

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

SKILLS for LIFE

Year 4 Secondary Education
STUDENTS' BOOK

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PREFACE

' **Skills for Life** ' is a book for students in Year 4 Secondary Education. It addresses all students in various streams through a common core of lessons, with additional material for the Arts students to be covered in the two weekly extra hours. These are labelled : **For Arts Students**.

The book is made up of an **Introductory Unit, 4** nine-lesson **Units** and 3 Consolidation Units (Checking Year 3, Check your Language and Skills 1&2) with a last section entitled **ADD-ONS** including a Grammar Reference, Vocabulary strategies, Irregular Verbs and a Word List .

The units are based on all four language skills which are developed in an integrated manner. This skills blend is reflected in the use of **INTO** in the lesson titles which are labelled : Speaking INTO Reading , Listening INTO Writing, Reading INTO Writing, Speaking INTO Listening.

This skill integration takes students from the construction of meaning through listening and reading passages to communicating in speech and writing.

The listening and reading texts are exploited for information and linguistic content and serve as a springboard for production. They come from different sources: novels, magazines, newspapers, ads, leaflets, poems, songs, plays... to sensitize students to different genres.

The learner is led to construct knowledge and learn how to reinvest it in a range of situations that relate to real life.

Activities range from **group work** and **pair work** to **webquests and projects**. The integration of **Information Communication Technology** and the development of personal projects foster students' autonomy and creativity beyond the classroom .

Students are also engaged in using various sources of information such as dictionaries of synonyms and antonyms, thesauruses and the Internet.

Language is not only a **means of communication** to interact with others inside and outside the classroom but it is also handled as a **system**. Language components are presented in meaningful contexts and recycled at various levels of complexity. Grammar is dealt with **inductively** to get the students to reflect on language and how it works. Pronunciation is also given due importance through a variety of activities that allow further practice of sounds, word stress and intonation.

Practice of linguistic items is catered for in the **Grammar Focus** ,**Lexical Focus** and **Pronunciation Focus** sections included within the lessons.

Three permanent components are to be found at the end of each lesson : **My New Words, My Grammar** and **WHAT I CAN DO NOW**.

After completing two units, students are provided with a set of activities labelled as '**Check your Language and Skills**' for further practice of the language acquired and a better skills development.

Portfolios are used by students to keep track of their progress through creating vocabulary files, various pieces of writing, summaries of texts or stories, poems and a selection of information they get through **Webquests**.

We hope the implementation of the official syllabus has been carried out successfully and that students will engage in enjoyable learning and acquire a better mastery of the language which will enable them to pursue learning for life using skills and strategies that shape the profile of the autonomous learner.

The Textbook Writing Team

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FAREWELL TO.. HELLO TO...

HOW CREATIVE ARE YOU?

Write your own poem. Follow the model.



*Farewell to resting
Farewell to time wasting
Hello to studying
Hello to reflecting
Yes to hard work
No to idleness
Yes to homework
No to laziness*

Jawida Ben Afia



Farewell to

Farewell to

Hello to

Hello to

Yes to

No to

Yes to

No to



**CHECKING
YEAR 3
PROGRAMME**

CHECK YOUR LANGUAGE

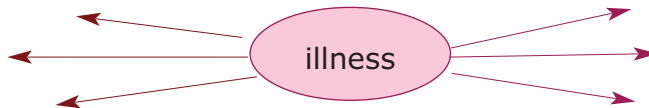
1. Read this short text and do a, b, c below.

a) Fill in the blanks with the right form or tense of the bracketed words.

Thousands of pupils are off school as two contagious illnesses sweep the country. More than 20 schools closed yesterday after the **(to break out)** of Norovirus, also **(to know)** as the winter vomiting Bug, and Flu. The West Midlands have been the worst **(to affect)** so far. The bugs tend to clear up within 48 hours but parents have been advised **(to keep)** their children at home. The head of a primary school said : "I **(to be)** head of this school for 21 years now and I **(never / have to)** shut for **(ill)**..... before.

We **(to start)** on Monday with 119 pupils off sick. Today we are up to 135, so we have decided, after **(to advise)** that we should close." Doctors say that the **(good)**treatment is to stay at home and rest, drink plenty of liquids and take paracetamol.

b) Find in the paragraph above words related to illness



c) Report the utterance of the primary school head. Start as shown.

The head said he.....

2. Fill in the blanks with 10 words from the box below .

as – carer – for – piles – would – longer – although – bathe – sloppy– will - boil

I left home at seventeen and, by the time I'd met India Jane, I'd been looking after myself for years. So doing it for her well wasn't a big deal. When I was a kid, my mum did all the housework and my dad could barely an egg. That suited them, but I never wanted that imbalance in my relationship.we both have full-time jobs, India Jane earns more than me and works hours, so it made sense I'd be Milo's (our son) main On average day, I get him up, change him and give him breakfast, then pass him to I J in bed while I shower. Then I dress him and drop him at the childminder on the way to work. In the evening I pick him up, play with him, him and feed him, and then one of us puts him to bed. After that, I'll cool and wash up. I J refuses to do it, and I hate looking at of dirty dishes. I wouldn't say IJ is lazy or, she deals with the bills, cleans the bathroom and irons. If we had more money and one of us could stop work, it would be preferable, but it doesn't bother me much. My mates just think we've got a really modern set-up.

3. The following words are hidden in the square. Find them.

You can move from one letter to another in any direction.

quiver - bereave - cherish - exert - barge - strive - whip - hiking - pea - strain - elite - ethics - sow - join - fee - bin - slate - weed - run - liver - north.

Example: FEE (line4)

W	O	S	Q	U	I	V	E	R	F
E	A	B	S	C	I	H	T	E	O
C	H	E	R	I	S	H	F	T	D
N	U	R	S	E	E	F	H	B	E
I	P	E	A	S	T	R	I	V	E
A	B	A	R	G	E	F	K	T	W
R	E	V	I	L	J	O	I	N	L
T	R	E	X	E	T	L	N	O	B
S	L	A	T	E	E	E	G	U	I
I	P	I	H	W	H	T	R	O	N

4. Put the words under the correct prefix.

worked - reachable - being - literacy- ability- burdened - conduct - fathomable - obedient - patient - pay - mortal - judgement - assurance - mannered - legal.

re-	over-	mis-	well-	il-	im-	un-	dis-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-

5. Complete the unfinished words. You are given the first letter.

Each dot stands for a letter.

.... Amy kept on pushing the boundaries further and further, asking to go out m - - - often and s - - - out later. Sheila, her mum, found this hard to c - - - with and usually reacted badly. This resulted in h - - - rows, with Amy storming out and slamming the door. Sheila attended a Parentline workshop and knew a - - - - the three point plan known as the ACT technique. A is for the adult. Sheila was encouraged to c - - - - - how she was feeling and what her needs were, i - - - - - of jumping in and saying no s - - - - - away whenever Amy asked if she could do something. Sheila realized she was feeling a - - - - - about Amy's safety and about negotiating something w - - - - - a big argument.

C is for the child. After talking it t - - - - - with other parents, Sheila accepted that Amy was probably feeling c - - - - - about looking silly in front of her friends if she had to leave e - - - or was collected from the door by Mum. T is for tools to d - - - with conflict. Sheila discussed how Amy and she could reach a happy compromise, by being prepared to understand each other's wants and needs.

6. Sort out the following words. Put each one under the appropriate heading.

gene – looters – bachelor – enrolment – eruption –parenting – hiking – transgenic – depression – misconduct – date – dog sledge riding – insemination – buffet – surgery – resort – sandstorm – graduation – overalls – typhoon .

Leisure	Education	Family relationships	Science and Technology	Nature

7. Circle the correct alternative.

This is what a successful career woman says: The best advice I've ever got is to set goals and believe I can achieve them. That came from my parents when I was fairly young.

My mother became a widow at the age of 34 with 4 children to **(rise – raise – arise)**. She didn't finish college **(therefore – but – and)** all of us attended schools. She did this when there was **(plenty – any - a lot of)** turbulence in our society. We lived in an African-American, rather **(depressing – depressive – depressed)** community. It didn't stop her. She made it **(clearly – unclear – clear)** to us that we were headed for bigger things.

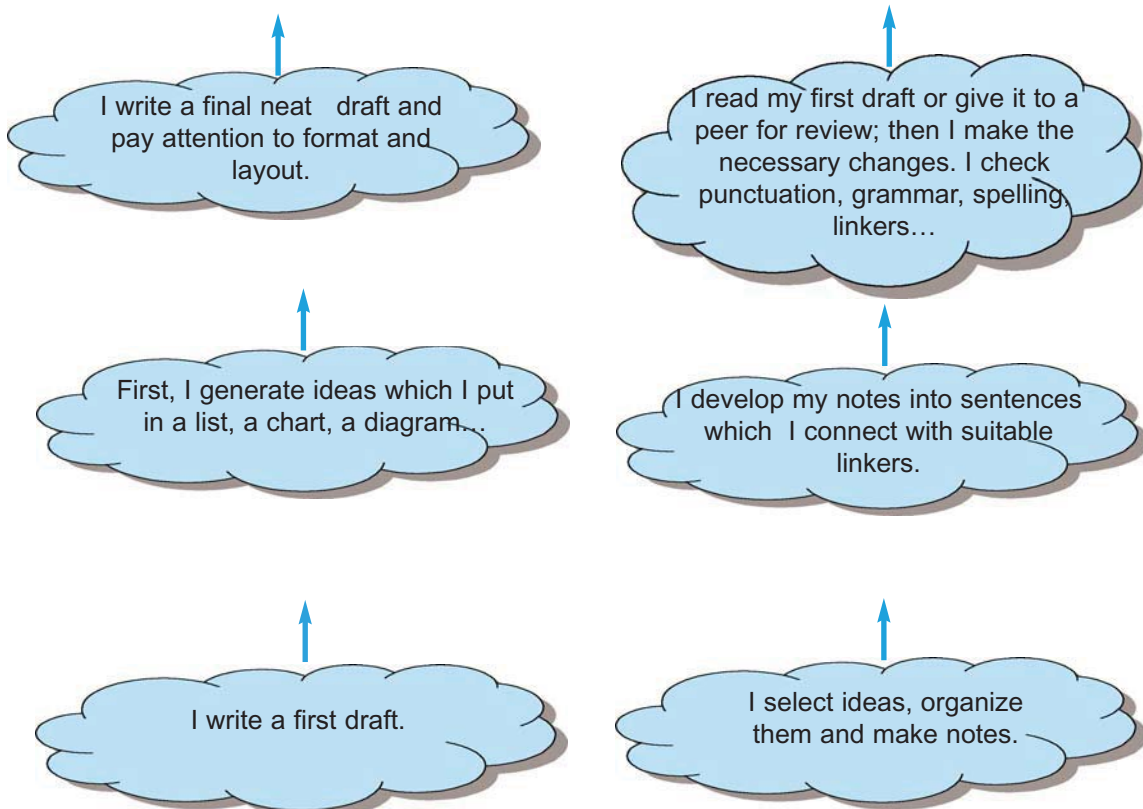
Now I'm the mother of three sons and I think women who juggle high **(powered – powering –powerful)** careers and family recognize that it does take hard work and determination and organization and prioritization. All of those are good things. It also **(inquires – requires – acquires)** a lot of family support because there are times when you've got a one-body problem. You can only be in one place at one time.

CHECK YOUR WRITING SKILL

THE WRITING PROCESS: Step by Step

A. These are the different steps of the writing process in a scrambled order. Reorder them then match each step with the corresponding description in the bubble .

Revising - Editing - Organizing ideas - Finalizing - Generating ideas - Peer review - Writing a first draft.



B. Use the information provided below to write an article for your school magazine about the integration of the children with special needs - as stated in the **2002 Education Act**.

Follow each of the steps of the writing process.

- a) Plan - be -carried out - integrate children - special needs.
- b) This – include – adopt - approaches - suitable - learning requirements - special assistance - technical support - health care –
- c) Identifying – diagnosing – handicaps - parent counselling - guidance.
- d) Media - communication strategies - change attitudes - behaviour - all - parties - educational system - in favour – integrating - handicapped children - schools.”

Step 1 : Develop the notes provided into sentences.

Step 2 : Use suitable connectors to link your sentences.

Step 3 : Exchange your work with a classmate for peer correction. Use the correction code provided below.

Step 4 : Once you get your draft back, revise it, making the necessary changes.

Step 5 : Edit your final draft and show it to your teacher for a final check before you put it in your **PORTFOLIO**.

Correction Code

- V** → Vocabulary mistake or misused word
- G** → Grammar mistake
- S** → Spelling mistake
- P** → Punctuation(wrong punctuation mark)
- C** → Capitalization
- W.L** → Wrong Linker
- W.O.** → Word Order
- √** → Something missing in the sentence

INTRODUCTORY UNIT

FIRST
IMPRESSIONS

UNIT OUTLINE

Title	Constructing meaning	Communicating	Linguistic Exponents	Pronunciation
First Impressions Learning Quiz	Using dictionaries Reading an ad	Speaking : Answering a questionnaire		
Check Some Synonyms AND Antonyms Check Your Definitions	Reading definitions		Phrasal verbs Idioms Collocations	
Get to know your book Digital Language Pal	Checking one's reading speed			
Englishman in New York	Reading the lyrics of a song Reading figures		A million + noun A billion + noun A trillion + noun	
English Around the World Webquest American and British English	Reading a text Accessing an online dictionary to check spelling			
How good are you at Pronunciation ?				Pronouncing [ch] Homophones
Recognising Text Types				
Cultures and Languages				

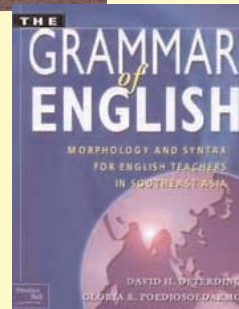
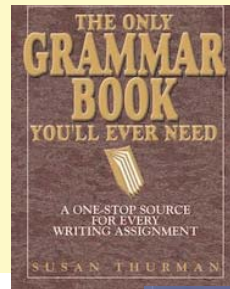
First Impressions

LEARNING QUIZ

Think about your own learning of English. Answer the questions below.

1. What helps you learn best?
2. What are some of the things that YOU think are useful for you?
3. What are the things that you don't like? Why not?
4. Which learning aids do you use? Put a tick where appropriate.

- a) Grammar books
- b) Videos
- c) Cassettes
- d) CDs
- e) Workbooks
- f) Vocabulary lists
- g) Pronunciation dictionaries
- h) Monolingual dictionaries
- i) English – Arabic dictionaries
- j) English – French dictionaries



5. There are other types of dictionaries. Here are some pages from a thesaurus (A), a dictionary of synonyms and antonyms (B) and a usual dictionary (C). Read the information provided carefully then answer the question below.

tale n account, fable, legend, narration, novel, parable, recital, rehearsal, relation, romance, story, yarn, catalogue, count, enumeration, numbering, reckoning, tally.

talent n ability, aptitude, capacity, cleverness, endowment, faculty, forte, genius, gift, knack, parts, power, turn.

A

B

tale n account, anecdote, fable, fabrication, falsehood, legend, lie, fib, fiction, myth, narrative, old wives' tale, report, romance, rumour, saga, spiel, story, superstition, tall story, tradition, untruth, yarn.

talent n ability, aptitude, bent, capacity, endowment, faculty, feel, flair, forte, genius, gift, knack, power, strength.

antonyms inability, ineptitude, weakness

talented adj able, accomplished, adept, adroit, apt, brilliant, capable, clever, inspired, ingenious, well-endowed, gifted, deft.

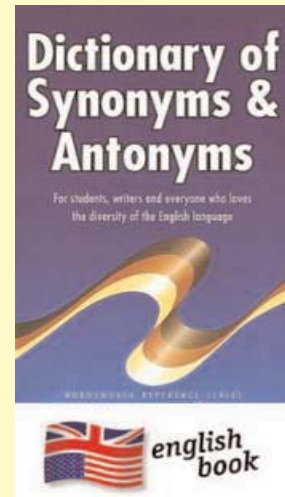
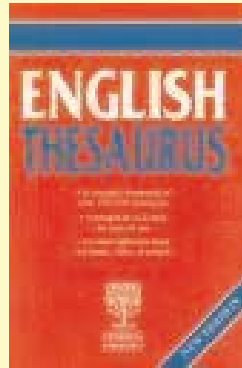
antonyms clumsy, inept

a brain child n (sing) person's original plan, invention or idea: *The new arts centre is the brain-child of a wealthy local businessman.*

brain drain n (usu. sing) (informal) loss to a country when skilled and clever people emigrate from it to other countries

brain fever n inflammation of the brain.

brainstorm n 1 sudden violent mental disturbance. 2 (*Brit infml*) moment of confusion or forgetfulness; sudden mental aberration: *I must have a brainstorm – I couldn't remember my own telephone number for a moment.* 3 (*US infml*) = brainwave.



Which book

- a) gives you the definitions of words?
- b) would you use to find the opposite of a word?
- c) provides an exhaustive list of equivalents?

