ry, ly, dy etc) change the **-y** to **-ie** before **s**.

apply/applies , try/tries, study/studies ...

### Pronunciation

We pronounce **-s** as /s/ after voiceless consonants: /k/ cooks, /f/ coughs, /p/ drops, /t/ eats.

We pronounce **-s** as /z/ after all vowel sounds and voiced consonants: /b/ robs, /d/ reads, /g/ logs, /l/ travels, /m/ dreams, /n/ cleans, /v/ lives.

We pronounce **-s** as /ɪz/ after /z/ loses, /s/ passes, /ʃ/ pushes, /dʒ/ manages, /tʃ/ stretches and /ks/ mixes.

## Grammar Explorer II

**Consider sentences 1 and 2 below and answer questions A-D that follow.**

### Aim: pps practise conditional sentence type 1

1. **If they eat too little food or the wrong kind of food**, they won't get enough energy.
  2. **If they eat too much food**, they will put on weight.
- A. Do the two underlined clauses express reality or supposition? How do you know?
- ✚ The two underlined clauses express **Supposition / hypothesis / condition**. It indicates that the author is just making a supposition.

- B. What do the two clauses which are not written in bold express?  
 ✚ The two clauses which are not written in bold express **result** / **prediction**.
- C. Which of them are the main clauses and which are the subordinate clauses?  
 ✚ The main clauses are: They won't get enough energy / They will put on weight.  
 ✚ The subordinate clauses are: the clauses which start with if.
- D. Why are they called so?  
 ✚ The main clauses can stand alone whereas the subordinate ones depend on the main clauses for their meaning.

Have another look at **the if-conditional** in SE2 Book. Pp.201-202

## The Conditional

**If** is a conjunction which introduces a **condition** (something which may or may not happen depending on circumstances).

There are **four** main kinds of condition.

### A. Type 0 conditional

#### Form

**If + present simple, present simple**

#### Meaning

This type of condition has the **present simple** in both clauses, and means that the condition **can be true** at any time. In this type of condition, **if** can be re-placed by **when** or **whenever**.

If / when / whenever you **heat** water at 100 degrees Celsius, it **boils**.

Water **boils** if / when / whenever you **heat** it at 100 degrees Celsius.

#### Note

When **if** means **if it is true that**, the present simple does not describe some thing true at any time or a general habit. So **when** cannot replace if. If = If it's true that) ~~when~~ If your mother is a doctor, you are lucky.

### Type 1 conditional Form:

If + **PRESENT SIMPLE**, + **Will (or 'll) / will not (or won't)**

**If** I see Abdelkader, **I will** invite him to the party.

**We'll** go to the beach tomorrow **if** it's sunny.

#### Meaning:

We use the first conditional to talk about things that are **possible in the future**. (It's possible that it will be sunny. So (likely result) we'll go to the beach tomorrow.)

future possibility	result
If it's sunny,	we'll go to the beach

**Note:** We do not use **will** in the if-clause, even though it refers to the future.

If I ~~will~~ pass my Brevet, I'll celebrate.

## The Conditional

### Form

If + ... PAST SIMPLE ..., + **would** (or 'd)

- a. If I **were** you, I **would** apologise.
- b. **If** the Martians **invaded** our planet one day, they'**d** kill us all.

### Meaning

We use the second conditional to talk about the present, and to imagine something totally different from the real situation now or in the future.

In **sentence a**, the speaker is just imagining himself /herself that he is me. But he can't really be me.

In **sentence b**, the speaker is just imagining that one day the Martians will invade our planet. But we know well that Martians do not exist.

**Note:** You can use **were** for all forms of **be** in the if-clause of the second conditional.

If she / he / Karim was / were rich, he / she would travel to Australia.

### D. Type 3 conditional Form

If + past perfect, 'd / would have + past participle

### Meaning

If I **had been** a little bit taller, I'**d** / **would have joined** the Army.

I'**d** / **would have joined** the army **if I had been** a little bit taller.

We use Type 3 conditional when we imagine a **different past**, i.e. **an unreal past**. In the example above, the speaker **was not a little bit taller**. So he had not joined the Army.

### Other forms and uses of the conditional

**A. If + present simple, imperative.**

If you're happy, **clap** your hands.

**B. if + present + modal + verb**

If you fall, you may / can hurt yourself  
If it fails to start, you should / must check the battery.

**C. If +past simple + might/could + verb**

If it stopped raining, we could go out picknicking in the garden.

**D. If +past perfect + might/could + have + past participle.**

If she had known about your difficulties, she might have helped you.

- **Task: Use the items A-G below to write if-conditional sentences. Start each sentence with the second clause from the sentence before. The first one is done for you.**

**Aim: pps practise conditional sentence type 1**

- A. eat decaying food
- B. have a serious indigestion
- C. go and see a doctor
- D. hospitalize you for two to three weeks
- E. lose your job
- F. no longer earn enough money to buy good food
- G. eating decaying food

**E.g.**

- A. If you eat decaying food, you will have a serious indigestion.
- B. If you have a serious indigestion, \_\_\_\_\_

If you **eat** rotten food, you will have a serious indigestion.

If you **have** a serious indigestion, you will go and see a doctor.

If you **go** and see a doctor, he will hospitalize you for two to three weeks.

If he **hospitalizes** you, you will lose your job.

If you **lose** your job, you won't earn enough money to buy good food.

If you **don't have** enough money to buy good food, you will eat rotten food.

## Grammar Explorer II

- **Go back to the text on the previous pages and answer the following questions.**

**Aim: pps answer questions related to quantifiers.**

- A. Which **one** quantifier in the first paragraph is closest in meaning to 'sufficient' or 'appropriate'?



{ The quantifier in the first paragraph which is closest in meaning to ‘sufficient’ or ‘appropriate’ is **enough**.

**B.** Pick out the 4 sentences that contain quantifiers and the degree adverb **too**. Which ones mean ‘**an excessive amount of**’ and which ones mean ‘**not enough/ an insufficient amount of**’?

1. If they eat too little food or the wrong kind of food, they won’t have enough energy.
2. If they eat too much food, they will put on weight.
3. If people eat too many products which contain a large amount of fat and sugar ..., and too few products which provide them with enough quantities of fibre, it is because of the many advertisements to which they are exposed.
4. A recent study shows that a large number of people who cannot manage to keep their energy balance are those who spend too much time in front of their T.V.sets.

**C.** What other quantifiers and other quantity expressions can you find in the text? Pick them out and discuss which type of nouns they can be used with (countable nouns uncountable nouns or both).

{ much, many, a lot of, little no –at all ...

**D.** Do you know of any other quantifiers? Use them in illustrative sentences.

See Grammar reference pp.216 - 217

# Quantifiers

## • Countable and uncountable nouns

countable nouns	uncountable nouns
a glass	water
an apple	milk
a pound	money
people	crowd

### Asking and answering questions about quantity using countable nouns

1. Question: How **many** people are there in the restaurant?

#### • Possible answers:

There are **a lot of / lots of** people in the restaurant.

There are **many** people in the restaurant.

There are **a few** people in the restaurant.

There are **some** people in the restaurant.

There are **few** people in the restaurant.

There aren't **many** people in the restaurant.

There aren't **any** people in the restaurant.

There are **no** people in the restaurant!

+++++++  
+++++  
+++++  
++++  
++++  
0  
0

some = a few

### Asking and answering questions about quantity using uncountable nouns.

2. Question: How **much** money have you got in your pocket?

#### • Possible answers:

I have **a lot of / a great deal of** money in my pocket.

I have got **much** money in my pocket.

I have got **some** money in my pocket.

I have got **a little** money in my pocket.

I have got **little** money in my pocket..

I haven't got **much** money in my pocket.

I haven't got **any** money in my pocket.

I have got **no** money in my pocket.

+ ++++++++  
+++++  
+++++  
++++  
++++  
0  
0

some = a little

**Note** We use **many** (countable nouns) and **much** (uncountable nouns) in **questions** about quantity.

- In **spoken English**, we usually use **a lot of/lots of** (with countable and uncountable nouns) in positive sentences, but in **written English** we often use **many** (countable nouns).
- We often use **much** in negative sentences (not in positive ones).
- **Little** and **few** (without **a**) are **negative**. They mean **not much, not enough**. The speaker is not happy about it.