CHECK SOME SYNONYMS AND ANTONYMS

Look at the list of words below. Think of some synonyms and antonyms for each one. Complete the table. The first one is done for you.

Words	Synonyms	Antonyms
disappointed	dissatisfied, frustrated	delighted, pleased, satisfied
talented		
disappointment		
efficiency		
to last		
last		
accurate		
anxious		
formal		
idle		

WHAT OTHER LEARNING AIDS MIGHT HELP YOU LEARN?

What about using *The Digital Language Pal*, a device described in the ad below?

1. Check to which extent it is innovative.
2. Find out the benefits of the device.
3. Would **YOU** use it? Why or why not ?
4. Would a teacher use it? What are the advantages of using it?
Focus on the verbs in the ad to justify your answer.



Digital Language Pal

• listen • repeat • practice • compare •

Use the latest digital technology in combination with standard audiocassette recorders, CD players, or digital MP3 players to make learning easier and fun. Its built-in digital memory enables you to instantly repeat sentences without the need to continually rewind or search. Its digital recording

function allows you to record your voice and compare it to the model voice. These portable devices are ideal tools for language learning.

- Speed up language learning
- Practise vocabulary words
- Learn idioms and phrases
- Reduce accents
- Quickly create individualized lessons
- Instantly repeats words and phrases
- Records and compares student responses
- Slows speech down for clarity
- Makes learning easy and fun



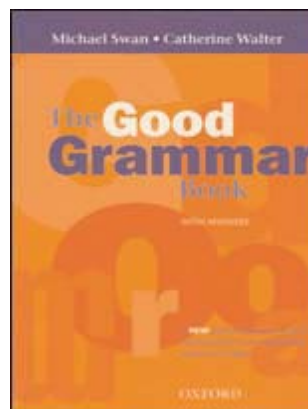
Leaf through your new book '**SKILLS for LIFE**' and

1. answer the questions below.

- a) How many units does the book contain?
- b) What is the structure of each unit? What does it contain?
- c) List the parts that interest you most?
- d) Which activities do you think you will like doing?
- e) Would you have liked the listening passages to appear in your book? Why or Why not?
- f) Where are they to be found?

2. What do you like best about this book? Put a tick where appropriate

- a) ICT and Webquests
- b) Project work
- c) Dictionary skills
- d) My grammar
- e) My new words
- f) Grammar focus
- g) The Grammar Reference section
- h) The organisation of the irregular verbs
- i) Lexical focus
- j) Pronunciation focus
- k) The reading passages
- l) The listening material and the songs
- m) The writing tasks
- n) The visuals
- o) Topic-related words
- p) Check your Language and Skills sessions



CHECK YOUR DEFINITIONS

Check some definitions before you start **UNIT 1**.

Which alternative best fits each definition?

1. (**Formal / International / Artificial**) English contrasts with colloquial English
2. Colloquial English is used in (**conversations / lectures / essays**)
3. A phrasal verb is a verb that is (**combined / deduced / added**) with an adverb or a preposition to give a new meaning
4. 2 or more words that go together are called (**comparatives/ conjunctions / collocations**)
5. A group of words together that mean something different from the meaning of the individual words is an (**expression / idiom / integration**)
6. Words that have (**several / opposite / similar**) meanings are called antonyms
7. Proofreading a piece of writing means (**copying / proving / revising**) it
8. A book that contains lists of words and phrases with similar meanings is (**a dictionary / an encyclopedia / a thesaurus**)
9. A set of books that gives information about many subjects, arranged in alphabetical order, is (**a story / a series / an encyclopedia**).

10. (Dictionaries / Novels / Tales) tell you what words mean, in the same or another language.



COLLOCATIONS AND PHRASAL VERBS

A. Collocations

1. Which words follow the adjectives below?

dark { → sky
→ colour
→ hair

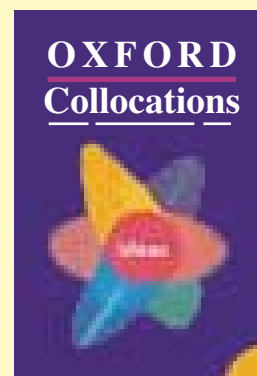
light { → blue
→ meal
→ clothes

The adjectives **dark** and **light** collocate with the words that follow them. The combination is called a

2. Each capitalized word has a strong partnership with all the related words except one. Find the odd word in each of the three groups.

GROW { → coffee
→ plants
→ old
→ experience

NEW { → style
→ situation
→ someone
→ look



FIRST { → aid
→ hatred
→ time

3. Complete with suitable words to get collocations.

MAKE { → one's bed
→ a cake
→ a car
→ a call
→ noise
→
→

DO { → homework
→ one's room
→
→
→

COST { → a fortune
→

LAST { → week
→ year
→ time
→

GO { → fast
→ home
→

4. Now choose a verb, a noun or an adjective and think of words that collocate with it.

B. Phrasal verbs

1. A verb can combine with an adverb to get a phrasal verb.

Example : we sat down.

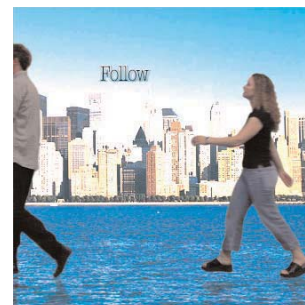
2. There are many phrasal verbs with idiomatic meaning.

Example : How did this **come about** (=happen)?

Mary **made up** (=invented) the whole story.

I have **given up** (=stopped) smoking.

They **called the deal off** (=cancelled)



3. She works in television, **following in her father's footsteps**'.

a) **Follow** in somebody's **footsteps** means

- do the same job
- follow somebody walking
- imitate somebody's way of walking



Does the phrase above remind you of a famous proverb? Like.....,

b) 'Never **put off** till tomorrow what you can do today'.

Read this dictionary page and check the different meanings of 'put'

according to the words that follow it. What does 'put off' in the proverb above mean?

put aside 1. *put aside food/money for a rainy day* put/lay by, put away, set/lay aside, save, reserve, keep in reserve, keep, put/lay down, deposit, salt away, squirrel away. 2. *put aside the newspaper* set/lay aside, put to one side, move to one side, discard, abandon, dispense with, drop. 3. *put aside their differences* set/lay aside, forget, disregard, ignore, forget, discount, consign to oblivion. **put away** 1. *put away food/money for a rainy day* put/lay aside, put/lay by, set/lay aside, save, keep in reserve, store, stockpile. 2. *put away the books* put back, replace, return to its/their place. 3. *put away all thoughts of him* set/put/lay aside, discard, cast aside, forget, disregard, get rid of, rid oneself of, consign to oblivion

put forward put forward a theory / his name was put forward for a life peerage lay before, set before, submit, present, suggest, advance, propose, move, introduce, offer, recommend, suggest, nominate, name. put off 1. *put off the meeting* postpone, put back, defer, delay, adjourn, hold over, reschedule, shelve; *inf.* put on ice, put on the back burner. 2. *don't put the driver off* distract, divert the attention of, disturb the concentration of, draw away, sidetrack

c) Rephrase these sentences using one of the verbs in the dictionary page.

- Life is so hard! One must **save** some money in case of need.
- After so many misunderstandings and disagreements, they decided to **forget** the past and start a new relationship.
- Following lots of discussions, the manager **suggested** a very interesting proposal which everyone in the company agreed upon.
- Being extremely busy, the boss **delayed** her trip abroad several times.
She is hoping to be able to travel eventually, once her work is all done.

IDIOMATIC EXPRESSIONS

Some phrases or sentences cannot be understood literally. Even if you know the meaning of all the words, the meaning of the phrase may still be confusing. Such phrases are **idiomatic expressions**.

Example :

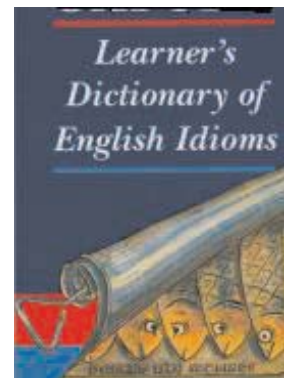
- To burn the candle at both ends = To burn the midnight oil

Both expressions mean: 'To work very hard and stay up very late at night studying or working'.

Do **YOU** burn the candles at both ends to succeed?

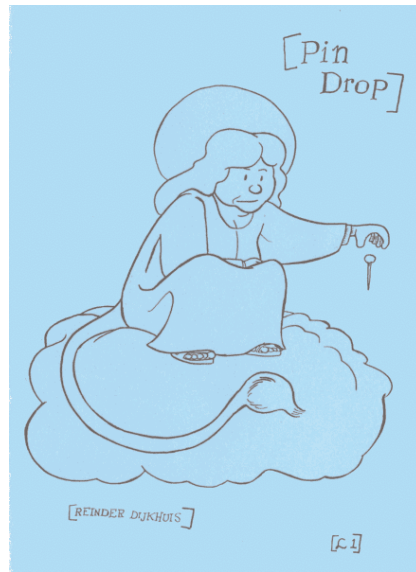
Check what these idiomatic expressions mean.

- Her kitchen is so clean you could eat **off the floor**.
 - you cannot eat in the kitchen.
 - you must clean the floor.
 - the kitchen floor is very clean .
- The project is developing quite well. **So far, so good**.
 - It's a long way to get a good project.
 - The project is not very good.
 - The project is going well up to now.



– It's so quiet you could **hear a pin drop** means: It's

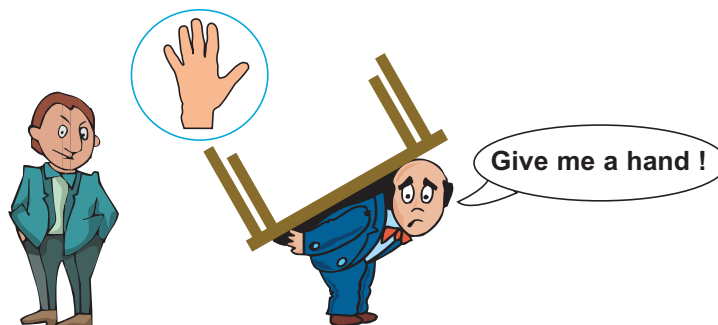
- very calm.
- very noisy.
- very dangerous.



- **Give me a hand** with this heavy table, will you?

'Give someone a hand' means:

- help, assist someone .
- shake hands with someone .
- greet someone .



Do **you** know any expressions meaning the same in Arabic?

ENGLISHMAN in New York

Reading Efficiency

1. Read these biographical notes about the singer in **ONE MINUTE** and check your **READING RATE** (number of words per minute). There are 87 words in the notes below. How many words could you read in a minute?

If you managed to finish reading in less than 1 minute, your reading speed is quite satisfactory but a bit slow as you should be able to read at least 200 words per minute at this level of learning.

2. Focus on the italicized words and explain them in your own words.
3. What occupations did Sting have before becoming a singer?

Sting was born in Wallsend, near Newcastle upon Tyne in northeast England. He is the eldest of four children. His father managed a *dairy*, and as a boy, Sting would often assist him with the early morning milk *delivery rounds*. (40 words)
He attended the University of Warwick, but did not graduate. During this time, he would often *sneak into nightclubs*. (19 words)



From an early age, Sting knew that he wanted to be a musician. His first music *gigs* were wherever he could get a job, *performing evenings and weekends*. (28 words)

This is part of “Englishman in New York”, one of **Sting’s songs**. Read it and do the activities that follow it.



©2004 matt carmichael/rocknroll.net

*I don't drink coffee I take tea my dear
I like my toast done on the side
And you can hear it in my accent when I talk
I am an Englishman in New York*

*See me walking down Fifth Avenue
A walking cane here at my side
I take it everywhere I walk
I'm an Englishman in New York.*

*I'm an alien
I'm a legal alien
I'm an Englishman in New York.*

- a) Find a word meaning “stranger”.
- b) Explain why the singer says he is a legal alien.
- c) Pick out details showing the singer is proud of being English.

Did you know that the British are fond of a *cuppa*?

Read the extract then do the activities that follow.

... Whenever housewives visit each other's houses almost the first thing said is "I'll put the kettle on for a **cuppa**!" And every **cuppa** always becomes at least two or three ! In fact, it is estimated that the British drink about 200 000 000 every day—a staggering amount, and an average of over 5 for every adult here!

- a) What do you think the word ‘cuppa’ means?
- b) Is it used in formal or informal English?
- c) Focus on these sentences and check what each one expresses : **suggestion, request or desire.**

- Shall we have a **cuppa**?
- I'm dying for a **cuppa**.
- Make us a **cuppa**, will you?

- d) Which words in the extract mean :
 - a container with a spout, a lid and a handle used for boiling water?
 - causing surprise and astonishment ?

- e) With reference to Sting's song, decide which sentence best fits the extract.
 People in Britain drink an awful lot of tea.
 The British are overconsumers of coffee.

- f) Can you read these figures? Notice the space.
 - 200 000
 - 200 000 000

- g) Write in numbers. Check the number of zeros and leave a space as shown above. You may use a comma (,) instead of leaving a space.
 - A million
 - A billion
 - A trillion

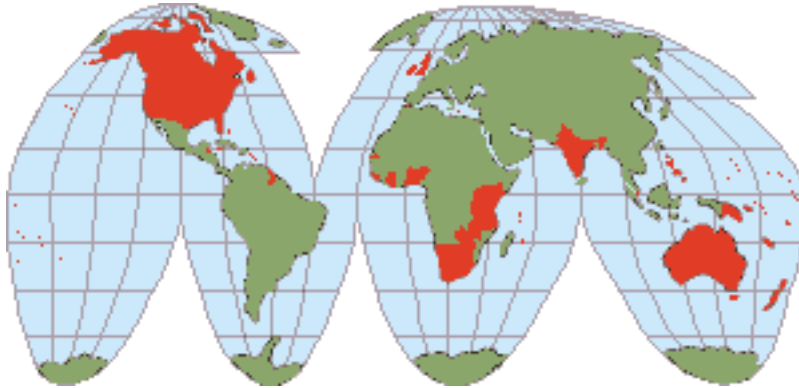
English Around the World

Is there only one **ENGLISH** in the world? Use the map below to check.

Can you identify some countries that use English as a mother tongue?

What other countries use English as an official language?

Do you know any differences between the **ENGLISHes** spoken in various parts of the world?



English is spoken as a first language by several countries including Great Britain, Australia, New Zealand, South Africa, Canada, and the United States. While all of these countries share the same mother tongue, there are some differences in the way they speak and write.

The first difference is in the accent. Each country has its own accent. And within each country there are a variety of accents called regional accents.

Another difference is the spelling of some words, like color and colour, or theater and theatre.

And a third difference is that some of the words are not the same at all. For example, Americans say restroom, Canadians say washroom, and the British say W.C. (water closet.) But all of these words have the same meaning (the room where the toilet is located.)

1. What are the different accents in one country called?
2. What differences between British, Canadian and American English are mentioned in the extract?
3. Write these words the American way.
(neighbour; centre, humour, metre, honour, program, kilometre.)

Do YOU know other examples of the differences between British and American English?

To help you, here are some. The British English word appears first.

- Biscuits = Cookies
- Lift = Elevator
- Petrol = Gas
- Tin = Can (a tin or a can of tuna fish).
- Flat = Apartment

“I have a flat” might mean: I live in a flat or I have a flat tyre.

WEBQUEST

What are the British English equivalents of the following American English words? Check in an online dictionary to complete the list.

US	GB
The first floor	The ground floor
Fall	Autumn
Baggage	?
On the sidewalk	?
Line	Queue
Vacation	?
Cab	?
Eraser	?
Apartment	?
Candy	Sweets
Garbage	?
A check	A bill
A truck	?

Access the Internet and search other examples of the differences between British and American English. Insert the words you find in a file that should go into your **PORTFOLIO**. Label it: **BRITISH** or **AMERICAN**?

HOW GOOD ARE YOU AT PRONUNCIATION?

1. Can you pronounce these words?

- psychology - machine - spinach - stomach - chorus - chores - chemistry - ache
- moustache - achievement

What do the words have in common?

What conclusions can you draw?

Does the same spelling correspond to the same pronunciation of similar letters?

2. What about the pairs of words in the box below?

Do they have the same spelling?

Do they have the same meaning?

What do you call such words?

a. Homographs? b. Homophones? c. Homonyms?

one – won	sea – see	air – heir	here – hear
aren't – aunt	way – weigh	flour – flower	I'll – isle
higher – hire	I – eye	some – sum	new - knew

3. Guess what homographs and homonyms mean ?

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
alien, kettle, staggering, cuppa, homophones, homographs	A million, a billion, a trillion + plural noun	<ul style="list-style-type: none"> • Distinguish between British English and American English • Use a dictionary • Use collocations, idioms and phrasal verbs. • Pronounce homophones • ?..... • ?..... • ?..... <p>Complete as appropriate.</p>

HOW SKILLED ARE YOU AT RECOGNISING TEXT TYPES ?

1. Read the selection of texts and fill in the table.

Number 3 has been done for you.

Text number	Text type	Field
1.		
2.		
3.	Bibliography	Books, Publications
4.		
5.		
6.		
7.		
8.		
9.		
10.		

2. What helped you identify the text type?

1.

Built on 7 levels, the complex has over 60 varied retail and catering outlets which are found on the first 3 levels

2.

Please retain your receipt for an exchange or refund

3.

Asher , J. 1977. *Learning another language through actions :*
The Complete Teacher's Guidebook. Los Gatos, CA : Sky Oaks Productions.
 Cameron, L. 2001. *Teaching Language to Young Learners,* Cambridge : Cambridge University Press.
 Crandall, J. *Collaborate and Cooperate:* Teacher education for integrating language and content instruction. *English Teaching Forum* 36 (1) : 2-9.

4.

Densely packed filaments

Allow more thorough cleaning

Expertly designed for maximum cleaning effectiveness to give you the great feeling you get from having clean teeth.

3. Fill in the table with information from text 3.

Last name	Initial of first name	Date of publication	Title of book or article in italics	Editor

5.

TYPICAL ANALYSIS

Calcium mg/1	73
Magnesium mg/1	22
Sodium mg/1	13
Potassium mg/1	2
Sulphate mg/1	22
Bicarbonate mg/1	193
Chloride mg/1	18
Nitrate mg/1	0.2
Ph	7

6.

It has been demonstrated that an olive-oil-rich diet leads to greater and longer-lasting weight loss than a low-fat diet. It is accepted better because it tastes good and it is a stimulus to eat vegetables.

7.

Honey & Lemon Lozenges

- Remember young children can choke on lozenges.
- If you are allergic to any of the ingredients listed, do not use this product. May occasionally cause allergic reactions, including asthma.
- Consult your doctor or pharmacist if you take too many lozenges, if symptoms persist, or anything unusual happens.
- Do not use after the expiry date.

8.

Thank you for shopping with us. See you again soon.

Happy with your purchase ?
If not we are pleased to offer a refund or exchange on any item returned in its original condition and packaging, together with the receipt within 30 days.

9.

Just mix with hot water to unlock the rich aroma and awaken your senses with the invigorating rich roast taste.

10.

Instructions for use

1. Scratch the panel to reveal you PIN code
2. Enter your Pin code

This card is valid 120 days after first use.

CULTURES AND LANGUAGES

Match each word or phrase in the circle with its explanation provided in the box below.

1. Ethnic diversity
2. Monolingual
3. Lifestyles
4. Cultural pluralism
5. Bilingual
6. Bicultural
7. Multicultural
8. Multilingual

- a) People of many different races and nationalities
- b) The way people live
- c) Accepting more than one culture
- d) Accepting more than two cultures
- e) Accepting several cultures
- f) Speaking only one language
- g) Speaking two languages
- h) Speaking several languages

UNIT 1

ART SHOWS AND HOLIDAYING

UNIT OUTLINE

Lesson	Title	Constructing meaning	Communicating	Functions and linguistic exponents	Pronunciation
1.	Holidaying Webquest (The Seychelles)	Interpreting a table	Speaking : Talking about holidays Writing a comparison / contrast paragraph	Habit in the past Used to + bare infinitive Would + bare infinitive	
2.	Space Tourism	Reading definitions	Speaking : Paraphrasing proverbs and idioms	Verb + -ing Negative prefixes	The sound [ei]
3.	Art Shows Strings	Reading leaflets Reading a poem	Speaking: Class discussion	Describing Expressing opinion Compound adjectives	Stress
4.	Exploring a Song: Immortality	Listening to a song	Speaking : role play	Expressing likes / feelings Modals	Minimal pairs Vowels
5.	Walking Tour	Reading ads	Speaking: Planning a guided tour	Describing Persuading Expressing opinion	Long and short vowels
6.	A Package Tour PROJECT WORK: My Festival	Reading an ad	Writing an e-mail My Festival (Steps of Project)	Persuading Expressing opinion Expressing interest	[æ] and [ɒ]
7.	At the Travel Agency	Listening to a conversation	Speaking : class discussion	Expressing dissatisfaction Complaining Reported speech	Word stress
8.	Put a little drama in your travel	Reading a festival programme Using a dictionary	Writing a biography from notes		
9.	The Winter's Tale (part 1)	Identifying text structure Reading a tale	Summarizing	Narrating / Expressing cause and effect so....that	
Arts 1	The Winter's Tale (part 2)	Reading fiction	Speaking: Group discussion Recounting a tale from a character's point of view	Expressing opinion Predicting Compound adjectives Adverbs	
Arts 2	Tale End...? + Webquest (Shakespeare Plays)		Writing from notes		

HOLIDAYING

SPEAKING INTO WRITING

IN GROUPS

1. According to the information in the table, the British have some preferences for summer outings. Check the children's and the adults' ranking and compare their choices.
2. Is the list of summer outings different from the one that people in Tunisia might make? How is it different?
3. In groups of 4, ask each other questions about your summer holidays.

SUMMER OUTING CHOICES

The thing they would 'most like to do' on a sunny day

Children's ranking		Adults' ranking
1	THE SEASIDE	1
2	SPORTSEVENT	4
3=	VISITING FRIENDS	6=
3=	LONDON TRIP	8=
5	COUNTRY WALK	2
6	SAFARI PARK OR ZOO	10
7=	DRIVE IN COUNTRY	3
7=	PICNIC	6=
9=	STAY AT HOME	5
9=	VISIT RELATIVES	8=
11	MUSEUM / ART GALLERY	11

Use : Where ? When ? How..... ? What ? and these adjectives: exciting / interesting / boring / enjoyable / monotonous / relaxing / active / lazy / cheap / expensive / plain/original.....?

Choose a spokesperson to report some of your answers to the class.

IN PAIRS

1. Use some of the activities reported by the groups to fill in the table below. Add other activities under each heading.

Active holidays	Lazy holidays
Sporting activities	Watching TV

2. Tell your partner which type of holiday you prefer. Give your reasons. Do you usually holiday the way you like? Justify your answer.

RECOGNISING TEXT TYPE FROM CONTENT AND FORMAT

1. Read the text below and try to find out who is addressing whom.
2. Is the information given ORALLY? Justify your answer.

LADIES and GENTLEMEN,

We are honoured to welcome you to our beautiful islands and to be your host for the duration of your stay.

Enclosed in this envelope, you will find information which is both useful and important.

We kindly ask you to check the details relevant to your booking.

Our representative will be available to assist you in your needs, so you can simply concentrate on enjoying your holiday.

We wish you a GREAT HOLIDAY.

3. What clues helped you guess?
4. Are there any names of people in the text?
5. Who does the representative represent?

GRAMMAR FOCUS

1. Which adverb is used to replace "not only ... but also"?
2. Why is the infinitive used twice in the first sentence? (.. to welcome .. and to be ..)
3. What do you call such use?

Focus on the following sentences and check which forms are used repeatedly.

1. As an artist, he drew, painted, and sculpted.
2. I came; I saw; I conquered.
3. Eat, drink and be merry.
4. Ask not what your country can do for you; ask what you can do for your country.
5. She began not only to sing, but also to dance.

Complete the unfinished word. Each dot stands for a letter.

The repetition of a form, tense or structure in a sentence is called P- r -lle - - -m.

DEVELOP YOUR WRITING SKILL

1) WRITING A POSTCARD



You are on this island on holiday. Describe the landscape and your feelings about it. Send the postcard to a friend of yours.

WEBQUEST

Access a search engine and type in the word “Seychelles” to gather information about the geographical location, the language(s) spoken, the traditions and the people of the Seychelles.

Present it to your class when you are ready.

2) WRITING A PARAGRAPH

Use the table to write a ten-line paragraph comparing holidays in the past and nowadays.

Holidays in the past	Holidays nowadays
People used to spend their holidays <ul style="list-style-type: none">• with the family and relatives• at home• working (on the farm, helping parents,)	People spend their holidays <ul style="list-style-type: none">• with friends• practising various activities (water skiing, sunbathing, canoeing, ...)

Use: used to.... and these linkers : whereas, in contrast, while, but, however, unlike.

Add other activities if you wish.

Use the correction code presented in ‘**Checking Year 3 Programme**’ and edit your paragraph. Check for spelling, punctuation and capital letters.

GRAMMAR FOCUS

Used to + base form is used for past habits or repeated actions in the past.

Would + base form is used for past habits or for describing typical behaviour in the past.

Read the text below and choose the best alternative.

As a teenager, I (**was going to spend, used to spend, am spending**) my summer holidays with my grandparents in the country. Everyday, I (**wake up, was waking up, used to wake up**) at around 7:00 in the morning to help my grandfather. Every morning from 8:00 to 10:00, while he (**was watering, waters, was going to water**) the garden, I (**am feeding, feed, was feeding**) the animals.

At the end of the day, we (**were going, would go, go**) back home where grandmother (**was having, was going to have, had**) dinner ready. Most of the time, she (**would give, was going to give, was giving**) me a piece of my favourite chocolate cake for dessert.

Now things have changed. I (**spent, was spending, spend**) my summer holidays with my own family in the country. I (**am trying, was trying, was going to try**) to teach my son all the good things my grandfather (**is teaching, teaches, used to teach**) me.

MY GRAMMAR	WHAT I CAN DO NOW
<p>Habit in the Past Used to + infinitive Would + infinitive People used to spend their holidays on their farms</p>	<ul style="list-style-type: none"> • Ask and answer questions • Write a paragraph • Express habits in the past • ?..... • ?..... <p><i>Complete as you wish</i></p>

SPACE TOURISM

SPEAKING INTO READING

IN PAIRS

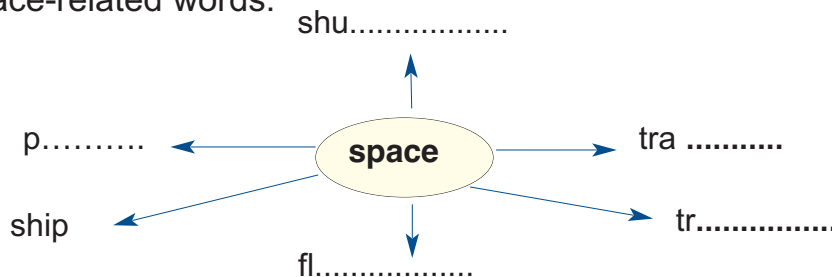
- Express these idioms in your own words.
 - 'See the world'.
 - 'Do the sights'.
- Paraphrase these proverbs.



He that travels far **knows much**.
 He who does not travel does not **know the value of men**.
 The world **is a book** and those who do not travel read only **a page**.



- Do you like travelling?
 - How many **pages of the book have you read?**
 - Have you **known much?**
 - Have you **known the value of men?**
 - Have you ever been abroad? If yes, which places have you visited?
 - How often do you travel to foreign countries?
 - How far have you been?
 - How have you travelled? Which means of transport have you used?
- Ask each other questions on the various means of transport used to travel especially to far away, remote destinations? Think of luxurious travel.
- Have any tourists ever travelled into space?
- Which words can you associate with 'space'? Complete the diagram with space-related words.



7. Discuss these questions.

- a) Are you for or against space travel? Justify your opinion.
- b) Would you travel into space? Can you afford it?
- c) What do you think of the people who take a space flight just for pleasure?
Is it worth the adventure or a waste of money?
- d) Do you think that space tourism will be widespread in the future?
- e) Would people pay an exorbitant price just to take a suborbital flight?

READING

1. Do you expect the following text to answer the questions you discussed?
2. Ask questions on the text before you read it.
3. Read to check if the text answers the questions you asked.
4. Refer back to your answers to Question 7 above and say what changes or additions you would like to make.

The competition for space tourists is playing out in China as well as the United States, with rival companies signing up well-to-do customers for future flights. The face-off has as much to do with winning a foothold in the world's biggest potential market as well as achieving another first in the annals of spaceflight.

More than a year ago, Virginia-based *Space Adventures* announced that Hong Kong-based businessman Jiang Feng was paying \$100,000 to take a suborbital passenger flight aboard an unspecified spaceship that has yet to be built. Now an adviser to British-based *Virgin Galactic* says a businessman from eastern China's Zhejiang province will be among the first 100 passengers for Virgin's Spaceship Two suborbital rocket plane.

Like *Space Adventures*, *Virgin Galactic* is one of the leaders in the emerging space tourism industry. The Shanghai adviser, Rupert Hoogewerf, told Reuters that the businessman has paid Virgin's \$200,000 fare for the flight package. Hoogewerf said the man was under 40 and had asked for his identity to be kept secret.

Jiang as well as Virgin's mystery client are competing for the title of "first Chinese space tourist" — but it's not yet clear which one will fly first. Virgin Galactic, owned by British billionaire Richard Branson, has said it will begin taking on passengers in the 2008-2009 time frame. Its rocket plane is designed to carry six passengers and two pilots on 2.5-hour flights to the edge of space. Virgin's first spaceflights would take off from Mojave, California, with a move to New Mexico's future spaceport planned for 2009-2010.

Space Adventures, meanwhile, has forged agreements with a variety of spaceship developers — including a deal with the Russian Federal Space Agency and the Prodea Venture capital firm reportedly aimed at beginning suborbital tourism service in the next couple of years. However, *Space Adventures*' time frame has shifted over the past couple of years. Last year, the company projected that Jiang would be able to fly in 2007.

Since 2001, *Space Adventures* has arranged for four private-sector space passengers to take orbital trips to the international space station, at an estimated cost of \$20 million each.

News Report from News Broadcasting Corporation, Nov. 27, 2006

Now that you have read the text, do the activities below.

1. Complete the table with appropriate information

	Jiang Feng	Mystery passenger
Nationality		
Name of the company		
Cost of the flight		

2. Correct the following statements.

- a) Orbital trips are getting more and more expensive.
- b) Jiang will be the first Chinese space tourist.
- c) The flight will take the passengers to outer space.
- d) Space tourism started in 2002.

3. Why is there a rivalry between companies for space tourism?

4. Check what the dates refer to.

- a) 2001
- b) 2008-09
- c) 2009-10

5. Find words that mean:

- a) departure point for space flights (Par. 4)
- b) an extremely rich person (Par. 4)
- c) while something else is happening (Par. 5)
- d) two (Par. 5)

6. Match the words and expressions in Column A with their equivalents in Column B.

Column A	Column B
1- face-off	a) strong position in a business
2- foothold	b) fight, argument
3- well-to-do	c) agreement
4- a deal	d) becoming known
5- emerging	e) rich

7. Explain in your own words .

- a) **another first in the annals of spaceflight** (Par.1)
- b) **Jiang as well as** Virgin's mystery client (Par. 4)
- c) **2.5-hour flights** (Par. 4)
- d) **to the edge of space** (Par. 4)
- e) **a mystery client** (Par. 4)
- f) **reportedly aimed at beginning suborbital tourism service** (Par.5)
- g) **private-sector space passengers** (Par. 6)

8. Can you read these figures?

- a) 2.5 / 8.75 / 6.25 / 3,000,000 / 1,795,489 / 36.8 / 45.5
- b) What do you notice?
- c) What does (.) stand for?
- d) What about (,) ?
- e) Is it the same in other languages?

GRAMMAR FOCUS

1. Give the opposite of the following words by adding a prefix.

Example: **un**specified

paid clear planned pleasant

Do you know any other negative prefixes?

Add the appropriate prefix to each of the words in the box to get antonyms. You are given an example with each negative prefix.

literate – obey – effective- welcome – resistible – balance – smoker – inhabited
 – mature – regular – expensive – violent – continue – legal – perfect –
 convenient – fit

Prefix	Example
in-	inaccurate
un-	uncertain
dis-	dishonest
il-	illogical
ir-	irregular
im-	impatient
ab-	abnormal
non-	non-living

2. Read the following sentence from the text.

a) It will **begin** taking on passengers.

Complete : begin + ? + ?

b) The following verbs are followed by (ing)

stop	enjoy	dislike	admit	consider	miss
finish	mind	imagine	deny	involve	postpone
delay	suggest	regret	avoid	practise	risk

Note the difference between stop doing something and stop to do something.
 Focus on the underlined words.

- a) Joan stopped working and had some lunch.
- b) She stopped to eat.
- c) Her mobile rang so she stopped eating and answered the call.
- d) She stopped talking and rushed back to work.

Do sentences **b** and **c** have similar or different meanings?
 What do you think happened in **b**? Was Joan eating?
 What about sentence **c**? What was Joan doing?
 How many actions took place in **b**?

PRONUNCIATION FOCUS

1. In paragraph 2, six words contain the [ei] sound. Identify them.

2. Which syllable bears the main stress in the following words?

Read the words aloud and count the syllables.

competition, companies, potential, adventures, passengers, province, suborbital, industry, identify, developers, international, project (verb), project (noun).

MY NEW WORDS	MY GRAMMAR
billionaire , a couple of ,face-off , foothold , well-to-do , a deal , emerging , spaceport	Negative prefixes un- , in- , im- , ir- , il- , dis- Verb + ing

WHAT I CAN DO NOW

- Talk about space travel
- Add negative prefixes to adjectives
- Rephrase expressions in my own words
- Understand the use of stop + v + ing and stop + to + v

Anything else?