**enough - too much - too many**

- When we want to say that we have a sufficient quantity of something, i.e. **as much** 'as needed' or **as many as needed** we use **enough**.

E.g. \* There's **enough** (= *as much food as needed*) food for everybody.

\* There are **enough** (= *as many as needed*) books for everybody.

- When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many**.

E.g. \* You put **too much** sugar in your tea.

\* You have made **too many** mistakes.

### Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative form
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

- **Examples: The comparatives and the superlatives of many and much.**

- I haven't got **many** books. I mean, I haven't got **as many** books **as** my sister.
- My sister has got **more** books than I, but **most** of her books are old.
- I haven't got **much** money. I haven't got **as much** money **as** Said. Said has **more** (money) than I, but our friend Small has **the most** money. He has a part-time job.

#### Note

- **More** and **the most** are also respectively the comparative and superlative forms of **much** with **uncountable nouns**.
- **More** and **the most** are respectively the comparative and superlative forms of **many** with **countable nouns**.

- **Examples: The comparatives and the superlatives of little and few.**

- There is **little** rain this year. Yes, but there was even **less** rain last year.
- Our school has **few** boy students. It has 70 boys in a total of 800 students.
- Our school has even **fewer** boy students. It has only 50 boys in a total of 810 students.
- My friend's school has **the fewest** boy students. You know, it has only 20 in a total of 850.

Note The comparative form of **little** is **less**, not ~~littler~~

- We can also use adjectives like **a smaller** + **quantity** / **amount** to replace **less**.

E.g. There is **a smaller quantity of** water in this well **than** in that one over there.

- The superlative forms of **little** is **the least**, but we can also use **the smallest** + **quantity**.

E.g. Kader has **the smallest amount of** money in his pocket.

- **Fill in the blanks with **too much**, **too little**, **too many** and **too few** so that the sentences in the health warnings below make sense.**

**Aim: pps supply appropriate quantifiers with appropriate nouns.**

### Health warnings

- A. Eating **too much** sugar may cause diabetes.
- B. **Too much** exposure to sun rays can lead to the development of the polio disease.
- C. **Too few** vitamins may result in such diseases as poor eyesight.
- D. Eating **too much** fat can make one overweight.
- E. **Too many** radiations from the sun may give rise to skin cancer.
- F. The beriberi disease is due to **too little** B12 vitamin.
- G. The kidney disease may result from **too much** calcium.
- H. Weakness in our immunity system may be the result of **too few** white blood cells.
- I. Anaemia is caused by **too few** red blood cells.

## Grammar Explorer III

**Go back to the text and pick out all the sentences which contain the link words *because (of), as, since, owing to and due to*. Then answer the questions below.**

**Aim: pps pick up sentences from the text containing specific link words and answer the related questions.**

- { it is **because of** the many advertisements to which they are exposed while watching TV.
- { **Owing to** this loss, a lot of people today suffer from obesity.
- { **Since** obesity in our modern times is caused mostly by a loss of energy balance, **which is due** mainly **to** the impact of junk food adverts, it is high time our governments passed laws to limit this influence.

A. What types of relationship do the link words in the sentences indicate? Explain.

ü

B. Do you know of any other link words and expressions with similar functions? Tell them to the class and use them in sentences of your own.

ü

C. What punctuation marks are associated with some of the link words? Illustrate the use of the punctuation marks in sentences of your own.

ü

- **Fill in the blanks in the sentences below with the link words listed in Grammar Explorer III above. There are several possibilities.**

**Aim: pps fill in the blanks with link words to express cause.**

- A. Advertising is necessary for new businesses **because** it informs consumers about the services and products they offer.
- B. **Because of / owing to / due to** the advertisement of fast foods, many people have developed unhealthy eating and drinking habits.
- C. **Because / since** consumers are aware of the importance of the environment, most food industries now put eco-labels on the packages of their products.


**Rewrite the sentences in task 1 on the previous page using **therefore, consequently, as a consequence, or as a result.****

**Aim: pps turn cause clauses to result clauses with given link words.**

- D. Advertising informs consumers about the services and products they offer. **Consequently,** it is necessary for new businesses.
- E. Many people have developed unhealthy eating and drinking habits **as a consequence of** the advertisement of fast foods
- F. Consumers are aware of the importance of the environment. **As a result,** most food industries now put eco-labels on the packages of their products.

## Vocabulary Explorer

- **Read the tips below carefully. Then do task 1 that follows.**



**TIPS**

We can add the suffix **-y** to many nouns to form adjectives. E.g. sugar → sugary. The suffix **-y** means the state of. When a noun ends with a **consonant + vowel + consonant** (CVC), we double the last consonant if the concerned syllable is stressed. E.g. fat → fatty.

- **There are 6 nouns in texts A and B below which need to be turned into adjectives ending in **-y**. Identify them and rewrite the paragraphs using the adjectives in their stead. An example is given.**

**Aim: pps identify the required nouns and turn them into adjectives with the suffix ‘-y’.**

‘Salty, spicy, and peppery foods are both savoury and tasty. Be careful, eating too much of these foods may cause you tricky health problems in the long term. So don’t be greedy.’ (A)

‘People are well aware that it is not easy to have a speedy recovery

from food poisoning. And yet, they continue to eat in **dirty**, **dusty** and **stuffy** fast food restaurants with **slimy** floors and counters.' (B)

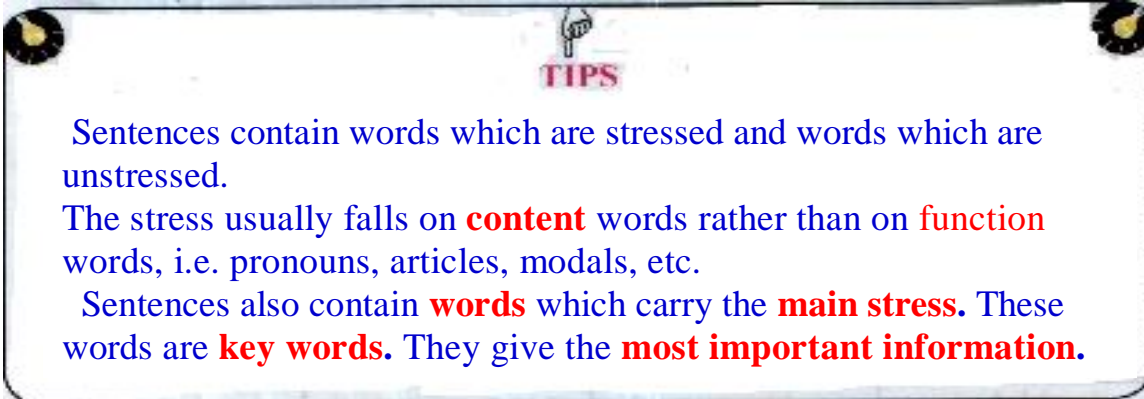
, **Make the text below meaningful by selecting the most appropriate word or phrase in brackets.**

**Aim: pps select appropriate words to make a meaningful text.**

Life is becoming increasingly (~~cheap~~/ **expensive**). So when (~~shoppers~~/~~sellers~~) do their shopping they are more likely to look at the (**price tags**/~~quality labels~~) of the products than anything else. (~~Saving~~/~~Spending~~) even a little money by buying (~~high~~/ **poor**) quality goods helps people with a (~~high~~/**low**) budget to pay utility (~~bills~~/~~charges~~) and the (**rent**/~~lease~~) for the flat at the end of the month. These (~~savings~~/~~spendings~~) also help to (~~purchase~~/~~sell~~) mobile phones for the loved ones.

## Pronunciation and Spelling

- Read the tips below. Then do tasks 1, 2 and 3 that follow.



**TIPS**

Sentences contain words which are stressed and words which are unstressed.

The stress usually falls on **content** words rather than on **function** words, i.e. pronouns, articles, modals, etc.

Sentences also contain **words** which carry the **main stress**. These words are **key words**. They give the **most important information**.

- **Read the dialogue below and circle the words which you think should be stressed.**

**Aim: pps stress content words in sentences.**

**Speaker A:** I'm 'going to the 'supermarket, do you 'need 'anything?

**Speaker B:** Yes, could you 'get some 'flour, some 'oil, some 'oranges, and 'two or 'three 'packets of 'biscuits, 'please?