Complete with the new things you have learnt in this lesson

-
-

ART SHOWS

READING INTO SPEAKING

These are some of the events taking place at the National Gallery .

1. Read the information and

a) fill in the table

Type of activity	Day	Time	Place

DAILY EVENTS

FRIDAY

Holiday Fun 11am – 1 pm and 2 – 4 pm

Guided Tour 11 :30 am and 2 :30 pm

Interactive Talk 1 pm Room 10

Talking back : Cézanne : The Painter's Father, Louis Auguste Cézanne.

Ten Minute Talk 4pm Room 12

Lotto : Family Group

Youth Arts Party for Young People aged 12 – 19

7 – 9 pm. A night of dance, live music and film performances. Refreshments provided.

Free and no need to book .

SUNDAY

Guided Tour 11 :30 am and 2 :30 pm

Family Talk 11 :30 am

Meet in Education Centre Foyer

b) Match the words in column A with their explanations in column B.

A	B
1. foyer	a) drinks
2. refreshments	b) make reservations
3. interactive	c) entrance hall or large open space
4. performances	d) at no cost
5. to book	e) shows
6. free	f) helping to communicate with each other

2. Guess what **am** and **pm** mean. Think of midday (meridiem in Latin).

3. Express the following phrases differently.

- a) "a ten-minute talk" is a talk that lasts ten minutes.
- b) a twenty-day journey
- c) a 200-page book
- d) a four-door car
- e) a 30-dinar bank note
- f) a 6-hour flight

IMAX 3D Cinema

Make the most of your day at the Science Museum with a visit to our incredible IMAX 3D Cinema. With a screen taller than four double-decker buses and 3D technology, it will transport you deep into the action. This is an experience not to be missed!

Films showing this season

Deep Sea 3D

Narrated by Johnny Depp and Kate Winslet

Dive into this magical 3D underwater adventure and be transported below the ocean surface to swim alongside some of the planet's most unique and colourful creatures.

Where to shop

Visit our newly refurbished and expanded Store on the ground floor for science-inspired souvenirs and gifts, educational toys, fun gadgets and great technology products for adults and children. Shop all year round at

www.sciencemuseumstore.com

Read the Science Museum leaflet excerpts and answer the following questions.

1. What are the features of 3 D cinema ?
2. What effect does it have on viewers ?
3. Where can visitors buy a souvenir at the museum?
4. What kind of presents are on sale at the museum?
5. What if the store were closed, how could visitors buy gifts?
6. What' is specific about the gifts ? Pick out an adjective describing them. How many parts is this adjective made up of ?

GRAMMAR FOCUS

Express the underlined words differently using compound adjectives.

Bosang and Sankanphaeng are among the old tourist spots of Thailand which got fame for their umbrellas with bright colours (.....) and their silk and cotton produced naturally (.....) Nowadays this route is dotted with manufacturing centres of silverware, wood carving, ceramics, weaving and embroidery as well.

After shopping in this area, it is advisable to go down **the streets walled with stones** (.....) to Muang- on cave, where there is a fossilized **teak tree that is 1 million years old** (.....)and to Sankamplaeng where hot spring rooms for mineral bathing are provided. You can also visit the colourful **centre for training elephants** (.....) and **the Mae Taeng Park ornamented with flowers** (.....).

IN GROUPS

Focus on the three-column cultural events program . Discuss questions 1 to 5 and answer them.

N.B: * program is the American spelling
 * programme is the British spelling

1. What cultural events are on ?
2. Which film is on?
3. Have you ever heard of it?
4. What do you know about it?
5. Can you fill in the table **WITHOUT** referring to the information provided in the programme?

Title	?
Film director	?
Script writer	?
Topic	?

6. Read the film review to check or correct your guesses.

DRAMA	MUSIC	CINEMA
<p>NEW WIMBLEDON THEATRE The Broadway, Wimbledon, London SW19 1QG www.newwimbledontheatre.com.uk Main House 11 to 15 Jul. DANCE OVERTURE Showcasing the talents of 1st and 2nd Year students at one of Britain's foremost colleges for the performing arts. From £9.50</p>	<p>SOUTH BANK London SE1 9PX. Fri. 7 Jul. THE BRIT SCHOOL Queen Elizabeth Hall, 11 am One-hour show for 10 & 11 yr olds. Combines music, dance, theatre and special technical effects. Tickets for 11 am and 1.30 pm are free and allocated by the BRIT School (020 8665 5242). 7.30 pm £6 Sun. 16 Jul. THE HAVE-A GO DRUM SHOW. Purcell Room, 3 pm. Rhythm Sticks 2006. A chance to drum, sing and dance to music and rhythms from around the world. £5/£7.50, family £14</p>	<p>BFI LONDON IMAX CINEMA South Bank, Waterloo. SE 1. nearest tube - Waterloo. Adults £7.90, Children (up to 14 years) £4.95. 3 and under free. Bkg and info: www.bfi.org.uk/imax New: From 14 Jul. THE QUEEN Stephen Frears has always been a director who has always tackled difficult subjects, and has usually succeeded in making films that are both thought- provoking and entertaining. He's also adept in bringing strong female roles to the screen (Dangerous Liaisons, Mary Reilly and last year's Mrs Henderson Presents). Now he's chosen another prickly subject - written by Peter Morgan - and given another actress - Helen Mirren - a valid shot in his new film. Thanks to Helen Mirren's compelling performance, The Queen remains a convincing and often entertaining film which is of delicious performances and great wit. Helen Mirren leads an impressive cast (Michael Sheen, Alex Jennings, James Cromwell).</p>

7. What are the specific features of the film?

8. What makes it a good film?

9. Explain in your own words.

a)...thought-provoking.

b)...has always tackled difficult subjects.

10. These three words are used in the film review :

1. wit

2.shot

3.adept.

Identify them in the third column of the cultural events program* then match each word to one of the phrases below.

- a) Scene or photography ;
- b) Be skilful at something;
- c) Having a strong effect.

B. Imagine you are in London on holiday. You want to attend a cultural event.

1. Which one would you choose ? Select from the programme*.
2. Once you have chosen your favourite art show,tell the group about it giving reasons for your choice.
3. What specific features made you select that particular show?(the ticket price ? the time of the performance?the artists?the venue?).
4. What have the other members of your group chosen to see?
5. What seems to be the most popular show within your group?
6. Number the shows from 1(most popular) to 3 (least popular)according to your findings.
7. Go round the class to find out what the other groups have chosen.
8. How many students in the class chose to see
 - a) the film? b)the play ? c)the drum show?
9. Revise the count for each show.Which one comes first in your class?

C .Prepare a poster showing the degree of popularity of each art show.

Use the data you collected from the various groups .

Possible titles for the poster could be:

- My Class Favourite Art**
- Music Lovers in my class**
- Cinema/Screen Lovers**
- Drama/Theatre Lovers.**

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
to book, foyer, free, interactive, performance, refreshments	Compound adjectives noun + past participle e.g. science-inspired	<ul style="list-style-type: none"> • Read an entertainment programme • Take part in a class discussion • Use compound adjectives

Strings in the earth and air, a poem by James Joyce

Biographical notes about James Joyce.



James Joyce was born in Dublin, on February 2, 1882 .

After graduation in 1902, the twenty-year-old Joyce worked as a journalist, teacher and in other occupations under difficult financial conditions.

In 1923, he published Finnegans Wake which some literary critics considered a masterpiece.

1. Read the poem and determine the general tone conveyed by the poet.
2. What is the relationship between music and love?



Picture of willows by the river



3. Read this dictionary entry for the word '**string**' and

- a) identify the meaning that fits the poem.
- b) check whether the word is used in its literal or figurative meaning.

Strings in the earth and air

Strings in the earth and air
Make music sweet;
Strings by the river where
The willows meet.

There's music along the river
For Love wanders there
Pale flowers on his mantle,
Dark leaves on his hair.

All softly playing
With head to the music bent,
And fingers straying
Upon an instrument.



string (noun) **1.** tie the package with string cord, rope, cable, line. **2.** own a string of shops/houses chain, series, succession. **3.** a string of people waiting to get in queue, line, row, procession, succession, sequence. **4.** a string of coloured beads strand, necklace. **5.** the musician broke a string guitar string, violin string; piano wire.

4. Focus on the rhymes in each stanza. Do lines 2 and 4 contain the same rhymes as lines 1 and 3?

HOW CREATIVE ARE YOU?

WRITE YOUR OWN POEM ON NATURE.

Choose your favourite tree and a musical instrument you like and compose a short poem with two four-line stanzas. Choose rhymes that alternate.

<p>Stanza 1</p> <p>a</p> <p>b</p> <p>a</p> <p>b</p>	<p>Stanza 2</p> <p>c</p> <p>d</p> <p>c</p> <p>d</p>
--	--

CAN YOU SING A SONG OF RAY CHARLES?

What do you know about the singer? Do you have an idea about his style? If you do not, read the information below.

Focus on the words in boldtype and match each one to its definition.

See the (a - h) list provided in the box below.

Ray Charles' distinctive, emotionally-charged style made him one of the most influential musicians of his time. Stars from The Beatles to Van Morrison cited as an (1) **inspiration** the remarkable man who, almost (2) **single-handedly**, created a whole new musical form, gospel blues.

Ray Charles, who has won a string of (3) **posthumous** Grammy Awards, belonged to a (4) **pioneering** generation of artists that had a huge influence on the course of rock and pop music. His sound (5) **encompassed** so many styles - blues, gospel, jazz, rock 'n' roll, even country - and had a real impact on the nascent UK beat and R&B scenes. Compared in (6) **stature** to Elvis Presley by some commentators, Charles' songs cast their (7) **spell** on such 1960s stars as Joe Cocker, Steve Winwood, Eric Burdon and Van Morrison. If James Brown was the godfather of soul, then Ray Charles was (8) **indisputably** one of its founding fathers.

- a) fascination and irresistible influence
- b) without anyone's help
- c) importance and respect that a person has because of their achievements
- d) stimulation, motivation, and encouragement
- e) undeniably
- f) included
- g) happening after a person's death
- h) introducing ideas never used before

EXPLORING A SONG

Immortality by Celine Dion

SPEAKING INTO LISTENING

IN GROUPS

1. Ask and answer these questions .

What type of hits do you like?

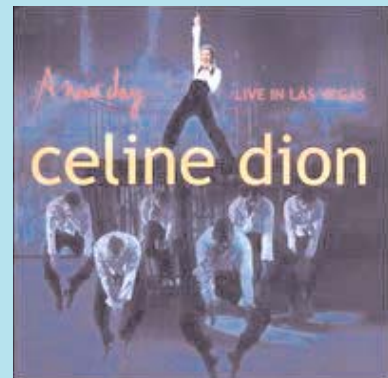
What do you like in a hit? - The singer
 - The music
 - The melody
 - The lyrics

Which song is your favourite? Sing a part of it.

Tell the group why you like it.

Use : - I like / love....

- I'm fond of.....
- I'm keen on
- I'm mad / crazy about.....



2. Read the notes about the singer and find words that mean:

- a) the state of being famous as an actor or a singer
- b) level of importance
- c) great skill at doing something
- d) to come together
- e) to give a bank the right to own your house temporarily in exchange for a loan
- f) celebrity = fame =

Born in Quebec, Canada, Celine Dion was the first French-Canadian performer to reach superstar status in North America. She rose to international stardom in the 1990's; adored by fans for her vocal prowess. Celine was the youngest of 14 children; her parents operated a small club, and on weekends the entire family would regularly convene there to perform folk music. At the age of 12, she, her mother and one of her brothers assembled a demo tape which found its way to the offices of local pop manager and promoter Rene Angelil, who was so impressed with the young Celine's voice that he mortgaged his home to finance her first recording. Quickly, Celine began to earn global renown.



3. Focus on the last sentence and rephrase it in your own words.

4. Which phrase proves the singer's popularity?

LISTEN

Listen to the whole song and

1) circle the words you hear .

power	darling	symbol	loving
happy	fulfill	soul	faith
memory	light	eternity	fate

2) circle the appropriate word(s) to identify the singer's feelings.

sadness – hope – fear – determination – jealousy – pessimism.

3) tick the correct alternative .

The message conveyed by the song is

- a broken heart can never be mended
- love is a wonderful feeling
- we must do everything to fulfill our dreams

4. Listen to the 1st part and complete it with the words you hear.



So this is who I am,
And this is all I know,
And I choose..... live,
For all that I give,
The spark that makes the power grow

And I will stand my dream if I,
Symbol my faith who I am,
But you are my only,
And I follow the road that lies ahead,
And I won't let my heart control my head,
But you are my only
And we don't say goodbye,
And I know what I've got to be

LISTEN

Listen to the second part attentively. Focus on the words in boldtype and

a) circle the words you hear .

Immortality
I make my journey through eternity
I keep the **history/memory** of you and me inside
Fulfill your **destination/destiny**
Is there within the child,
My **storm/store** will never end,
My **faith/fate** is on the wind,
The king of **hearts/hards** the joker's wild,
But we don't say goodbye,
I'll make **them/then** all remember me

Cos I have **find/found** a dream that must come true,
Every ounce of me must see it through,
But you are my only
I'm **sorry/sorrow** I don't have a role for love to play,
Hand over my heart I'll find my **way/wave**
I will make **then/them** give to me

Immortality
There is a vision and a **five/fire** in me
I keep the memory of you and me, **in sight/ inside**
And we don't say goodbye
We don't say goodbye
With all my **love/luck** for you
And what else we **may/might** do
We don't say, goodbye.

b) identify a word that means **something you remember**.

c) paraphrase this sentence in your own words: "I make my journey through eternity" What do you notice?

What is meant by the journey? Is it a real journey? What is this called in figurative language?

GRAMMAR FOCUS

Complete the dialogue using **can, can't, must or mustn't** and put the **bracketed verbs in the right form or tense**.

Tina : Come on, Alex. We (check in). We're going to miss our flight.

Alex : I'm coming!

Check-in clerk : Is this all your luggage?

Tina : Yes.

Alex : Excuse me, (I/ take) this bag with me on the plane?

Check-in clerk :Of course, you sir. Here are your seat numbers.

Tina : And where (we/wait) until they announce our gate number ?

Check-in clerk : You (wait) in the departure lounge.

Alex : (we / get) something to eat there ?

Check-in clerk : Yes you But when your numbers are announced, you(go) through passport control. You(be) late.

PRONUNCIATION FOCUS

1. Listen to the first part again and identify the words containing similar sounds. Focus on the examples in the table below.

[ou] like <u>h</u> ome	[ei] like <u>n</u> ame
-	-
-	-
-	-
-	-
-	-
-	-

2. Listen to the 2nd part and check if the sounds in the following pairs of words are similar or different.

a) through - choose

b) journey - eternity

c) wind - wild

d) vision - joker

LET'S SING THE SONG TOGETHER.

MY NEW WORDS	MY GRAMMAR	PRONUNCIATION
faith, fate, immortality, memory, sorrow, soul	Modals	Pronunciation at the word level and at the sentence level

WHAT I CAN DO NOW

- Identify the message conveyed by a song
- Identify a singer's feelings
- Paraphrase sentences containing metaphors
- Sing a song in English
- ?
- ?

WALKING TOUR

READING INTO SPEAKING



1. Use the map above and

a) fill in the gaps in the paragraph below.

The British Isles consist of two main islands. They are the
and

The British Isles are bordered by the to the west and the
North Sea to the East.

b) identify the capital of

- Northern Ireland
- Scotland
- England
- Wales

2. Read the first paragraph in the text below and

- a) check where Scotland is located.
- b) with reference to the map, make a similar sentence about England or Wales. Imitate the one about Scotland. Be careful about the geographical location of the country you talk about.

The city of Edinburgh

Scotland is one of the constituent countries of the United Kingdom. It occupies the northern third of the island of Great Britain and shares a land border to the south with England.

Edinburgh, the nation's capital and second largest city, is increasingly being seen as a cosmopolitan alternative to Scotland's countryside, with visitors year round, though the main tourist season is generally from April to October.

It is widely regarded as one of the most beautiful cities in Europe. It is the largest tourist destination in Scotland, attracting roughly 13 million visitors a year, and the second largest in the United Kingdom after London

It is also the city of the international festival. It presents a rich programme of classical music, theatre, opera and dance in six major theatres and concert halls and a number of smaller venues, over a three-week period in late summer each year.

3. Read the whole text and tick the correct alternative.

- The purpose of the text is to
- persuade
 - inform
 - narrate

4. Read the text and find synonyms of the following.

- a) frontier (Par. 1)
- b) a part of (Par. 1)
- c) containing people of different races (Par. 2)
- d) in all seasons (Par. 2)
- e) places where shows take place (Par. 4)

5. Does the Edinburgh Festival take place all year round? Justify your answer.

Read this ad and do the activities that follow.