**Speaker A:** So, you 'need some 'flour, some 'oil ... and 'two or 'three 'bottles of 'juice.

**Speaker B:** 'No, I 'said 'two or 'three 'packets of 'biscuits.

**Speaker A:** 'Oh! I 'see.

, **Compare your answers to task 1 above with those of your partner. Then listen to your teacher and identify the word which carries the main stress in the sentences of the dialogue above.**

**Aim: pps listen and identify content words which bear the main stress.**

**f Compare and discuss your answers to task 2 above with your classmates. Then make a similar dialogue and act it out with your partner.**

**Aim: pps compare, discuss their answers and make a similar dialogue and act it out.**

## Ø Think, pair, share ✕

**• Write an expository article developing the statement in italics below. Follow the procedure on the next page.**

**Aim:**

**Start like this**

Food safety has become one of the major worries for mankind. This worry has three major sources: , and .

- Go through the causes and effects listed below and add other ideas of your own.**

**Aim:**

### Reasons/Causes

- industries polluting the soil with chemicals/ too much toxic waste thrown into rivers / too many oil spills/ farmers using too many insecticide sprays ... (§1)
- too many additives (preservatives, flavourings, colourings) using too much salt/sugar/to sweeten the food ... (§2)
- too few people preparing their own meals/ too many people eating in fast food restaurants/ fast food containing too much fat (§3)

because, owing to, for, since, as, due to



as a result, so, consequently

### Results /effects

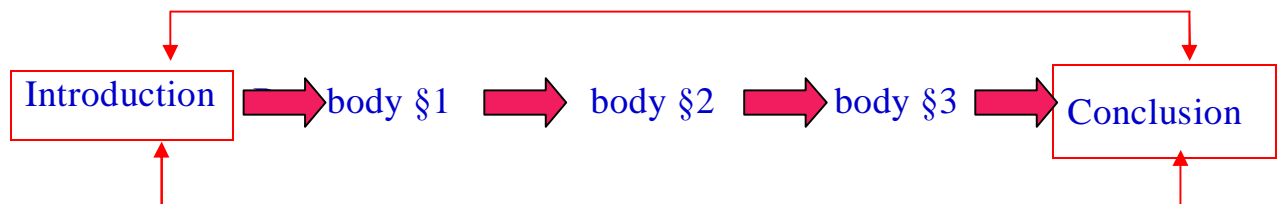
- poisoning of water sources; too little water to drink fruits and vegetables containing insecticide and chemical residues destruction of aquatic life ... (§1)
- children becoming hyperactive/lacking concentration at school; people developing allergies,' suffering from food poisoning ... (§2)
- putting on eight developing diseases ... (§3)

**, Select the ideas you think are relevant to the topic.**

**Aim:**

***f* Write a first draft of your newspaper article. Organise it according to the diagram below. In your conclusion, try to suggest a solution to the problem.**

**Aim:**



Food safety has become one of the major worries for mankind. This worry has three major sources: the chemical contamination of agricultural products, the use of additives, preservatives and colourings in a large number of food products and the consumption of ready-made food.

Perhaps the first cause for worry about food safety is the highly intensive mode of farming and agribusiness now prevailing in industrialised countries. This has led big companies to use chemicals, fertilisers and pesticides to ensure maximum output. As a result, fruits and vegetables are contaminated by chemicals which may prove harmful to our health.

The second cause for concern is again related to mass production, and the need to keep products fresh and attractive. Consumer requirements have led manufacturers to introduce colourings, additives and preservatives. Some of them have been suspected of being dangerous while others have definitely been classified as harmful by independent research laboratories. Scientists maintain that some colourings and sugar substitutes can cause cancer, diabetes and other metabolic disorders.

Finally, fast food and ready-made meals have led people to take undesirable eating habits, like nibbling at work or at home, or having frequent snacks in front of the computer or the TV set. More worrying is the fact that the younger generation are the most prone to consume fast food and soft drinks. These eating habits, as shown in “advanced” countries especially, have caused a large part of the population to become overweight or obese, and to develop diseases like diabetes or high blood pressure. These are due to an excess consumption of animal fat and fried food, as well as sugar and salt.

In conclusion, the conjunction of contaminated agricultural products, processed foods and poor eating habits is indeed a good reason to worry about food safety and to take corrective measures to change or improve our attitudes to eating.

**// Revise your essay and pass it to your partner for error checking.**

**Aim:**



...Join a group and discuss how you can further improve your article.

**Aim:**

## TAKE A BREAK

### ► A cartoon



## Proverbs and sayings

Guess what the sayings and proverbs below mean. Then try to find their equivalents in your language.

- q It's no use crying over spilt milk.
- q Don't teach your grandmother to suck eggs.
- q Gluttony kills more than the sword.
- q You cannot make an omelette without breaking eggs.
- q You cannot sell the cow and drink the milk.

## ► Assignment One: Food Contents and Health



ORGANISING

- **Choose three brands of processed food that you consume most (pasta, biscuits, yoghurts etc.). Read their labels and make a note of their ingredients, additives, etc. in the comparative table below.**

Pasta brands	Ingredients	Additives : Colourings, Flavourings, Preservatives	Energy content/ Nutritional value (in Kcals)
<i>Sim</i>			
<i>Panzani</i>			
<i>Barilla</i>			

- , **Compare and contrast the brands in your table. Use too much, too little, too few, or too many to describe their ingredients.**
- f Report and discuss your findings with your classmates. Then write a consumers' report following this discussion.**

## ► Assignment Two: Prescribing Home Safety Rules

- **Imagine you are a Civil Protection Officer. Think of 3 to 4 types of home accident (fires, explosions, falls, burns, electric shock, poisoning, etc.) and prescribe rules that can avert such accidents. Use the present simple tense and appropriate modals and conditionals. E.g.**

### How to prevent home accident fatalities

Rule one: Fire is a useful servant; it may also become a ferocious enemy.

Explosions are often caused by \_\_\_\_\_. So \_\_\_\_\_

Rule two: \_\_\_\_\_

Rule three: \_\_\_\_\_

Rule four: \_\_\_\_\_

- Present your rules to your classmates. Then, as a class, try to make a synthesis of the rules on a wallsheet, preferably with illustrations.



## LISTENING AND SPEAKING U

### Skills and Strategies outcomes

- Predicting the content of a text
- Listening for general ideas
- Listening for details
- Summarizing / Synthesizing information
- Debating (arguing by making concessions)
- Writing an argumentative speech



WRITING UP

**60 mn**

### ▶ Before listening **15 mn**

- Look at the advertisement on the left and answer the questions on the right.

Aim: to

1. What is the advertisement about?
2. What is its target audience?
3. Who do you think Cindy Crawford is?
4. Why do you think she has been selected for the endorsement of the product?
5. What is the slogan of the advert? Do you think it is a catchy one?
6. On the whole, are you for or against advertising? Why?

## ▶ As you listen **45 mn**

- Have a look at the coping box below. Then do the task that follows.

Aim: to .

Coping

You are more likely to recognize and understand what someone is saying if you already have an **idea of the topic**, who **the speakers** are, and the **sort of things** they will mention.

- **Task:** You will hear two students James and Jenny talking about advertising. Jenny is **for** advertising whereas James is **against** it. Go through the statements below and guess who will say what. Put (JE) for Jenny and (JA) for James. Then listen to the conversation and check your predictions.

- A. It's immoral to sell people things they don't want.
- B. Advertisers essentially influence us about which product to buy.
- C. Most people believe what advertisements say.
- D. Advertising draws our attention to a particular product.
- E. Advertising creates a need but doesn't offer real satisfaction.
- F. Buying a product doesn't transform us into what we want to look like.
- G. People spend their money only when they want to.
- H. We're manipulated by advertisers.


**Have a look at the coping box below. Then do tasks A-B that follow on the next page.**

### Coping

A **summary** is the condensation of a large amount of information (main ideas) from oral and written texts. Before making a summary of something written and spoken you must do two main operations : first **analyse**/ break down the information. Then synthesize i.e., put together the analysed information in a short text using your own words. You must discard all unnecessary details. A summary must be **concise** and **coherent**.

**A. Go back to task 1 and analyse Jenny's and James's ideas about advertising. Then synthesize their conversation in 4 to 5 sentences using the gapped text below as a framework.**

Jenny and James are talking about. The problem is whether or not . Jenny is in favour of whereas James is At first James denies that . Then he admits that . In the end,

**B. Listen again and check whether you have not omitted any important item in your summary of the conversation between Jenny and James.**

## ▶ After listening

**30 mn**

- Have a look at the coping box below. Then complete the blanks in the commentary that follows.

**Aim:** to .

## Coping

One way of putting forward an argument without sounding intolerant is to admit that there are arguments that differ from your own. Link words such as **while, although, though, despite the fact that** and **in spite of the fact that** are useful in doing this. Adverbs like **admittedly, undoubtedly, certainly** can also be used. E.g.  
**Argument:** As far as I can tell, television offers few benefits for children.  
**Concession:** (Admittedly) there is too much junk food advertising on TV these days and this makes TV viewing very undesirable; still you can't deny that some educational programmes are quite beneficial for them.

**Task:** With your partner, prepare a short dialogue asking for and giving opinion about advertising. Use the information in the coping box above and the arguments on the next page.

**Aim:** to .

**Voice your opinion by starting like this:**

**A:** In my opinion, advertising is more likely to harm consumers than serve them. What do you think of that?

**B:** I believe that advertising is essential for both business and consumers.

Though \_\_\_\_\_ . But \_\_\_\_\_

### Arguments : Pros and Cons

- A. Advertisements manipulate consumers.
- B. Commercial advertising is essential for both business and consumers.
- C. Advertising creates new and unnecessary needs.
- D. Advertising encourages children to buy junk food.
- E. Advertisements can't create needs, but they can suggest new ways of satisfying them.
- F. Advertising stimulates innovation and competition.
- G. Advertising creates a need, but doesn't offer satisfaction.
- H. Advertising promotes goods but does not sell them.
- I. Advertising degrades the image of women.
- J. Advertising sponsors social events like sports competitions and car races.

## WITHOUT ADVERTISING, YOU COULDN'T AFFORD A FOOTBALL MATCH TICKET

Look around at any sporting event: football, baseball, soccer, auto racing. You'll see ads for the companies that sponsored the event. What you may not know is that these ads help pay the players' salaries. They pay for maintenance crews. And for the upkeep of the stadium. Without the revenue generated by advertising, this money would have to come from somewhere else. Like the cost of your ticket. Which could take the fun out of anybody's game.



### Saying it in writing

60 mn

**Aim:** to .

● **Have a look at the coping box below. Then prepare an argumentative speech stating your opinion about advertising. Use the guidelines that follow.**

**Aim:** to brain storm ideas in a spidermap and explain justify one's decisions.

# Coping

One of the best ways of organising/structuring ideas in an argumentative speech is first to inform the audience about the main points of view on the issue. Once you have done this, you take sides in or personalize the debate by saying what you personally think about the issue.

- **Start with the following topic sentence.**

***People don 't agree as to whether advertising is beneficial or harmful.***

- **State people's points of view on the issue. Refer to the arguments on the previous page.**

- **Say what some people think**

Some people are in favour of \_\_\_\_\_. They think/believe/claim/assert that \_\_\_\_

- **Say what other people think.**

However, \_\_\_\_\_  
They think/believe/claim/assert that \_\_\_\_\_

- **Take sides**

**Aim:** to

- I am one of those who believe/think/assert that
- Support your argument by giving your reasons.
- Make sure you use appropriate link words : for one thing, for another thing, first, second, finally, as a result...)

- **As you develop your arguments, make concessions in order not to sound too intolerant.**



**Aim:** to

... Review your draft. Then read it aloud to your classmates. This could be the start of a class debate.

**Aim:** to

## READING AND WRITING

Skills and strategies outcomes

- Skimming
  - Scanning
  - Persuading
  - Analysing and synthesizing
  - Writing an advert
- Writing a letter of complaint



**ASSESSING**

**Procedure:** the students will go through the preview so as to get acquainted with the objectives of the section.

**15 mn**

### ► Before reading

- Discuss the following questions.

**Aim:** to .

**Procedure:** Access background knowledge. Pay more attention to secondary and postsecondary education. Encourage the students to use link words to express comparison and contrast.

**A. To which item in the box below do you think businesses in Algeria appeal most to sell their goods and services? Argue your point.**

*environment — safety — price — tradition — modernity*

**B. Do you respond more positively to the advertisements that appeal to your culture than to the ones that don't? Why or why not?**

**C. Name some of the actors/actresses who endorse products and services in your country. Whose endorsement do you think is the most persuasive?**

**D. Which of the advertising media in the list below is the most influential in your country? Why?**

*billboards — TV — the radio — street furniture — magazines — the Internet — ad-displaying vans — balloons*

## ► As you read

**45 mn**

- **Have a look at the coping box below. Then read the advertisement on the next page and do tasks 1 and 2 that follow.**

**Aim:** to.

### Coping

Persuading or arguing is one of the most common forms of writing and speaking. You use **persuasion** every day, in and out of school, whenever you try to get someone to agree with you, or to change their attitudes about something, or to take a certain action.

When you argue a point in a persuasive piece of writing, you present your claims as skilfully as you can, thinking carefully about your readers/audience, i.e. their expectations, fears, prejudices and beliefs.

Believe it or not, this cooktop is ready to boil water. All it needs is an iron or steel pot. It works by creating a magnetic field that heats the inside of the pot – instead of the cooking surface. That makes it safer than conventional cooktops. And more energy efficient. So get yourself a Toshiba. Or you may get burned.

In Touch with Tomorrow

**TOSHIBA**

Toshiba America, inc. 82 Totowa Road Wayne, NJ 07470

- **Fill in the table below with information from the advert above. Just take notes. Don't write full sentences.**

**Aim:** to

Brand	Advertised item	Audience	The <b>four</b> expectations exploited	Your reaction
				Is the advert persuasive or not? Why?

- **Compare your answers to task 1 above with those of your partner. Then read the advert again and answer these questions.**

- What type of pot do you need to use on the cooktop?
- What two things make this cooktop better than others?
- The picture shows a surface which is ready to boil water, but the person's hand is not getting burned. Can you say why?
- The expression **get burned** is a **pun** or a **play-on-word**. Which two meanings does it convey? Circle the two best choices from this list:
  1. be on fire
  2. be happy
  3. be proud
  4. regret

► **After reading**

**30 mn**

• Write a holiday advert for your local travel agency. Use the advert on the previous page as a model. In order to sell your holiday, do not forget to include the following

Aim: to .

- emphasis on low cost
- reference to the local culture
- an appeal to the environment issue
- a promise of enjoyment
- a catchy slogan

, Once you have corrected your advert, participate in a class competition to choose the best advert.

## ► Writing development

120 mn

Aim: to .

The advertisement leaflet on the next page belongs to a holiday maker who has come back home from a disappointing adventure holiday abroad. Read it carefully, then complete **the letter of complaint** below using the annotations in italics on the leaflet.

Dear Sir or Madam,

I am writing to \_\_\_\_\_  
\_\_\_\_\_ (§1)

My holiday with your company did not correspond to what the advertisement claims. **Firstly**, the advert states that \_\_\_\_\_, but in fact \_\_\_\_\_

**Secondly**, the advert promises \_\_\_\_\_.  
Unfortunately, \_\_\_\_\_.

**Thirdly**, it says that \_\_\_\_\_. **Actually**,  
\_\_\_\_\_

**Though** \_\_\_\_\_ (§2)

In general, our holiday \_\_\_\_\_. **As a result** of all these non-kept promises, I feel \_\_\_\_\_

**because** \_\_\_\_\_ (§3)

**Therefore**, I \_\_\_\_\_.

Yours faithfully,

ENC. The facsimile of our reservations

## Isn't it time to take refreshing holidays with us at fair prices?

A fortnight's holiday with us will be an experience you'll never forget. Every day you'll be able to choose from a wide range of thrilling activities *Only two activities offered*

- q canoeing
  - q rockclimbing
  - q wind-surfing
  - q sailing
  - q hiking
- per day!*  
*We certainly won 't!*  
*For eight days, neither windsurfing nor sailing offered !*

To introduce you to the joys of group-work, there will be:

- q one three-day camping expedition *We couldn't even*
- q two problem-solving activities *pitch the tents !*

### **`But this is my holiday! Aren't I allowed to relax?'**

Whenever *you* like you can choose to take a `day off' and enjoy a relaxing game at some of the remarkable facilities at residential centre .