See more of London on foot

Daily at 10:00am
Departs from Trafalgar
Square - Stop 9 37

ROYAL LONDON WALK

INCLUDES CHANGING OF THE GUARD

Our classic Royal London Walk takes you to the very heart of historic Royal London from St. James's Palace, former official residence of Prince Charles, to Buckingham Palace, celebrated home of the Queen, talking in one of the world's most spectacular ceremonies on the way - the changing of the Guard.

Walk finishes at Big Bus
Information Centre
stop: 29 57



ALL WALKING TOURS LAST APPROXIMATELY 1½-2 HOURS

1. Find out what the following places are famous for.

- St James Palace
- Buckingham Palace

2. Identify the peak event of the tour.

3. Find out

- where the walk starts and where it ends.
- how long the walk lasts.

4. Which word shows that St James's Palace is no longer the residence of Prince Charles?

5. Which adjective is a stronger synonym of marvellous and wonderful?

6. What does the ad say about *The Changing of the Guards*?

What do you notice in the structure of the sentence?

- Why is it used?**
- to compare two events?
 - to impress the reader?
 - to classify events?

GRAMMAR FOCUS

1. Read the following sentences. Focus on the highlighted words and work out the components of the superlative to complete the box.

Edinburgh is **the second largest** city and **the most** cosmopolitan in Scotland..... one of **the most spectacular** ceremonies

The + + long adjective

The +..... +

2. Put the bracketed adjectives in the correct form.

The family was sitting round the fireplace in the house they had rented for two weeks. The mother and father laughed at something their **(old)** -----daughter had just said. A very old woman, the family's grand mother sat in the **(warm)** ----- corner of the room. And a baby, the **(young)**----- child smiled at his brother. This family found happiness in the **(captivating)** ----- place in all the country. They were spending the **(memorable)** ----- holidays they had ever had.

PRONUNCIATION FOCUS

Sort out the following words.

Place them under the right symbol.

/ ɔ : /	/ ə : /	/ a : /	/ ɔ /
walk	first	guard	odd

philosopher – church – walk - explores – recorded – heart - world – novel – remark

DEVELOP YOUR SPEAKING SKILL

Foreign visitors to the town where you live would like to see the places of interest in it. Plan a guided walking tour for them. Tell them about the places you are taking them to. In your talk, highlight the key features of such places.

Use the following words :

captivating – the most – the best ... - breathtaking – spectacular – magnificent – never – revive – splendid

MY NEW WORDS	MY GRAMMAR	PRONUNCIATION
border, constituent, cosmopolitan, venues, year round, residence official, spectacular	The superlative The largest The most spectacular	Notice the difference between: -North / South (like three) -Northern /Southern (like the)

WHAT I CAN DO NOW

- Read an ad
- Describe a place
- Imitate a paragraph
- ?
- ?

Complete as you wish

A PACKAGE TOUR

SPEAKING INTO READING

IN PAIRS

1. Put the words below under the appropriate heading .

monument – full board – coach – camp site – jet – single room – temple –
 package tour – journey – statue – passenger – check in – palace – travel agent –
 return ticket -

Sightseeing	Tourism	Means of transport	Accommodation
-	-	-	-
-	-	-	-
-	-	-	-
-	-	-	-

2. Ask and answer the following questions.

- Would you like to travel abroad?
- Would you choose to travel alone or in a package tour with a group?
- What are the advantages or the drawbacks of package tours?

3. Focus on the picture below and complete the table.

Name of the tour	Duration	Destination	Event

English



Canadian
Tulip
Festival

Festival
canadien
des tulipes

Français



Weekends, May 4 - 21, 2007
Ten days of celebration!

Les fins de semaine, du 4 au 21 mai 2007
Dix jours de célébration!

Passports

Group Tulip Packages

The Canadian Tulip Festival offers a variety of packages for group requirements. **New this year**, the **2006 Group Tulip Experience Passport** is a must-have package for group visitors to fully enjoy the Canadian Tulip Festival. It provides free 19-day access to the **Tulip Promenade** at Major’s Hill Park, free access to other Official Tulip Sites and a **free** Tulip Gift for every passport holder. The Tulip Experience Passport is a wonderful souvenir for visitors and absolutely necessary to fully participate in the Tulip Experience in Canada’s Capital Region. The passport also includes **souvenir and shopping** discounts at many of our Concessions, Artisans, Attraction Sites and Festival Partners plus several other great benefits.

The 2006 Group Tulip Experience Passport entitles each visitor to:

- Free admission to Major’s Hill Park for 19 days
 - Free admission to Tulip Explosion Exhibition Hall Events and the World Flower Council Summit events at Hilton Lac-Leamy
 - Free Tulip Gift Souvenir of your visit
 - A “Passport Photo” of you with the tulips, a souvenir of your Tulip Experience
 - Souvenir passport stamps at all Official Sites and International Pavilions
 - Great souvenir and shopping discount coupons from Tulip Festival Concessions, Artisans, Partners and Attraction Sites.
 - A chance to win in a Special Group Passport Holders Contest to be announced
- * Passport includes evening access but does not include “*Get Out Weekends!*” evening concerts at Major Hill’s Park, which require a separate concert ticket or pass.

Read the ad about the package tour and answer the questions.

1. What advantages does this tour offer?
2. How long does the Canadian Tulip Festival last?
3. Which word matches each of the definitions in the table below ?

Definitions	Words
1. Collection of art works shown to the public	a) several
2. A reduced price	b) a souvenir
3. Something you buy or get as a gift to remember a place or a person.	c) exhibition
4. The right to enter a place	d) discount
5. More than 2 but not very many	e) admission
	f) contest

MY NEW WORDS	PRONUNCIATION	WHAT I CAN DO NOW
admission, check in, contest, discount, exhibition, package tour,	Notice the difference between To separate [sep ə reit] Separate -Adj [seprɪt] Chance [tʃæns] American English Chance [tʃɑ:ns] British English	<ul style="list-style-type: none"> • Evaluate information in an ad • Interact with a classmate • Write an e-mail • ? • ? • ?

PROJECT WORK 1 : MY FESTIVAL

- Step1.** Search the Web to get information about Festivals and check how the information is presented.
- Step2.** Think of a festival you know well. Describe it to the “web users” in an appealing way. Find suitable visuals to illustrate the specific features of the festival.
- Step3.** Once you complete your work, invite your classmates to the school Internet room and make them discover “your festival”. Be ready to tell them how you proceeded to complete your project.

AT THE TRAVEL AGENCY

SPEAKING INTO LISTENING

SPEAKING

IN GROUPS

Making a pie chart

A. Discuss these questions within your group.

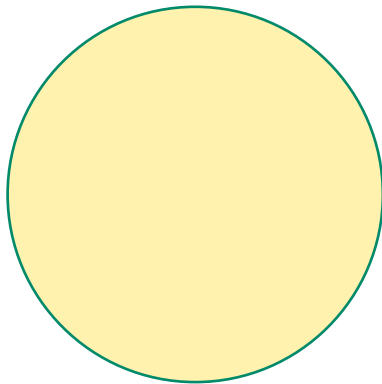
- 1) Why do people travel?
- 2) Who do they visit?
- 3) What kind of people travel frequently?
- 4) What for?
- 5) Do you travel a lot?
- 6) Do your classmates travel a lot?
- 7) Who, in your group, has never travelled anywhere?
- 8) Which destinations have the travel fans in your group been to?
- 9) How long did they stay in the place(s) they visited?
- 10) What was / were the purpose(s) of their visit(s) each time they travel?
- 11) What means of transport did they use?

B.

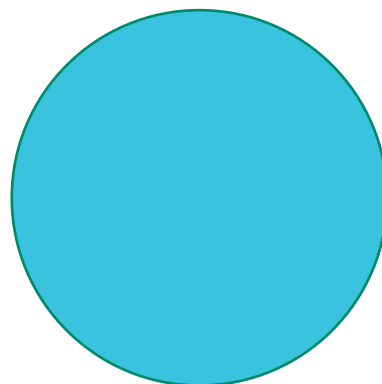
1. Draw a pie chart (a circle) and divide it into various parts depending on your findings.
2. Think of the percentage of students who travelled
 - a) to several destinations
 - a) for specific purposes
 - b) for a given period of time
 - c) using a particular mode of transport.
3. Make 4 lists with percentages about the travellers in your group.

Percentage of travellers	Purposes	Duration of stay	Mode of transport

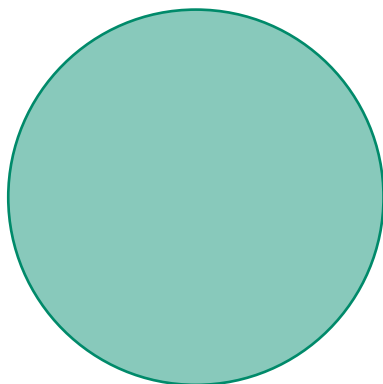
4. Transfer the data you got about each list onto a pie chart. Indicate the percentages in each .



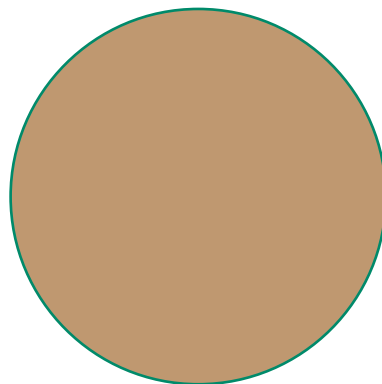
Percentage of travellers



Mode of transport



Duration of stay



Purposes

5. Compare your pie charts with those of the other groups.

IN GROUPS

Ask and answer these questions.

1. Have you ever been to a travel agency?
What for?
2. What does a travel agent sell?
3. How does the travel agent convince customers?
4. What documents are available at a travel agency?
5. Would you deal with a travel agency? Why or Why not?
6. Should tourists always trust travel agents?



LISTENING

Listen to Marion who is planning to take a trip organised by a travel agency. She is talking to the travel agent. Find out where she wants to go.

Section 1

1. The following statements are false. Listen and correct them.

- a) She's planning to take a trip to the Mediterranean.
- b) She'll have to pay airport taxes.
- c) The hotel is old, but comfortable

2. Listen and complete the following table.

Things included in the package holiday	Facilities provided in the hotel

3. Complete the following sentence with an adjective from the listening.

Marion paid a deposit and booked the holiday. Two months later she was in Saint Cuthbert but she was

Can you guess why?

When she returned to England, she went to see the travel agent.

Section 2

Listen to Section 2 and

- 1) Check your predictions.
- 2) Answer the following questions:
 - Was the hotel nice?
 - Did Marion use the swimming pool? Why? Why not?
 - Was the hotel close to the sea?
- 3) Listen again and list what Marion was complaining about.
- 4) Do you think Marion is willing to take another package holiday with the travel agency? Why or Why not?
- 5) What does the travel agent offer as a compensation? Does she accept?



GRAMMAR FOCUS

1. You saw this ad about the Hotel Superb and you decided to stay there for a few days but you were extremely disappointed by the quality of the service and the facilities available.

Complain to the hotel manager about what you were dissatisfied with. Follow the example below.

You said **we would** love the food but we didn't; it was awful.

Notice these changes from Direct Speech to Indirect Speech

Seven good reasons for a visit to the Hotel Superb

1. You'll enjoy the scenery
2. You'll love the food
3. You'll be met at the airport
4. All the hotel staff are friendly
5. Every room has a shower
6. You can see the beach from the hotel
7. There are excursions every day

Direct speech	Indirect speech
You'll love the food.	You said <i>we would</i> love the food.

2. Write down some of your other complaints to the hotel manager.

3. Report the following.

"It was all his own idea." said Pat Peters. "Bob has just drawn up a 'motherhood contract'; he'll take care of the children as well as the household chores. I've been around children so much; tomorrow, I will start looking for a job."

Start here.

Pat Peters told me thatBob's idea. He
..... 'a motherhood contract'; he.....
..... care of not only the children
..... She complained that
..... around children so much, and finally said that she.....
.....

LEXICAL FOCUS

Word Search

Ten words from the listening passage have been placed in the following square. How many can you find? Write them in alphabetical order. You are given 2 examples.

A	R	E	F	I	N	E	R	Y	S	I	E	I
Z	E	L	V	F	N	R	P	I	E	N	Z	N
E	S	M	R	D	B	F	L	J	Z	T	A	C
R	E	W	S	C	H	E	D	U	L	E	M	L
T	R	X	C	S	V	V	N	B	A	R	L	U
Y	V	C	T	R	E	C	O	M	M	E	N	D
U	A	V	X	Q	C	T	O	V	P	S	K	E
I	T	B	Y	P	X	G	D	G	O	T	J	D
D	I	S	A	P	P	O	I	N	T	E	D	B
O	O	N	W	A	W	B	S	Y	I	D	H	G
P	N	A	M	C	Q	Y	C	T	U	F	G	E
Q	G	N	L	K	A	H	O	F	Y	R	F	A
S	H	Z	J	A	E	S	U	P	E	R	B	L
D	J	B	H	G	D	N	N	X	T	G	F	P
F	K	E	G	E	C	U	T	W	R	T	D	T

PRONUNCIATION FOCUS

Group these words according to the stressed syllable.

(package, schedule, deposit, refinery, discount, travel)

Words stressed on the 1st syllable	Words stressed on the 2nd syllable

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
to book, deposit, discount, disappointed, oil refinery, a package holiday, refund, scheduled, superb	The Reported Speech	<ul style="list-style-type: none"> • Report orally • Predict content •? •? •? <p><i>Complete as you wish</i></p>

PUT A LITTLE DRAMA IN YOUR TRAVELS

READING INTO WRITING

What do you think the title “Put a little drama in your travels” means?
Can you paraphrase it?
Read the text and answer the questions below.

Shakespeare festivals featured in cities across the nation

CYBERTRIPS

By Roger Petterson



Associated Press

Oct. 11, 2006

1. “Go travel for a while,” Shakespeare wrote in “Pericles, Prince of Tyre.” So, take his advice; go travel somewhere and see some Shakespeare.
2. You can enjoy the Bard's works seemingly anywhere these days, thanks to Shakespeare festivals in cities big and small in almost every state. And most of them have Web sites.
3. Going to the Grand Ole Opry? Yes, even in the land of country music, “Macbeth” is on the calendar for Aug. 10-Sept. 10 at the [Nashville Shakespeare Festival](#) — and it's being staged with Chinese choreography. This troupe is in its 19th season.
4. Or maybe you're heading to New York City for a little summer shopping, sightseeing and the museums. The Public Theater's [Shakespeare in the Park](#) uses Central Park for its outdoor venue in the heart of Manhattan.
5. Looking for a reason to visit the nation's capital? Along with Art Museums, you can take in [Shakespeare In Washington](#) . It really is a festival, with a wide variety of organizations putting on events in theater, music, dance and film. Participants include the Royal Shakespeare Company, which usually performs in London and Shakespeare's own Stratford-upon-Avon.

1. Do you think the festivals are held in

- a) all 50 states? b) some of the states? c) the UK?

Justify your answer from the subtitle.

2. What is meant by:

- a) “Cybertrips” (subtitle)?
b) “The Bard’s works” (par.2)?

3. Read the text and

- a) complete the table.

Name of the festival	Venue	Play	Date

- b) circle the nation's capital.
- i) Nashville
 - ii) New York
 - iii) Washington D.C.

4. Explain the following expressions:

- a) go travel for a while (par.1)
- b) take his advice (par.1)
- a) along with museums (par.5)

5. Match the following words and expressions with the corresponding definitions.

Column A	Column B
1- visiting places	a) on the calendar
2- planned	b) sightseeing
3- designing steps for dancing	c) heading to
4- move towards a place	d) choreography

6. Find in paragraph 5 a word illustrating a feature of spelling, specific to American English.

7. Read the dictionary entry of the word "stage" and find out which meaning is used in paragraph 3.

stage /steɪdʒ/ n 1 [C] platform or area (usually in a theatre) on which plays are performed to an audience: He was on (the) stage for most of the play. 2 the stage [sing] the profession of actors and actresses; life and work in the theatre: She advised her son not to choose the stage as a career. 3 [sing] (fig) scene of action, place where events occur: Geneva has become the stage for many meetings of the world leaders. 4 [C] point, period or step in the development, growth or progress of sth/sb: At this stage it's impossible to know whether our plan will succeed. 5 (idm) **be/go on the stage** be/become an actor: She's wanted to go on the stage from an early age, **set up the stage for sth** prepare for sth; make sth possible or easy.

stage v [Tn] 1 present (a play, etc) on a stage; put (sth) before the public: stage a new production of 'Hamlet' 2 arrange for (sth) to take place; carry out: stage a come-back, eg after retiring as a sportsman.

Shakespeare's House



Globe Theatre

DEVELOP YOUR WRITING SKILL

Use the information provided below to write a biography of Shakespeare.

Use the past tense and the following linkers: and, after, but, next, then, in the end, eventually, some time later.



William Shakespeare, the Great Stratford Bard is the greatest dramatist and poet in the English language.

He wrote comedies, tragedies and historical plays still played all over the world.