- q swimming pool
- q sauna
- q games room (billiards, arts, table tennis)
- q video
- q library

*"Full !" Instead, they put us in a youth hostel, seven kilometres away. We never saw this place(no buses, no taxis).*

*Only facilities at youth hostel: table tennis. a pack of cards.*

### **`Won't it be just like the army : dormitories and canteen food ?'**

Accommodation consists of comfortable double rooms, and our talented kitchen staff prepare memorable and delicious meals using the very best of the local produce.

*Ugh!*  
*Dirty bed-clothes!*

(Adapted from Hugh Cory, *Advanced Writing*, Oxford, p.94.)

# Project outcome

## Making a survey on the impact of advertising

Your survey should comprise the following:

q a questionnaire q a results form q diagrams q a report

- We advise you to have a look at the ways of making a questionnaire, interpreting results, and writing a report in your **SE1 coursebook, *At the Crossroads*, pp.73-75.**

- Follow these guidelines in conducting your survey.

q Preparing the questionnaire

Decide what **types of advertisement** and **audience** you would like to investigate before you design your questionnaire. For example, your questionnaire could focus on the impact of **TV commercials**. You may address it to various people outside the classroom or to your **fellow students** in the *lycée*.

q Writing the report

In writing your report, you should make the best use of the elements of grammar, vocabulary, functions and skills you have learnt in this unit.

q Your report should include the following sections :

- A. an introduction (including background, purpose of the survey, and expected findings),
- B. a short description of the questionnaire and the targeted audience,
- C. a discussion of the findings with illustrative tables, charts, etc.,
- D. a conclusion giving a summary of the survey and a statement of implications and recommendations.

### Alternative projects

- Producing a radio or a TV commercial Making a leaflet for selling a product
- Designing newspaper classifieds for rent, for employment, etc.

### Web sites

<http://www.advertopedia.com/consumer-behavior-basics.htm>

[www.shoppingpage.us](http://www.shoppingpage.us)

[www.ofcom.org](http://www.ofcom.org)

[www.decisio.info](http://www.decisio.info)

[www.advertopedia.com](http://www.advertopedia.com)

[www.speedtv.com/speed/advertising](http://www.speedtv.com/speed/advertising)

## ASSESSMENT

### Language assessment

• Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

**Aim:** to assess one's acquired knowledge (income), to give illustrative sentences, to prove one's level of performance.

I can	very well	fairly well	A little
<p><b>A.</b> use the gerund and the present simple.</p> <p><b>B.</b> express cause and effect using <b>because of, due to, owing to, as, since,</b> etc.</p> <p><b>C.</b> express cause and effect using <b>as a result, consequently, as a consequence, as a result of,</b> etc.</p> <p><b>D.</b> express possibility using modals <b>may/may not</b> or its equivalent expressions <b>likely that/possible that.</b></p> <p><b>E.</b> use <b>might/could/might not</b> to speak about remote possibility.</p> <p><b>F.</b> use <b>though/ although</b> to express concession.</p> <p><b>G.</b> express hypothesis using <b>if-conditional type 1.</b></p> <p><b>H.</b> express quantity using <b>too much/too many/ too little/ too few</b> and <b>enough.</b></p> <p><b>I.</b> use verbs with <b>dependent preposition.</b> E.g. <b>complain to about_.</b></p> <p><b>J.</b> form adjectives by adding suffix <b>-y</b> to nouns.</p> <p><b>K.</b> mark sentence stress.</p> <p><b>L.</b> pronounce the reduced forms of <b>could have</b> and <b>might have.</b></p>		-	ü

**, Tick (ü) next to each item in the learning log to indicate what you think is your level of performance. Then hand a copy of the learning log with your examples on a separate sheet to your teacher.**

**Aim:** to check one's progress in terms of learnt skills and strategies.

### Skills and strategies assessment



Take the test that your teacher will assign to you on one of the texts in the **Resource Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.

**F** Students will get acquainted with the language outcomes by skimming through the text of the preview.

**F** Introduce the theme of the unit by asking questions about the two pictures. Refer the students to the project outcome on page 193.

#### 4 Getting started

**Ô** Look at the picture and answer these - **open-ended**- questions:

1. Do you know the comedians in the picture below? If yes, name them.

**P** The comedians in the picture below are **Biyouna, Salah, Bakhta...**

2. Do you think they are funny? If yes, is it because of their comic gestures or their verbal jokes?

**P** Yes, I do. They are funny because of their comic gestures or/and their verbal jokes.

3. What is comedy? Do you think that comedy teaches us lessons yes, how does it do that?

**P** Comedy is an entertainment - a film, play consisting of jokes and sketches intended to make an audience laugh.

**P** I think that comedy teaches us **UNIVERSAL MORAL VALUES** through films, plays...

4. In what ways are performances by foreign comedians similar to or different from those by Algerian comedians?

**P** The performances by foreign comedians are **similar** to Algerian comedians in terms of acting / performing art.

**P** The performances by foreign comedians are **different** from those by Algerian comedians in terms of culture.

5. Are there any situations you don't like laughing at? Why?

**P** Yes, there are. There are situations we don't like laughing at because they are tragic, sad, awful, dreadful, gloomy, miserable, disastrous, touching, tear-jerking, downhearted, heartbreaking, painful...-death, suffering, disease, loss of someone, failure, pain, agony, misery, melancholy, despair..-

#### 4 Let's hear it

1. Statements A- E are not in the order in which they occur in an interview. Listen to the interview and re-order them. Write letters A-E in the boxes.

Order	1	2	3	4	5
J.Statements	C	B	A	D	E

3. A. Humour is recommended because of its good effects on our health and social behaviour.
2. B. Comedy teaches us moral laws.
1. C. Humour is closely linked with national characteristics.
4. D. It is advisable to avoid 'sick humour'.
5. E. It's up to us to avoid watching comedies which contain 'sick humour'.

2. Compare your answers to task 1 above with your partner. Then discuss the opinions expressed in the statements. Say whether you agree or disagree with them.

*Students don't have to agree on the statements.*

#### Around the text

#### Grammar Explorer I

Fill in each blank in the text below with *the definite*, *the indefinite*, or *the zero article*. Then explain to the class why you have used the articles.

*The* (1) sense of humour is *the* (2) ability to see *the* (3) funny side of *zero article* (4) life. *zero article* (5) people who have *a* (6) sense of humour are less likely to develop *zero article* (7) illnesses than those who don't. *The* (8) British are said to have *a* (9) dry sense of humour. They can keep *a* (10) straight face (=not smile) and let their voice sound as though they were being serious when they joke. As for *zero article* (11) American humour it is usually more direct. All in all, *an* (12) individual's sense of humour is influenced by many things, including his or her family environment.

See Grammar Reference pp. 211-212

	GRAMMAR REFERENCE	
	Articles	

Units 1 - 6

There are *two articles* in English: the *definite* and the *indefinite*. Sometimes nouns require *no* article at all; in which case the term *zero (0) article* is used.

#### The indefinite article

**N** *The indefinite article* is /ɪn/, written 'an' before vowel sounds and /ɪ/, written 'a' in other cases. There are also stressed forms /æn/ and /eɪ/ used when the word is emphasized or pronounced by itself.

**N** We use *a/an* in the following ways:

1. *before singular countable nouns which we know nothing about.*

E.g. My father works in *a* factory.

2. *with the names of professions and occupations.*

E.g. She is **an** executive, and he is **a** waiter

3. *in expressions of measurements.*

E.g. We hired this tractor for DZD 3,000 **an** hour.

Olive oil costs DZD 300.00 **a** liter this year.

4. *before a noun which means all things of the same kind.*

E.g. A detective is **a** man/woman whose job consists in investigating crimes.

**A** friend in need is **a** friend indeed.

### The definite article

**N** *The definite article*, written **'the'**, is pronounced /ð/ *before vowel sounds*, (/ð̩/), in rapid speech, /ð/ in other cases. There is also a stressed form /ð̩:/ chiefly used when the word is pronounced by itself or for purposes of emphasis.

**N** We use **'the'** in the following ways:

1. *When it is clear from the context what particular* person, animal, thing or place we're talking about.

E.g. I'll meet you in front of **the** post office.

2. *before a noun that we have mentioned before.*

E.g. He had **a** villa and **a** yacht, but he sold **the** villa a month ago.

3. *before adjectives to specify a category of people or things.*

E.g. **the** rich, **the** poor, **the** unemployed, **the** Welsh, **the** World Wide Web

4. *When the object or group of objects is the only one that exists or has existed.*

E.g. **the** stars, **the** sun, **the** pyramids, **the** human race

5. *When we talk about an institution shared by the people as a whole.*

E.g. **the** radio, **the** television, **the** telephone

6. *When we refer to what is general or typical for a whole class of objects or animals.*

E.g. **The** tiger is a beautiful animal. (We mean here all tigers.)

### Zero article (0)

1. *We do not put an article before uncountable (or mass) nouns used in general statements.*

E.g. (0) Money is the root of all (0) evil.

2. *There is no article before abstractions (abstract nouns).*

E.g. All nations should work for (0) peace, (0) honesty, (0) generosity and (0) courage.

3. *There is no article before names of places and people.*

E.g. (0) Poland, (0) Queen Elizabeth II, (0) Houari Boumediene Airport.

4. *We do not normally use 'the' with the names of meals.*

E.g. What time is (0) lunch?

What did you have for (0) breakfast?

5. *There is no definite article before prison, school, hospital, university when these institutions are used for the purpose for which they exist.*

E.g. When I leave (0) school, I'll go to (0) university.

6. *But when these institutions are not used for the purpose for which they exist, we use the definite article.*

E.g. Mr Chaib went to **the** school to meet his daughter's teacher

7. *There is zero article before plural nouns.*

E.g. We're expecting (0) visitors.

## Grammar explorer II

1. Consider sentences A-E below and discuss the meaning(s) that each of **the modals** in bold conveys.

### Task 1 (p.168)

- A. **must = obligation**    **mustn't = prohibition**                      B. **have to = necessity**  
C. **don't have to = lack of obligation**                      D. **Should = advice**    E. **Ought to = advice**

- A. Comedy teaches us moral laws , i.e. what we **must** and **must not** do in society.  
B. **Just** as people **have to** get their cup of tea in the morning or in the afternoon, so they also **have to** get a hearty laughter at least once a day.  
C. Just as we **don't have to** eat unhealthy food, so we **don't have to** join in a laugh if we know that it can make us fall sick.  
D. Some health specialists say that we **should** have a laugh from time to time.  
E. We **ought to** be more careful about the type of humor we indulge in.

2. With your partner, prepare a short dialogue between a school psychologist and a student. Ask for and give **advice** using appropriate **modals**. Help yourself with the keys to happiness below. *Start like this...*

**Student:** Doctor, I'm a bit stressed these days. What **should/shall** I do?

**Psychologist:** **First of all, what makes you feel stressed?**

**Student:** Well... everything I reckon / think / suppose / guess / imagine.

**Psychologist:** **You mean family, school, relationship problems...**

**Student:** That's right, Doctor.

**Psychologist:** You **should** be positive. Evidence shows that negative emotions take their toll on us while positive ones boost the body's healing process. Happy people take steps to keep their negative emotions in check.

**Student:** What else, Doctor, please.

**Psychologist:** You **had better** give priority to close relationships. People with close friends cope better with stress.

**Student:** Thanks, Doctor. I'll be back in two weeks.

**Psychologist:** you are welcome. Don't forget that you **ought to** help yourself.

## KEY TO HAPPINESS

1. Savor a moment. Live in the present & treasure the satisfaction of helping a friend, the pleasure of a good book, or a good laugh with the loved ones.
2. Take control of your time. Happy people set themselves big goals, then break them into daily duties.
3. Be positive. Evidence shows that negative emotions take their toll on us while positive ones boost the body's healing process. Happy people take steps to keep their negative emotions in check.
4. Give priority to close relationships. People with close friends cope better with stress.
5. Act happy. Experiments show that people who put on a happy face really do feel better. It seems that the facial muscles we use to smile widely trigger happy feelings in the brain.
6. Don't vegetate. Don't engage in self-absorbed idleness, or put yourself in front of the TV. Get involved in little jobs and do physical exercise to keep fit.

### Vocabulary Explorer

1. Consider the list of words in the box below. Write them in the table that follows:

*fun – stress – tragedy – humour – self-centred – self-satisfaction*  
*Sickness – happy – help – joy – comedy – thought – optimism – worry*

<i>POSITIVE</i>		<i>NEGATIVE</i>	
<i>Noun</i>	<i>Adjective</i>	<i>Noun</i>	<i>Adjective</i>
Fun	<b>Funny</b>	Stress	Stress <b>ful</b>
Humour	Humor <b>ous</b>	Tragedy	Tragic <b></b>
Happiness	Happy	Self-centredness	Self-centr <b>ed</b>
Help	Help <b>ful</b>	Self-satisfaction	Self-satisfi <b>ed</b>
Joy	Joy <b>ful</b>	Sickness	Sick
Comedy	Comic <b></b>	Worry	Worri <b>ed</b>
Thought	Thought <b>ful</b>		
Optimism	Optimist <b>ic</b>		

2. Derive adjectives from all the nouns in the table you have filled in task 1 above. Add a **suffix** when necessary.
3. Look at the tips below. Then do the task that follows.

### TIPS

*In English, we can form verbs by adding **suffix -en** to some adjectives.*

*E.g. His face bright**ened** up when he heard the good news.*

*The verb bright**en** is formed with the adjective bright and **suffix -en***

- **Task:** Turn the adjectives written in bold type in the text below into verbs by adding *suffix -en*. Then rewrite the text using the verbs. Make the necessary changes.

Humor makes our minds **broader** because it allows us to see the funny side of life. Moreover, it can make our emotional lives **deeper** and **wider** since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would be **shorter**, and our prospects would be **darker**. More importantly, while hardship makes our lives **rough**, humor makes it **softer**.

*Broaden - deepen - widen - shorten - darken - roughen - soften*

**N** Please note that **humanity** and **humour** belong to neither category.

Humour **broadens** our minds because it allows us to see the funny side of life. Moreover it can **deepen** and **widen** our emotional lives since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would **shorten** and our prospects would **darken**. More importantly, while hardships **roughens** our lives, humour **softens** them.

4. Have a look at the tips below. Then do the task follows:

**F** *Some of the items can be figure either in the positive or negative column. It depends on how you look at things.*

*PERCEPTION QUAND TU NOUS TIENS !  
RELATIVE QUAND TU NOUS TIENS !*

### **TIPS**

We can form new adjectives and nouns by adding **prefix self-** to some nouns and adjectives

*E.g. Some people are **self-centred**.*

The adjective **self-centred** is made of prefix **self-** and the adjectives **centred**.

*The prefix **self-** replaces **himself, myself, herself, ourselves**, etc. Hence, we can rewrite the example above as follows: Some people are centred on **themselves**.*

\* **Task:** Form new adjectives and nouns by adding **the prefix self-** to the words in the box. Then arrange them in the table that follows and discuss their meaning.

**help – educated – satisfied – reliant – made – effacing – confident – reliance – confidence – discipline – supporting – esteem – conscious – evident – defence – denial – pity – interest – control – deception – assertive – assured – fulfilling – possessed – portrait.**

Positive		Negative	
Noun	Adjective	Noun	adjective
4. <u>Self-help</u>	1. <u>Self-educated</u>	<i>Self-pity</i>	<i>Self-satisfied</i>
6. <u>Self-reliance</u>	<i>Self-reliant</i>	<i>Self-deception</i>	<i>Self-conscious</i>
<i>Self-discipline</i>	<i>Self-made</i>		<i>Self-assertive</i>
5. <u>Self-esteem</u>	2. <u>Self-effacing</u>		<i>Self-fulfilling</i>
<i>Self-defence</i>	<i>Self-confident</i>		
7. <u>Self-sacrifice</u>	<i>Self-possessed</i>		
<u>Self-denial</u>	<i>Self-assured</i>		
3. <u>Self-control</u>	<i>Self-supporting</i>		
	<i>Self-assertive</i>		

**N** *Self-evident* and *self-portrait* belong to neither category whereas some of the other items can belong to either category depending on the student's point of view.

5. Fill in the blanks in the text below with words drawn from the table u have filled in the above task.

1. *Self-educated*    2. *self-effacing*    3. *self-control*    4. *self-help*    5. *self-esteem*  
 6. *self-reliance*    7. *self-denial / self-sacrifice*

My grandfather is my greatest hero. He is a *self-educated* (1) man. He has never been -at Harvard or at Oxford University. He is intelligent, but he never shows because he is *self-effacing* (2). He keeps his *self-control* (3) even in the worst situations. *Self-help*(4) is so important to him that he asks for help only when he badly needs it. He always says that unless you have *self-esteem* (5) and *self-reliance* (6) , people will show you no respect and you will go down in people's esteem. His sense of *self-denial / self-sacrifice* (7) has no always thinks about others.