NOTES ON THE PLAYWRIGHT'S LIFE

Date of birth: April 1564

Birthplace: Stratford-Upon-Avon in the Midlands, England (The Swan of England)

Marriage: Married at the age of 18 Anne Hathaway, eight years older than him.

Children: Susannah, Hamnet, and Judith, twins

Occupations: Help in family business; schoolmaster; printer; dyer; player; butcher; soldier

1592: Beginning of acting and writing plays

1599: Building in London of The "Globe Theatre" where most of Shakespeare's plays were performed

1613: Stopped writing and went to live in Stratford-Upon-Avon

1616: Death of the High Renaissance Genius.

MY NEW WORDS	WHAT I CAN DO NOW
cybertrip, heading to, on the calendar, stage (v+n)	<ul style="list-style-type: none"> • Read a short text • Use a Dictionary • Write a biography •? •? •?

THE WINTER'S TALE (PART 1)

READING INTO WRITING

IN PAIRS

1. Read the definition of a *narrative*, which is one of the text types.

Narrative Texts

The purpose of a narrative text is to entertain, to tell a story, or to provide an aesthetic literary experience. It is based on life experiences and is person-oriented using dialogue and familiar language. The narrative is organised around a plot. The plot includes a series of episodes that are written by the author to hold our attention and build excitement as the story progresses.

2. Match each feature of narrative texts with the corresponding characteristic.

Features	Characteristics
1. Setting	a) sequences of action Plots include introduction, problem, climax or crisis, resolution and conclusion
2. Theme	b) people, animals, and imaginary characters in a narrative Readers can usually identify with one or more and relate the characters' experiences in the story to their personal experiences.
3. Plot	c) places or situations where narrative takes place Setting can have a powerful effect on the theme in the narrative and on the reader's emotions.
4. Characters	d) the subject or message the writing is attempting to communicate Themes can be conveyed in an obvious way or "between the lines".

3. Narratives are of different types.

They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

Next is a narrative based on one of Shakespeare's plays, *The Winter's Tale*.

READING A TALE FROM SHAKESPEARE

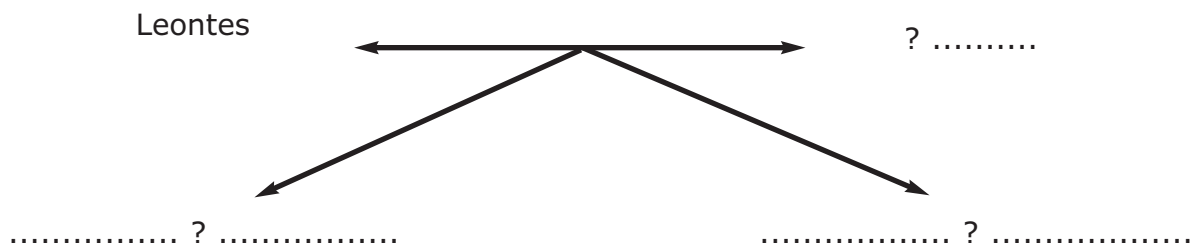
This is a simplified version of one of Shakespeare's plays *The Winter's Tale* written by Charles and Mary Lamb who tried to keep very close to the original words of the play. The tale is much easier than the play and its aim is to give readers moral lessons as well as pleasure.

IN PAIRS

1. Read the first paragraph to find out about the relationship between the characters and the status of each one.

- Leontes ?
- Mamillius ?
- Polixenes ?
- Hermione ?
- Camillo Lord of the court
- Perdita ?
- Pauline wife of Antigonus, Lord of the Court
- Emilia a lady serving Hermione

2. Complete Leontes's family tree. Write the names of the family members to show the relationship.



3. Fill in the blanks with words that indicate the relationship between the characters.

Mamillius is the king'swhereas Hermione is his Leontes has also got a There's no mention of her name in Part 1 of the tale. He's got a wonderful close, Proxilenes who is also

The Winter's Tale

Part 1

Leontes, king of Sicily, and his queen, the beautiful and good Hermione once lived in the greatest happiness together. Leontes was so happy in the love of this excellent lady that he had nothing left to wish for, except that he sometimes wanted to see again, and to present to his queen, his old companion and school-fellow, Polixenes, king of Bohemia.

Leontes and Polixenes had been brought up together from the time when they were children, but, after the death of their fathers, each one had to rule his own kingdom, and so they had not met for many years, though they often exchanged gifts, letters and loving messages.

At last, after many invitations, Polixenes came from Bohemia to the Sicilian court, to make a visit to his friend Leontes.

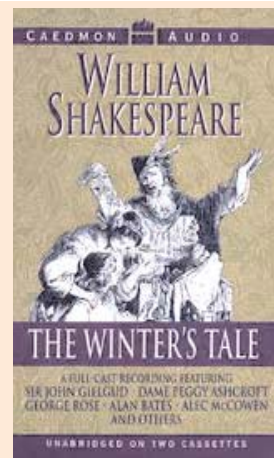
At first, this visit gave nothing but pleasure to Leontes. He begged the queen to give this friend of his youth her special care and attention and seemed to have his happiness quite completed when he was with his old companion. They talked about old times; they remembered their schooldays and their youthful games. They told stories of these to Hermione, who always took a cheerful part in these conversations.

After a long stay, Polixenes was preparing to leave when Hermione, at her husband's wish, begged him to make his visit longer.

And now, this good queen's sorrow began. Polixenes had refused to stay when Leontes asked him but Hermione's gentle words persuaded him to do so. At this, although Leontes had so long known the honesty of his friend Polixenes as well as the excellent character of his good queen, he was seized with an uncontrollable jealousy. Everything that Hermione did for Polixenes, although it was done only to please her husband, increased the unfortunate king's jealousy. Suddenly, Leontes changed from a true friend, and the best and most loving of husbands, into a wild and evil creature. He sent for Camillo, one of the lords of his court, and told him of his suspicions about his wife's unfaithfulness. Then he ordered him to poison Polixenes.

Camillo was a good man. He knew well that there was no truth in what Leontes suspected, and so, instead of poisoning Polixenes, he told him of his master's orders and agreed to escape with him from Sicily. Thus Polixenes, with the help of Camillo, arrived safely in his own kingdom of Bohemia. From that time, Camillo lived in the king's court and became the chief friend and favourite of Polixenes.

The escape of Polixenes made the jealous Leontes still more angry. He went to the queen's room where her little son Mamillius was just beginning to tell one of his best stories to amuse her. Taking the child away, the king sent Hermione to prison.



Though Mamillius was only a very young child he loved his mother dearly. When he saw her treated so shamefully and knew that she had been taken away from him to be put into prison, he became very unhappy. Gradually, he lost his desire to eat and sleep until it was thought that his sadness would kill him.

When the king had sent his queen to prison, he commanded Cleomenes and Dion, two Sicilian lords, to go to Delphos and ask the oracle at the temple of Apollo if his queen had been unfaithful to him.



After Hermione had been a short time in prison, she gave birth to a daughter. The poor lady was comforted when she looked at her pretty baby, and she said to it: "My poor little prisoner, I have done as little wrong as you have."

1. Read and take notes.

Who did what? Pick out the main verbs related to the events and fill in the table.

Characters	Action / Event

2. Which phrase shows Hermione's innocence?

3. Match the words and expressions with their synonyms or definitions.

1. rule	a) ask for something in an anxious way
2. beg	b) ask someone to come to you
3. evil	c) having a relation with a person who is not your spouse
4. send for someone	d) in an embarrassing way
5. unfaithfulness	e) govern
6. shamefully	f) cruel and wicked
	g) write a letter

4. What do you think will happen in the second part of the story?

GRAMMAR FOCUS

Read the sentence from the text.

“He was **so** happy **that** he had nothing left to wish for”.

What relation can you identify between the 2 parts of the sentence?

so ++ that.... expresses : cause and

Combine the following sentences.

- a) The queen was respectful of her husband. She followed his recommendations.
- b) The king was jealous. He put his wife in prison.
- c) The little prince was sad. He stopped eating.

WRITING A SUMMARY

Use your notes from question 1 to sum up Part 1 in a 5-line paragraph.

Make sure you link your sentences with suitable connectors to get a coherent paragraph.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
beg; evil; rule; send for someone; shamefully; unfaithfulness	Cause and consequence So + adjective + that Mamillius was so unhappy that he lost his desire to eat or sleep	<ul style="list-style-type: none"> • Read a tale • Identify the features of a narrative text •? •? <p><i>Complete as you wish</i></p>

"THE WINTER'S TALE" PART 2

READING INTO SPEAKING

Read the second part of the story and check your predictions.

Hermione had a kind and noble-spirited friend, Paulina, who was the wife of Antigonus, a Sicilian lord. When Paulina heard that the queen had given birth to a child, she went to the prison where Hermione was kept and said to Emilia, a lady who served Hermione, "I pray you, Emilia, tell the good queen that if she will trust me with her little baby, I will carry it to the king, its father. We do not know how his heart may soften when he sees his little child."

"Most noble lady," replied Emilia, "I will tell the queen of your offer. She was wishing today that she had a friend who would dare to present the child to the king."

"And tell her," said Paulina, "that I will speak bravely to Leontes in her defence."

"May you be for ever blessed," said Emilia, "for your kindness to our gentle queen!"

Emilia then went to Hermione who joyfully gave up her baby to the care of Paulina.

Paulina took the child and forced herself into the presence of the king, although her husband, who feared the king's anger, tried to prevent her.



She laid the baby at its father's feet, and made a noble speech to the king in defence of Hermione. She blamed him for his cruelty and begged him to have pity on his innocent wife and child. But her words only increased Leontes' anger, and he ordered her husband Antigonus to take her away.

When Paulina went away, she left the little baby at its father's feet. She thought that, when he was alone with it, he would look at it, and have pity on its innocence.

The good Paulina was wrong. No sooner had she gone than the pitiless father ordered Antigonus to take the child out to sea and leave it on some empty shore to die.

Antigonus was not like the good Camillo. He obeyed the orders of Leontes too well. He carried the child on to a ship at once and sailed out to sea, intending to leave it on the first lonely shore that he could find.

The king was so sure that Hermione was guilty that he would not wait for the return of Cleomenes and Dion from Delphos. Before the queen had recovered from her weakness, and from her misery at losing her precious baby, she was brought to a public trial before all the lords and nobles of his court. When all the great lords and judges were gathered together to try Hermione, and while that unhappy lady was standing as a prisoner to receive their judgment, Cleomenes and Dion entered, and gave the king the answer of the oracle.

Leontes commanded that the words of the oracle should be read aloud, and these were the words:

"Hermione is innocent, Polixenes blameless, Camillo a true servant, Leontes a jealous and cruel king, and he shall live without an heir unless that which was lost is found."

The king would not believe the words of the oracle. He said that it was a lie made up by the queen's friends, and he asked the judge to go on with the trial of the queen. While he was speaking, however, a man entered and told him that the prince, Mamillius, hearing that his mother was to be tried for her life, had been struck with grief and shame, and had suddenly died.

When Hermione heard of the death of this dear and loving child who had lost his life because of his grief at her misfortune, she fainted. Leontes himself was filled with misery by the news and began to feel pity for his unhappy queen. He ordered Paulina to take her away and help her to recover. Paulina soon returned, and told the king that Hermione was dead.

When Leontes heard that the queen was dead, he felt deeply sorry for all his cruelty to her. Now that he thought his ill-treatment had broken Hermione's heart, he believed her to be innocent. Now also he thought the words of the oracle were true. He knew that "if that which was lost is not found" (which he believed to be his young daughter), he would be without an heir, as the young prince Mamillius was dead; and he would have given his kingdom to recover his lost daughter. With such sad thoughts as these, Leontes passed many years in grief and sorrow.

Read the second part of 'The Winter's Tale' and

1. Fill in this flow chart. Mention the characters and the events that took place.



2. Use the information in the flow chart to tell your class what happened.

Use suitable connectors to link the events.

3. Pick out the words related to Leontes's attitude. What do you think of him?

SPEAKING

IN GROUPS

1. Discuss Leontes's attitude and imagine an end to the story.

What do you think happened later? Did Leontes behave differently?

2. Recounting the tale

Tell the story as if you were:

- a) Hermione
- or
- b) Leontes
- or
- c) Polixenes.

GRAMMAR FOCUS

1. Choose the correct alternative.

“a noble-spirited **friend**” is:

- a) a noble whose spirit is friendly
- b) a spirit whose friend is noble
- c) a friend who has a noble spirit

What do you call..

- a) someone who has a kind heart?
- b) a person with a bad temper?
- c) the parents who have open minds?
- d) A person who has a strong will?

Complete :

Adjective +?..... →?.....

2. Pick out more adjectives or adverbs to complete the table.

Adjectives	Adverbs
lucky	?
brave	?
?	joyfully
kind	?
?	deeply
unhappy	?

Complete :

Adjective +?..... →?.....

MY GRAMMAR

Adjective + noun + ed

Adjective + ly → adverb

Tale End ...?

DEVELOP YOUR WRITING SKILL

Here are some of the events that took place later. Use these notes to narrate the events. Add all the necessary details to produce a good summary.

- ship / drive / storm / coast of Bohemia
- baby princess / Perdita / leave / there / rich clothes and jewels
- noble birth / misfortune
- later / found / poor shepherd / bring up / wife / to nurse /
- to become wealthy / sell / Perdita's jewels /
- Perdita / to grow up / daughter / shepherd

Start as shown..

This is what happened to Perdita, the baby princess...

Remember to

- leave space between each line of writing for correction.
- exchange your work with a peer.
- revise your draft. Improve it by correcting whatever is necessary.
- read your final version again and check for spelling and punctuation.

WEBQUEST

Go to www.google.com. Search for Shakespeare plays. Find out about his works.

What kind of plays did he write?

List some titles.

Which play are you familiar with? Can you mention its main events?

Inform your class about your search.

UNIT 2

EDUCATION
MATTERS

UNIT OUTLINE

Lesson	Title	Constructing meaning	Communicating	Functions and linguistic exponents	Pronunciation
1.	School-related words	Reading: Exploiting an ad	Speaking: Expanding vocabulary	Persuasion Word building	
2.	Education for all Webquest (Acronyms)	Reading: Exploiting a graph and data Reading an ad	Speaking: Understanding acronyms	Expressing opinion Hypothesizing If / Unless	
3.	Virtual schools	Listening to a report	Speaking: role play	Expressing agreement and disagreement Emphatic form	Emphasizing words in a sentence Silent letters
4.	Online Learning	Reading quotations	Writing: Punctuation Commas in apposition Writing a formal argumentative letter	Expressing opinion	
5.	Comparing Educational Systems	Reading: Interpreting data Analyzing information	Speaking: Discussing in pairs	Comparing and contrasting	
6.	Age or ...?	Reading a newspaper article	Speaking: Producing a speech	Expressing satisfaction and certainty Prepositions with verbs	
7.	Lifelong Learning	Reading: Recognizing text structure and outlining	Speaking: discussing a quote	Expressing opinion Affixation: -hood	
8.	The Back Cover of a Book	Reading a book cover		Compound adjectives Affixation	Minimal pairs Syllable stress
9.	Alexander Graham Bell	Speed Reading Extensive reading	Writing a summary	Exclamation The + adjective	[ʃ] [tʃ]
	PROJECT WORK	Expository texts			
ForArts Session 3	Later	Extensive reading of a short story		Reporting verbs	
ForArts Session 4	Writing a Narrative		Writing a narrative for the PORTFOLIO		

SCHOOL-RELATED WORDS

SPEAKING INTO READING

IN PAIRS

1. Here is a list of words and phrases for you to match with the corresponding questions.

Student A: Ask the questions.

Student B: Answer them.

geometry, art, physics, chemistry, languages, on the timetable, terms/semesters, primary school, in a dictionary, to multiply, to subtract, to divide, paragraph, chapters, full stop, Ordinary and Advanced, sciences, margin

What school do you attend when you are 8 ?

What is a part of a text called ?

What are books divided into?

What does [/] mean?

What do the « **O** » and « **A** » stand for in O level and A level?

What does [-] mean?

Where can you find the days of the week?

What do you call the space on the left side of the page?

Where can you find the meaning of words?

What do you find at the end of a sentence?

What subjects do you study at secondary schools?

How is the school year divided ?

What do you call English, French and German together?

What are physics, chemistry and biology together called?

What does [x] mean?

2. THE OPPOSITES GAME

- a) Play the opposites game by providing a word for which your partner will suggest an opposite. Use the words in the box.

teach – clever – good – hard – pass – written – first – practical – oral – candidate – stupid
– fail – worse – attend – examiner – bad – easy – last – learn – work – theoretical – leave
– holiday – better –

- b) Think of more opposites related to education and check with classmates to get more words.

READING

1. Focus on this incomplete sentence and jot down as many alternatives as you can to complete it.

The real wealth of a nation is ...

2. Look at the title and the subtitle of the ad and guess

- a) What the real wealth of a nation is.
b) What “they” refers to.
c) What the ad is about.