### PRONUNCIATION AND SPELLING

1. Read the dialogue below very quickly & pick out the words starting with 'h'. Classify them in the table that follows:

**Henry:** Tell me Sofiane, what are your favorite TV *heroes* and *heroines*?

**Sofiane:** Well, my TV favorite *heroes* and *heroines* are definitely those who are *honorable*, *honest*, and have a sense *of humor*.

**Henry:** Why do you prefer these?

**Sofiane:** How shall I put it? This sort *of heroes* and *heroines* strengthen our character through the *humanity* and *honesty* they show. Furthermore, they lengthen our lives with their humor.

**Henry:** What about yours, Lamia?

**Lamia:** To tell you the truth, the best TV *heroes* & *heroines* are those who make us proud of the *history of* our *homeland*, & those who reveal to us the kind *of* feelings the *human* heart is made *of*.



Sound /h/ in accented words (initial position)	Sound /h/ in unaccented words (silent)
E.g. his /hɪz/	E.g. hour /aʊə <sup>r</sup> / <sub>US</sub> /aʊr/

**P**Sound /h/ in *accented* words and in *initial position*:

Henry – heroes – heroines – humanity – history – homeland - heart - humour

**P**Sound /h/ in *unaccented* words –*silent*-:

Honourable – honest-

**P**The letter **H** is silent in the following situations:

- † At the end of word preceded by a vowel, e.g. *cheetah*, *Sarah*, *messiah*;
- † Between **two vowels**, e.g. *annihilate*, *vehement*, *vehicle*
- † After the letter 'r', e.g. *rhyme*, *rhubarb*, *rhythm*
- † After the letters 'ex', e.g. *exhausting*, *exhibition*, *exhort*.

**P** The letter **H** is silent in *honor*, *heir*, *ghost*, *night*

3. Listen again to your teacher and note how the cluster of 'ngth' in *strengthen* & *lengthen* /'leŋk.θən/ is pronounced. Do you notice any difference in the spelling and pronunciation of the cluster 'ngth'? Add three words with the same cluster to the list.

**P**The sound-spelling link = 4 letters for two sounds: 'ng' /ŋ/ 'th' /θ/

4. Now listen to your teacher and note how the preposition 'of' is pronounced in each of the underlined pairs of words in the dialogue above. Then act out the dialogue with your partner (books closed).

**P**Use the **weak form** of "of" -/əv/ -except for **made of** where the strong form of 'of' must be used .

**P**'of' weak /əv/ , strong /ɒv/ <sub>US</sub> /ɑv/

## O THINK, PAIR, SHARE O

1. Suppose you were an 'agony aunt' keeping an advice column in a magazine for teenagers. Use the plan below to reply to this letter.

*Dear Aunt Hillary,*

*I'm a secondary school student revising for my final examination. Usually, I'm quite a cheerful person, but now I feel like an underdog. I run away from the company of my friends & I've become a very irritable person. I wake up weeping at night & I no longer enjoy the simple pleasures of life as I used to. Please, tell me what I should do.*

*Miserable*

Dear Miserable,

I'm very sorry to hear that you are having difficulty coping with stress and anxiety, due to the forthcoming final examination. I more than sympathise with your being depressed. Let me tell you however that taking a few commonsense steps would restore confidence and cheerfulness in you.

I think you are working too hard, and not taking enough time for breaks. Do you know that cramming and doing exercises endlessly produce more anxiety in you? That's **why you don't** feel you have time to spare for your friends, and to enjoy some of the pleasures of life you are entitled to.

So, as I said, you **should** relax and sleep regularly, meanwhile leaving your brain to process the hardest points of lessons and activities. You **should** go out for walks or practise some sport everyday to help you relax. You **ought not to** worry constantly about the time when your exam occurs, because you would lose your concentration on the appointed day.

Think that after all, you have reached a good level of competence, and that you have enough strategies at this stage to decide how to organise your work. Let me tell you again that when the exam comes, always start with the things you can do easily and leave time for the most tricky parts.

I'm sure that when the time comes, you will be able to overcome your stress and perform quite successfully.

I wish you all the best.

Aunt Hillary

## **Reading and writing (pp.173-178)**

### **Language outcomes (p.173)**

Let students skim through the preview to get them acquainted with the objectives of the section.

### **Getting started**

1. The lady is comforting the weeping child. You can take the opportunity to ask other questions. E.g. Who is the lady?

Questions 2-6 are open-ended questions.

<b>Taking a closer look</b> <b>(p.174)</b>
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### **Tasks 1 and 2 (p.174)**

1. Nearly all of them.
2. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse.
3. They give little attention to people who complain in public.
4. They hug one another when they score a goal.

5. The American people are extrovert because they show their feelings whereas the British are both introvert and phlegmatic. The British tend to hide their feelings and are not easily moved. This is not necessarily the way students will formulate the answer.

N.B Let students check up the meaning of the words (extrovert, introvert and phlegmatic) if necessary.

Make sure you give students the necessary time to think over the second part of task 2 before you set them to task.

<b>Around the text</b> <b>(p.175)</b>
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### Grammar explorer (p.175)

#### Sentences expressing likes and dislikes:

- q Almost all of them **enjoy talking** about their own experiences.
- q (...) a national tendency to **avoid showing** strong emotion (...)
- q The British **like to keep** a stiff upper lip.
- q Many elderly people **do not like to see** this.

#### Sentences expressing preferences:

- q Nearly all Americans believe that **it is better to share** what they think or feel.
- q When some of them are upset they **prefer to cry rather than retain** their tears.
- q The great majority of them **would rather** let all of it out and say what they feel **than** bottle it up inside and make matters worse.
- q They **prefer hiding** them (their feelings).

A. The form of the verbs are: -ing , the to-infinitive or the infinitive without to.

B. and C. The verbs **enjoy**, **dislike**, **don't mind** and **avoid** are always followed by a **gerund** whereas **like**, **love**, **hate** and **can't stand**, **prefer** can be followed by either a **gerund** or an **infinitive**.

D. **It is better** is followed by the to-infinitive whereas **rather** is followed by an infinitive without **to**.

### Tasks 2 and 3 (p.176)

Students follow the model provided in the textbook. Provide context to make the task more communicative. E.g. Making students play the role of journalist/ interviewer ( conducting a survey about spare time activities) and that of interviewee.

### Grammar explorer II (p.176)

#### Task 1 (p.175)

- q Women sometimes kiss each other on the cheek as a greeting.
- q Players now hug one another when they score.
  - A. They are double/compound pronouns used as object .
  - B. They express reciprocity.
  - C. **One another** is used with the same meaning as **each other**. The former is used in preference to each other when reference is made to more than two persons.
  - D. Give names to the players and the women in the sentences which the students have picked up to make the reciprocal relationships more explicit.

E.g. Jane and Maud kiss each other on the cheek.

Q Jane kisses Maud. Maud kisses Jane. (repetition of the structure)

### Task 2 (p.177)

1. each other 2. each other 3. each other 4. one another 5. one another 6. one another

### Grammar explorer III

#### Task 1 (p.177)

Q Nearly all Americans believe ...

Q A great many of them expect ...

Q Almost all of them enjoy talking ...

Q When some of them are upset ...

Q Few Americans consider it bad to show ...

Q Few British people would dare venture even a little anger ...

Q Many British youths now show feelings ...

Elicit other quantifiers before students move to the second part of the task.

See Grammar Reference pp. 216-217.