They are the future

The real wealth of Asia

3. Read the ad and answer the questions below.7

- a) What does ‘WFP’ stand for? What is its role?
Focus on the website and e-mail address to find out.
b) What is the real wealth of Asia?

Providing children with a good education is a priority for all of Asia.

Yet millions of children are still being denied a proper education, because their parents are too poor to send them to school.

For the last 40 years, WFP has been providing nutritious meals to millions of children at school, giving parents, even the poorest parent, a good reason to send them there.

It reduces child hunger and boosts school attendance at the same time.

This year, we expect to feed 5 million school-children in Asia. Support us, and help build the real wealth of Asia.

**United Nations
World Food Programme**

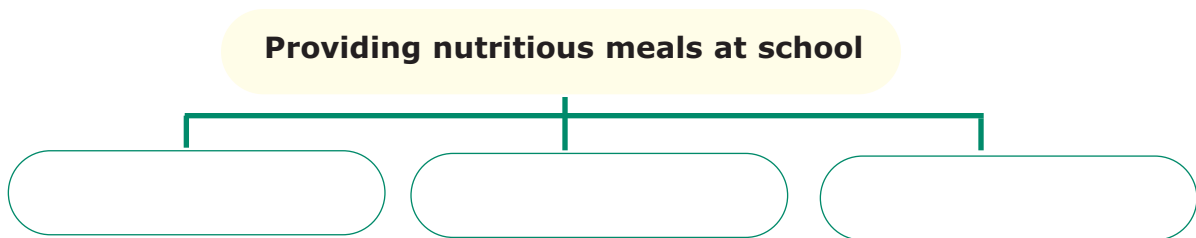
To find out more about WFP, or to make on-line donation, go to www.wfp.org
Or email asia.fundraising@wfp.org

4. What makes children stay in school?

5. What do you think the purpose of this ad is?

- a) Showing the importance of education.
- b) Persuading people to donate money.
- c) Describing poor children's situation.

6. Fill in the diagram with the 3 consequences of.



7. Find words that mean:

- a) offering , giving
- b) a very important thing
- c) refused
- d) nourishing, healthy
- e) makes better

GRAMMAR FOCUS

1. Look at this sentence from the ad .

Their parents are **too** poor **to** send them to school.

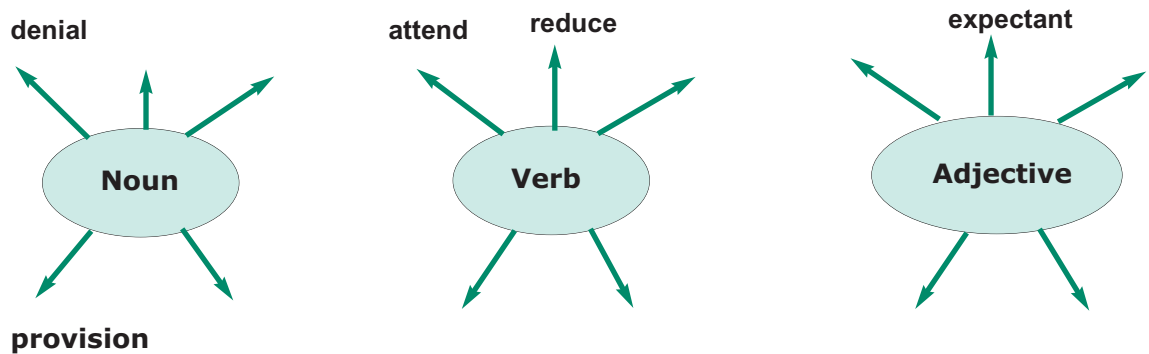
What do you notice? What does this express?

too + ? + ? ⇨ ?

Use 'too to' to combine the sentences.

- a) You are very busy. You can't finish all the things you planned to do.
- b) I'm very tired. I can't help you.
- c) It's late. We can't go to the cinema.

2. Complete the spidergrams with the corresponding word form.



AN ACROSTIC ABOUT SCHOOL

Study
Communicate
Help
Offer
Organise
Learn

Can you write your own acrostic about school?

S.....
C.....
H.....
O.....
O.....
L.....

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>boost, deny, nutritious, priority, provide</p>	<p>Too + adjective + to They are too poor to send their children to school : they are extremely poor so it is impossible for them to send their children to school.</p>	<ul style="list-style-type: none"> • Complete the title of an ad • Predict what an ad is about • Identify synonyms in context • What else have you learnt in this lesson?



EDUCATION FOR ALL

SPEAKING INTO READING

IN PAIRS

1. Match the acronyms with the corresponding organisations. Write each acronym where appropriate.

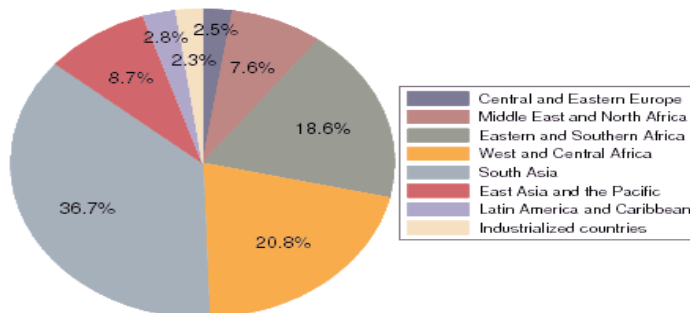


NOW - UNO - WWF - WTO - WHO - UNESCO - FAO - WFP - UNICEF - IMF - OPEC

Acronym	Organization
.....	a) World Food Programme
.....	b) International Monetary Fund
.....	c) United Nations International Children's Emergency Fund
.....	d) Food and Agriculture Organization
.....	e) United Nations Educational Scientific and Cultural Organization
.....	f) World Wide Fund
.....	g) World Trade Organization
.....	h) Oil Producing and Exporting Countries
.....	i) United Nations Organization
.....	j) National Organization of Women
.....	k) World Health Organization

2. Which organizations can bring solutions for children out of school? Discuss with a partner.

REGIONAL DISTRIBUTION OF CHILDREN OUT OF SCHOOL, 2001/02



Friedrich Huebler, February 2006, huebler.blogspot.com

Data source: UNESCO Institute for Statistics (UIS). 2005. *Children out of school: Measuring exclusion from primary education*. Montreal: UIS. Table 1.1, page 18.

1. Study the graph and check which countries suffer most from exclusion. Try to understand why.
2. Read the UIS extract to complete the table with the appropriate figures:

The majority of the 115 million children out of school live in Sub-Saharan Africa, as the graph above shows. 24.0 million (20.8 percent of the total) live in West and Central Africa and another 21.4 million (18.6 percent) in Eastern and Southern Africa. South Asia is home to 42.3 million or 36.7 percent of all children out of school. 10.0 million children not in school (8.7 percent) live in East Asia and 8.8 million (7.6 percent) in the Middle East and North Africa. The remaining regions have relatively high primary school enrolment rates and are therefore home to fewer children out of school. Latin America and the Caribbean contribute 3.3 million (2.8 percent) of the global population of children out of school, 2.9 million (2.5 percent) live in Central and Eastern Europe and 2.6 million (2.3 percent) in the industrialized countries. The regional groupings are those used by UNICEF .

Region	Percentage	Number of children
West and Central Africa	20.8 %	-----
Eastern and Southern Africa		21.4 million
East Asia and the Pacific	8.7 %	-----
Middle East and North Africa	-----	-----
Latin America and The Caribbean	-----	3.3 million
Central and Eastern Europe	-----	-----
Industrialized Countries	2.3 %	-----

3. Find the words that mean :

- a) registration
- b) consequently

A UNICEF AD

1. Some of the words in the following ad are unfinished. Complete them. The first letter(s) of each word is provided. Each dot stands for a letter.

Grade 2

+ \$ 1

= Grade 3

Give to UNICEF and you give children a chance. For example just \$1 can provide 8 children with pencils and exercise books. Or \$225 can buy a recreation kit containing toys, games and physical education supplies for an entire class of girls and boys. To learn more, or to give, please visit www.unicef.org

SAVE A CHILD AND THE FUTURE WILL FOLLOW



2. What is the purpose of this ad?
3. What is used to draw the reader's attention?
4. Rephrase the UNICEF's equation **Grade 2 + \$1 = Grade 3**. Start as shown.
 - a) If we don't-----
 - b) Unless -----What is the difference between sentence 'a' and sentence 'b'?

Draw a conclusion:

if + ? verb = unless + ? verb

5. How can a child be saved?

GRAMMAR FOCUS

1. Read this quotation by Aristotle and rephrase it in your own words:

The fountain of knowledge will dry up **unless** it is continuously replenished by streams of new learning.

2. Express the sentences below differently beginning as shown.

- a) Unless we help poor children, they can't have a good future.
If
- b) If they don't get an education, they will not live a decent life.
Unless
- c) They will not succeed unless we provide them with the necessary tools.
If

d) Their life will not be meaningful if their conditions are not improved.

Unless

e) This situation will not change unless everyone contributes with some assistance.

If

f) Unless we all feel concerned, this change will not be possible.

If

g) If we do not get involved as soon as possible, the situation will get worse.

Unless

WEBQUEST

For more details about international organisations, choose 1 or 2 acronyms and use the Google or Yahoo search engine to select the most interesting information and insert it in your PORTFOLIO.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
acronyms, enrolment, therefore	If + negative verb = Unless + positive verb	<ul style="list-style-type: none">• Interpret a graph• Read an ad• Guess the meaning of words

VIRTUAL SCHOOLS

LISTENING INTO SPEAKING



TIMETABLE

0900	Log on to the internet, chat to classmates in the "school hall"
0930	Classes start
1030	Break
1100	Lesson 2
1200	Lunch
1300	Last class
1400	"Home time"

1. Look at the picture, the title of the lesson and the timetable to guess what the child is doing.

2. Listen to Part 1 and complete the sentence below.

In2006, Shan Jayran and her
 John DaviesFirst College, an
 high school and now it hasstudents.

3. Match the words on the left with their definitions on the right. There is an extra definition.

- 1. bullying
- 2. log on
- 3. appeal
- 4. texting
- 5. bustle

- a) writing on the computer
- b) crowd of people moving in a busy way
- c) testing
- d) connect a computer system
- e) what makes something attractive
- f) frighten or hurt a weaker person

4. Listen to Part 2 and complete the table with the appropriate information.

Name	Age	Reason for enrolling in virtual schools
Zack		
Natalie		

5. What is the journalist's opinion about virtual schools? Justify your answer.

6. What are the benefits and drawbacks of virtual schools?

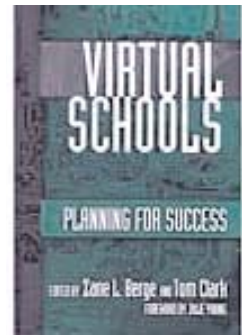
SPEAKING

IN PAIRS

Use the information you gathered from the Listening for a conversation about virtual schools. Student A is in favour of virtual schools while student B is not. Be ready to enact it.

Use :

- I think...
- I'm afraid I don't agree...
- I see what you mean, but...
- You are making a good point, however...
- What you say is but I still strongly believe...



GRAMMAR FOCUS

1. "Sitting at a computer for 5 hours does have side-effects." Why does the speaker raise the pitch of his voice when he pronounces does?

Complete the rule .

We use :

? + infinitive without to → to ? meaning

2. Complete the paragraph with the words in the box.

bustling – enrol – texting – bullying – do - log on - more

The students who -----in virtual schools -----feel better because they no longer suffer from -----or----- . They are -----confident: all they have to do is -----and start-----.

PRONUNCIATION FOCUS

1. Read these words aloud and check what they have in common, What do you notice?

right – half – taught – friend – bustle – psychology – knowledge – combo –
knee – throughh.

2. Focus on the underlined letters. Pronounce all the letters in bold to get the past form of a semi-regular verb .

plumber – biscuits – harmful – autumn – listen .

3. Think of a word you will get from silent letters. Write the words that contain the silent letters you need. Underline the silent letter in each word. Say the words to the class.

Emphasizing words in a sentence.

- I read a tale last week.

Say the sentence 5 times stressing one word each time you say it. Then answer the questions. Focus on the words in bold type.

Example :

Who read a tale last week?

- I read a tale last week.

What did you read?

What did you do last week?

When did you read a tale?

IN PAIRS

Focus on this sentence :

Mary enrolled in a virtual school last summer.

Ask and answer questions using who, what, when and where. Follow the example above.

Make sure you emphasize the appropriate word corresponding to the question asked.

Mary enrolled in a virtual school last summer.

MY NEW WORDS	MY GRAMMAR	PRONUNCIATION
appeal, bullying, bustle, log on, texting	do / does / did in emphatic form: He does work hard	<ul style="list-style-type: none">• Silent letters• Emphatic stress on words

WHAT I CAN DO NOW

- Work in pairs to express opinion
- Emphasize words in a sentence
- ?
- ?

ON-LINE LEARNING

READING INTO WRITING



Reacting to quotations:



This is what some e-learners think, about being a cyber student. What do **you** think?

1. Read the three quotations from the **ESL** (English as a Second Language) magazine of June 2003 and check if you agree with these e-learners .

A

Most on-line learners quickly realize that the time commitment is the same as in real classes, if not more.

B

Some students believe that e-learning must be easier because they do not have to go to a classroom.

C

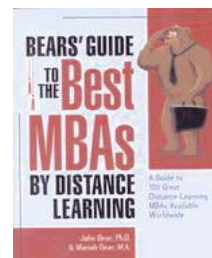
Online learning, like all learning, requires a commitment of time. If you don't have enough time, you can make more time. Some options are sleeping less,? ,?,?,?and so on.

2. Focus on quotation C and complete it with more options to make more time.

PUNCTUATION FOCUS

Using commas

- In quotation C, 2 commas are used in the following phrase
... , like all learning ,
- John Bears, author of Bear's Guide to Earning Degrees by Distance Learning ,...
A comma (,) is used :
 - before and after a phrase **in apposition** , giving additional information about the noun it follows. (An apposition is the addition of a phrase to another as an explanation.)
 - to separate items on a list.



DEVELOP YOUR WRITING SKILL

Online learning has a number of advantages over traditional classroom-based learning. John Bears, author of *Bears' Guide to Earning Degrees By Distance Learning*, asserts "it offers a level of flexibility unavailable from a traditional program, in that the student can pursue his or her studies whenever and wherever he or she wishes."

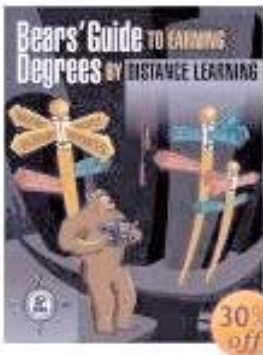


To which extent do you agree with this statement?

Write a letter to Mr John Bears to explain your viewpoint and state the benefits or the drawbacks of distance learning. Remember to use formal English as you are addressing a person you do not know. Be tactful if you counter his valid point of view. Justify your opinion with convincing arguments.

Dear Mr Bears,

A large, light-orange, irregularly shaped area containing horizontal dotted lines for writing a letter.



WHAT I CAN DO NOW

- Use commas appropriately
 - Write a formal letter
 - Support my ideas with arguments
 - ?
- What else ?

COMPARING EDUCATIONAL SYSTEMS

SPEAKING INTO READING

IN PAIRS

1. Complete the information about the Tunisian educational system. Ask your teacher for help if you do not have the data.

Total duration of schooling?
 Number of cycles?
 Compulsory education: 2 or 3 cycles?
 Primary education lasts.....years.
 Basic.....
 Basic(2nd cycle)
 Secondary.....

The Republic Of Tunisia
 Ministry of Education and Training

THE NEW EDUCATION REFORM IN TUNISIA

AN EDUCATION STRATEGY FOR THE FUTURE
 2002 - 2007

- Schooling which lasts 12 years
- Schooling which is divided into 3 cycles (primary/ preparatory/ secondary)
- Compulsory education which lasts 9 years
- Compulsory education which is free of charge

2. Now study the data about American education and see whether there are any similarities with Tunisia's system.

Age	School	Form/Year
6 till 11	Elementary	Grades 1-6
12 till 14	Junior High	Grades 7-9
15 till 18	Senior High	Grades 10-12
Over 18	College or University	

3. Produce a table showing the stages of the Tunisian system .

4. Read the information about education in New Zealand then draw a Venn Diagram showing the similarities or the differences between the educational systems in **Tunisia** and in **New Zealand**.

Primary and Secondary education is compulsory for students between the ages of 6 and 16 and is a right until 18. Most students start at age 5 and remain in school for the full 18 years. The last 2 years of primary are normally considered intermediate school, leaving primary school to end at year 6. Secondary school is the remaining 5 years of schooling.



Interpreting data : Read the data about education in England and Australia.

Education in England

Primary Phase	Secondary Phase
<ul style="list-style-type: none"> • Infant Schools : 5-7 years • Junior Schools : 7-11 years • Primary Schools : 5- 11 years 	<ul style="list-style-type: none"> • Secondary schools: 11-16 years or 11-18 years • Sixth Form Colleges: 16-18 years

Education in primary schools focuses on the basic skills of reading, writing and maths. Children spend most of the day with a class teacher and they have specialist teachers for subjects such as Music and French. The subject areas of Geography, History, Science, Art, Drama, Design and Technology are sometimes drawn together in themes or topics.