#### Task 2 (p.178)

1. many/ a great many 2. some 3. a little 4. a little 5. most / nearly all 6. all 7. few 8. many/some 9. much 10. little

#### Vocabulary explorer (p.178)

##### Task 1 (p.178)

A. Let all of it out: to air / express one's feelings angrily

B. bottle it up: to hide/not show one's feelings

C. to show no emotion, sign of fear or anxiety

D. to show even a little anger

E. to avoid interfering with other people's problems/business

##### Task 2 (p.178)

Adjectives	Adverbs	Nouns
Bitter	Bitterly	Bitterness
Friendly		Friendship/friendliness
Happy	Happily	Happiness
Lonely		Loneliness
Sad	Sadly	Sadness
Tender	Tenderly	Tenderness
Humorous	Humorously	Humour
Kind	Kindly	Kindness
Peaceful	Peacefully	Peace
Graceful	Gracefully	

Generous	Generously	Grace
Courageous	Courageously	Generosity
Selfish	Selfishly	Courage
Pessimistic	Pessimistically	Selfishness
Chauvinistic	Chauvinistically	pessimism
Enthusiastic	Enthusiastically	Chauvinism
Faithful	Faithfully	Enthusiasm
		Faith

**Pronunciation and spelling  
(p.179)**

**Task 1 (p.179)**

/d/	/ɪd/	/t/
Admired	Separated/married	Looked
changed, loved	Devoted	missed
preferred, resigned	Committed	divorced
died, happened	Succeeded	shocked
pursued, caused	Concluded	watched
proved, involved, televised	Assassinated	

**Think, pair, share (pp.180-181)**

**Though not necessarily applying to Algerians, the text below could be used as a model.**

The death of a close friend or a relative, the occurrence of a natural disaster or an accident, and other fatalities are likely to generate different feelings and emotions in people.

Actually the difference in reaction is more particularly a question of gender. Men will tend to hide their grief over the death of somebody they know, or their awe when they witness a tragedy; during a natural disaster, they will try not to panic and control their emotions; instead, they will react by taking steps to protect their families and neighbours. Women will show their emotions more openly. They will express their sadness and mourning, and cry profusely when they learn about a relative's death. Likewise, they will be rather shocked and terrified when they see an accident in which there are casualties. Finally, they are likely lose their self- control, and fail to take the right decisions to protect themselves in an emergency.

The difference in response regarding the expression of love and affection will most likely follow the same pattern. Men always try to avoid excessive sentimentality. They generally avoid showing in verbal manner too much emotion and feelings to their families and friends; they will express their care in a different way; for instance by showing concern, offering help or

giving presents. Women are again prone to showing their feelings more openly. They would more often than not use terms of endearment, and they often hug and kiss family members, especially children.

The differing levels of sensitivity between men and women concerning the facts of life is probably the reason why their marks of sympathy and affection are dissimilar. But the male and female attitudes are complementary, and both necessary for good human interaction.

### **TAKE A BREAK (p.181)**

#### **Tasks 1 and 2**

1- B 2.F 3.A 4.D 5. C 6.E

Try to elicit the humorous/sarcastic dimension of the cartoon before setting students to task.

Provide some useful language to students if necessary.

E.g. Do you know the one about the two lumberjacks who...?

One day, ...

### **RESEARCH AND REPORT (p.182)**

#### **Tasks 1 and 2**

As suggested in task 2 the FAQ web page can be presented in the form of a class wallsheet. The pronunciation of FAQ is /ef ei kju' / .

### **LISTENING AND SPEAKING (p.183)**

#### **Skills and strategies outcomes (p.183)**

Let students skim through the text in the preview to get acquainted with the objectives of the section.

<b>Before listening (p.183)</b>
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All the questions in this rubric are open-ended questions meant to activate background knowledge and trigger off interest in the topic of the follow-up reading passage.

<b>As you listen (p.184)</b>
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#### **Task 1 (p.184)**

A.1. B. 4. C .2 D .3

#### **Task 2 (p.184)**

A. Introduction: (Rhetorical questions to attract attention) How...? Why...? Then link words : first, then, after that, finally.

B. The link words are also called sequencers. They indicate the order in which the lecture will be delivered.

C. Students won't reproduce the lecture verbatim.

D. S/He won't talk about anything. S/He will simply wait for her/his audience to hand in the handouts (filled in) and comment upon them.

#### **Tasks 3 and 4 (p.184)**

1. B 2.D 3.A 4.F 5.C 6.E

## Task 5 (p.185)

Summary B is the best one. It states both the main idea (how to make friends) and the lecturer's attitude.

### After listening (p.185)

- A. The lecturer has not explicitly stated what he thinks is the ideal way of making friends. But he has implied it through the use of her/his own words.
- B. The adjectives in task 3 (As you listen) refer to the six values that s/he considers as important for making friends.
- C. This is an open-ended question.

## Task 2 (p.185)

- B. Introduction
- F. Body §1
- A. Body §2
- C. Body §3
- E. Conclusion

The irrelevant paragraph is D.

## Task 3

- A. Repetition of the words **love, knowledge and pity**
- B. The key words, **pride, national anthem** are not included in the introduction.
- C. The answer is yes. Introduction: **Three passions** : longing for love – search for knowledge – pity for the suffering of mankind.

We can deduce from this that the technique of developing the speech is by listing. We can expect that the speaker will develop the three passions in the order in which they are listed.

- D. We can add link words such as **In the first place, To begin with, To start with, Next, Also, In addition, Moreover ...**

E.g. In the first place, I have sought for love. I have sought for it **first** because it brings happiness – happiness so great that I would often have sacrificed all the rest of life for a few hours of this joy. **Next** I have searched for it because it helps me not feel alone. **Finally**, I have search for it because in the union of love, I have seen the vision of the heavens that saints and poets have imagined.

I have also searched for knowledge. ...

To sum up /in short/ in conclusion/to conclude/ this has been my life. ...

### Saying it in writing (p.187)

The students will use Bertrand Russel's text as a model.

## Reading and writing (pp.188-192)

### Skills and strategies outcomes (p.188)

Students will skim through the preview to get acquainted with the objectives in the section.

### Before reading

1. The horse, the cow and the sheep are real whereas the dragon, the unicorn and the Loch Ness monster are mythical.
2. Mythical beasts are generally found in folk tales.
3. This is an open-ended question. It may lead to a discussion of readers' emotional/intellectual responses.

**As you read**  
**(p.189)**

- A. While he was having breakfast, he looked from the window and saw a white unicorn in the garden. (Reference question)
- B. They are not. (Inference question) This answer can be inferred from the following sentences: She opened an unfriendly eye . She turned her back on him.
- C. This means the same as ' we shall see who will put the other in a mental institution'. (Inference)
- D. The police and a psychiatrist (Reference)
- E. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her. (Reference)
- F. They looked at her with great interest because they thought that it was she who was mad. She was probably talking excitedly about her husband.
- G. (Inference) The moral that the author wants to illustrate through his story could be something along these lines.

- q If you set a trap, you could be caught by it;
- q Seemingly naive people may prove more clever than you think;
- q Don't shout 'victory!' before you bring your opponent to the ground.
- q Don't count your chickens before they are hatched, i.e.,

It is a mistake to assume that because your hen is sitting on a dozen eggs you will have twelve chickens, since some, perhaps all of them, may be bad and not hatch. So never be too optimistic about anything; wait till your difficulties are over before you boast of success. The wife is too triumphant. She thought that she could easily put her husband in a madhouse, but the situation was completely reversed at the end of the story because it was she who was taken to the asylum.

The other proverbs which can illustrate the story are:

- 1 Catch your bear before you sell its skin.
- 2 Do not halloo till you are out of the wood.
- 3 First catch your hare
- 4 Never spend your money before you have it.
- 5 There's many a slip 'twixt the cup and the lip.

**After**  
**reading**

**Task 1 (pp.189-190)**

- A. D and E .See the answers to the questions in task 1 above.
- C. Reference questions are easier to answer because they refer directly to the text.



D. By ‘reading between the lines’, by explicating what is just implied. Refer to the text in the coping box on page 189.

### **Task 2 (p.191)**

A. He starts and ends his story as if it were a folk/fairytale. It starts with “once upon time” and ends it with “lived happily ever after”.

B. Traditional fairy tales usually shows young characters in love with each other whereas Thurber’s story represents a middle-aged couple. The **theme** of traditional fairytales is that of love and marriage while that of Thurber is separation. The language used is modern, colloquial English whereas the language used in traditional fairy tales is rather archaic.

C. The question is open to debate. Students can differ in their opinions.

D. and E. There are open-ended questions.

F. The best two answers are **fantastic** and **comic**. But opinions may differ.

### **Task 3 (p.192)**

What matters in this task is the justification. All choices can be justified.

<b>Writing development (p.192)</b>
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Follow the procedure in the textbook.

### **Project outcome (p.193)**

### **Assessment (p.194)**

### **Time for... (p.195)**