At secondary level children are taught by subject teachers. Up to the age of 14, secondary schools give a broad, balanced education. From 14 to 16 pupils are taught in groups that relate to the subjects and levels for their **GCSE (General Certificate of Secondary Education)**. The first 3 years focus on studies that must include the three “core” subjects of mathematics, English and Science in addition to the 7 “foundation” subjects of technology, history, geography, a foreign language, art, music and physical education.

The National Curriculum is divided into four “Key Stages”, which broadly relate to pupils’ ages: KS1 from five to seven KS2 from seven to eleven, KS3 from eleven to fourteen, KS4 from fourteen to sixteen. The National Curriculum specifies what children must study and what they are expected to know at different ages.

Education in Australia

- Preschool and school education 13 years :
- Preparatory year +Primary +Secondary school
- Compulsory school education until 15
- The number of students per teacher average 12.4

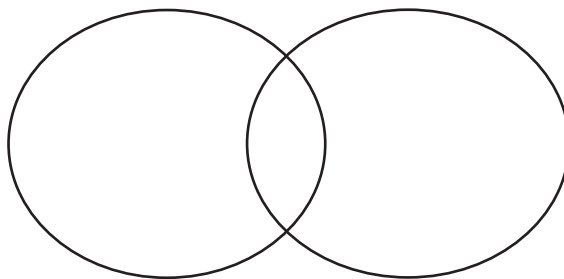


School of the Air

Being vast, Australia is often isolated with remote communities. Children are sometimes thousands of kilometres from the nearest school. Australia's belief in education for all demanded a solution to this problem, and teachers conceived a plan to use the radio network to reach children living in the remote homes. The first school of the Air opened for class in 1951. The radio remains an integral part of the school, however, newer technologies such as satellites, the internet, telephone and fax are also used where available, in addition to the postal service.

IN GROUPS

1. Check whether there are any similarities between **England** and **Australia**.
2. Complete the Venn Diagram (the two intertwined circles) with the similarities and the differences between the 2 educational systems shown above.



3. Go round the class and check what the other groups have written. Show them your diagram and let them comment on it.
4. Present your diagram to the whole class.
5. Use connectors to compare and contrast the 2 systems. Use these linkers: whereas - while - unlike - however

Read the information about **England** and answer the following questions.

1. How many types of teachers provide instruction to English pupils at different levels of learning? What are they called?
2. What do you call the basic, common subjects at early secondary school?
3. What is the national examination taken at the end of secondary education?

Read the information about **Australia** and

1. identify the special features of the Australian system.
2. interpret the teacher-student ratio. Is it common in other countries?
Justify your answer.
3. comment upon the teachers' plan to reach the students who live in far away places.
4. check the means used besides the radio network. Which connector justifies this?

WHAT I CAN DO NOW

- Interpret data
- Use a Venn diagram
- Compare and contrast
- ?

AGE OR ?

READING INTO SPEAKING

IN PAIRS

Discuss with a partner, then share with the whole class.

1. What are classes like in Tunisian schools ?
2. How are students grouped in classes?
3. What about your own class. Is it made up of outstanding students only?
4. Compare your school with pioneer schools.
5. What does the Education Act say about schooling?

Read the title and suggest a word to complete it.

School where pupils will be taught according to
instead of age

A SECONDARY school is to become the first state school in England to teach all its pupils according to their ability rather than their age.

(A)

Pupils at Bridgemary School in Gosport, Hampshire, will be taught in mixed-age classes from September under the radical initiative to boost standards.

For each subject they will be assessed via tests and teacher judgments then allocated to one of five levels, depending on their ability.

(B)

'Children get bored or their behaviour can get challenging if they are not being pushed because the levels within class are too different.'

Mrs. Heron, 50, took over at Bridgemary three years ago. It has 1,100 pupils aged 11 to 16 and is in a deprived urban area.

Shortly after her arrival, Bridgemary was classed by schools watchdog Ofsted as having 'serious weaknesses' with most pupils failing to gain five good GCSEs.

Mrs. Heron said the new 'personalised learning' system was aimed at tackling the culture of under-achievement. She added: "We have got to find a way to change this culture and I am of the opinion that the normal class system does not seem to be working."

The five levels are access, entry, level one, level two and level three. Access deals with basic numeracy and literacy, while level three is equivalent to A-levels.

The school tested the plan when it transformed traditional tutor groups into mixed age 'learning groups'.

Mrs. Heron - described by Ofsted as an 'excellent leader who was driving the school forward' - said no problems had been found with having older and younger children together.

The school's plan for a total switch to classes based on ability reflects the resurgence in support for differentiating by ability, which was once condemned as anti-comprehensive.

(C)

It is estimated that 60 per cent of secondary schools employ some form of streaming but experts say the level of personalised learning Bridgemary plans is unheard of.

Dr. Faysal Mikdadi, chairman of governors at Bridgemary and an Ofsted inspector, said: "A lot of people will say we are moving away from the comprehensive ideal. I don't think that is true and anyway I could not care less about an ideal.

'I care about whether these children are achieving their potential.'

The scheme is being monitored by the local authority and Ofsted.

Daily Mail,
April 11th, 2005

Read the article and do the activities below.

1. Explain how this school is different from other state schools.
2. Complete the table.

Reason for starting this school	How students' level is chosen	Location
..... in Hampshire

3. The following paragraph has been removed from the article. Which section does it belong to: (A), (B) or (C) ?

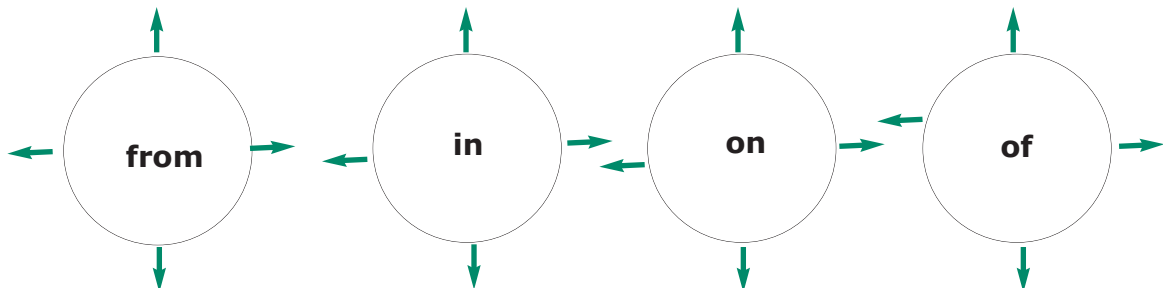
It means bright 12-year-olds will be able to begin GCSE or even A-level courses with older pupils, while teenagers struggling with their reading, writing or maths will share classes with younger pupils. Headmistress Cheryl Heron said yesterday: "If the children are able, why stop them?"

4. Find out the aim of the headmistress adopting this scheme.
5. Identify :
 - a) the two categories of students the school distinguishes between.
 - b) the five levels the students go through.
6. Pick out details showing the education authorities are satisfied with Mrs Heron's plan.
7. Find words meaning
 - a) to increase the strength (section A)
 - b) evaluated (section A)
 - c) poor (section A)
 - d) basic knowledge of arithmetic or mathematics in general (section B).
 - e) I think that (Section B)
8. Paraphrase this statement: « I care about whether these children are achieving their potential. »
9. Choose the adjective that best fits the statement.
The chairman of governors at Bridgemary sounds (boastful - indifferent - defiant) when he says: « I could not care less about an ideal » .

GRAMMAR FOCUS

- The following sentences are all from the article. Fill in the gaps with the right prepositions.
 - For each subject, they will be assessed via tests and teacher judgements then allocated----- one of the five levels.
 - The new personalised system was aimed -----tackling the culture of under achievement.
 - Access deals-----basic numeracy; level three is equivalent ----- A levels.
 - It transformed traditional tutor groups-----mixed age groups;
 - I could not care less-----an ideal.
- Group the words in the box below according to the prepositions they are used with.

succeed - depend - approve - deprived - prevent - suffer - independent - believe - differ - result.



Add more verbs if you can.

- Fill in each blank with the right preposition from the box . Some prepositions can be used twice.

among - for - at - from - into - of - to

A deep insight into the way the brain learns language has emerged.....the study of Nicaraguan Sign language, invented.....deaf children in a Nicaraguan school as a means of communicating..... themselves. The finding suggests that the brain naturally breaks complex concepts smaller components, indicating a dedicated neural machinery language. The Nicaraguan children are well known linguists because they provide an apparently unique example people Inventing a language from scratch.

The phenomenon starteda schoolspecial education in the late 70's. Instructors noticed that the deaf children, while absorbing little their Spanish lessons, had developed a system of signs for talking.....one another. As one generation of children taught The system to the next, it has evolved from a set of gestures into a far more sophisticated form on communication.

DEVELOP YOUR SPEAKING SKILL

Mrs Herson is invited to deliver a speech at an international conference on the alternative teaching approaches. Make her speak about her new plan and its aims. Use the information in the box below to prepare the speech.

focus on ability rather than age
 have mixed classes depending on student's academic achievement
 it's high time we paved a quick way to high achievers
 low achievers shouldn't be overlooked
 lower failure rate
 improve teaching methods
 selection is beneficial for both good and less good students

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
assess, boost, numeracy, stream, switch, tackle	Prepositions to depend on to be independent of to suffer from	<ul style="list-style-type: none"> • Reinsert a paragraph where appropriate • Interpret an attitude • Prepare and deliver a speech •?

LIFELONG LEARNING

SPEAKING INTO READING

Proverb Interpretation

Can you explain the following proverb?

“Never too late to learn”

Can you explain what is meant by ‘lifelong’ in the following statement?

Lifelong learning along with ideas such as ‘the learning society’ have become popular with politicians and policy makers in a number of countries. But what does it mean?



SPEAKING

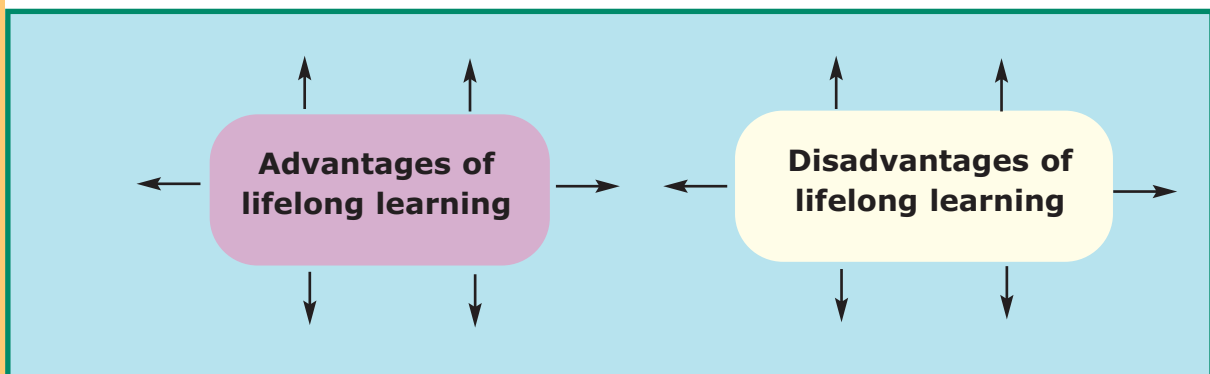
IN PAIRS

1. Discuss the following.

‘Adult education must not be regarded as a luxury for a few exceptional persons here and there, nor as a thing which concerns only a short span of early manhood. It is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and lifelong.’

What do **YOU** think?

2. Discuss the importance of lifelong learning. Try to complete the following spidergrams. Be ready to report to the whole class.



READING

1. Read the 4 extracts selected from Lindeman, 1926 and match them with the appropriate headings.

- A. The learner's experience is paramount
- B. Adult education should not be only professional
- C. Education is for life
- D. We should start with interests and needs

'Education is not merely preparation for an unknown kind of future living. The whole of life is learning, therefore education can have no endings. This new venture is called adult education not because it is confined to adults but because adulthood, maturity, defines its limits.'

1

'Education revolves about non-vocational ideals. Adult education more accurately defined begins where vocational education leaves off. **Its** purpose is to put meaning into the whole of life'.

2

'The approach. will be via the route of situations, not subjects. In conventional education the student is required to adjust himself to an established curriculum; in adult education the curriculum is built around the student's needs and interests'.

3

4

'The resource of highest value in adult education is the learner's experience... all genuine education will keep doing and thinking together' .

2. Focus on the first extract and

- a) pick out a sentence expressing a cause – result relationship
- b) pick out words meaning almost the same as:

simply :
consequently :
limited :
full growth and development :

3. Focus on the second extract and

answer these questions.

- a) Should both forms of education (for a profession and for the sake of learning) occur simultaneously?
- b) What is meant by 'its'?

4. Focus on the third extract.

- a) Determine whether these statements are true or false. Justify your choice.
Both situations and subjects are necessary in adult education.
In adult education, the learners programs cater for the learners' needs and interests.
- b) Find words meaning almost the same as
traditional:
to adapt:

5. Focus on the fourth extract and explain

- how the learners' experience is a key element in adult education
- find a word that means : authentic

GRAMMAR FOCUS

1. What do you call the age when you are

- a) a child?
- b) a boy?
- c) an adult?
- d) a man?

2. Explain in your words : " a short span of early manhood"

3. Complete as appropriate. You are given an example.

Being a woman is womanhood.

Being a father is

Being a brother is

Being a sister is

4. Checking coherence.

The following sentences are not in the right order. Number them from 1 to 4 to get a coherent paragraph. What clues helped you ?

Three key features stand out of the accounts of lifelong education:

Last, it rests on the belief that individuals are, or can become, self-directing, and that they will see the value in engaging in lifelong education. Then, it extends beyond the formal educational providers to encompass all agencies, groups and individuals involved in any kind of learning activity. First, lifelong education is seen as building upon and affecting all existing educational providers, including both schools and institutions of higher education.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
confined, maturity, merely, venture	<p>Noun + -hood noun motherhood</p> <p>Linkers of sequence</p>	<ul style="list-style-type: none"> • Guess the meaning of unfamiliar words through context clues. • Match titles with paragraphs • Reorder sentences to get a coherent paragraph •? <p><i>Anything else?</i></p>

READING THE BACK COVER OF A BOOK

IN PAIRS

1. Read and complete with suitable words.

A is a thick protective outer page of a book. There is a cover and a back
The title of the book and the name of the author(s) usually appear on cover whereas the cover provides information or about

2. Read the following back covers and choose the appropriate alternative.

Air or heir? Coarse or course? Which word did you hear? Which is Which? can help you. The words are arranged IN PAIRS and groups according to how they sound, rather than how they are written, so that you can look up what you hear without knowing the exact spelling. Words with the same vowel sound are grouped together in one section and are listed alphabetically within that section. Each entry contains the phonetic spelling of the word, its ordinary spelling and its part of speech. Several example sentences are given to illustrate the meaning of the word and how it is used. ***Which is Which?*** will prove an invaluable aid to the student of English and the native speaker seeking a guide to the complex area of spelling and pronunciation.

A

If you're learning English and want definitions which are clear and concise, in a handy-sized book you can keep with you at all times, then this is the dictionary for you.

- over 30.000 references
- pronunciation at each entry
- up-to-date vocabulary
- includes American English
- help with grammar
- help with irregular spellings
- many examples of usage

B

'A' is the back cover of a :

- a) dictionary
- d) book of homophones
- c) novel
- d) history book

'B' is the back cover of a :

- a) pocket dictionary
- d) book of homophones
- c) thesaurus
- d) cookery book

Read these excerpts from the **back cover of a novel** and

1. check what kind of information is provided for readers.

" has always had a sharp eye for the odd but piercingly-accurate visual detail, an acute ear for the betraying phrase or inflection ... certainly one of the half-dozen best story writers in English today."

"In this novel, unforgettable characters from every corner of society come to life. The landscape they inhabit is brilliantly depicted."

"The author's writing has the tough precision of poetry and the closely-observed naturalness of everyday life."

"This work is endowed with an emotional genius so palpable one experiences it like a finger pressing steadily upon the prose."

2. Read the whole page and identify 3 compound adjectives that are made up of an adverb and an adjective or a past participle.

3. Rephrase them in your own words to show you understand them.

4. Read the extracts and find words that mean:

- a) unfamiliar
- b) exact
- c) sharp
- d) six
- e) described
- f) memorable
- g) persons in a novel
- h) scenery

GRAMMAR FOCUS

Read the back cover again.

1. Pick out 4 adverbs. How do they end? What do you notice?
2. Provide the corresponding adjective forms.
3. Identify the adjectives in the extract. Copy them in your notebook and supply the corresponding noun forms.
4. What suffixes are used to form adjectives? List all the adjective endings you know: ...able; ...al;;;;.....;.....;.....;.....
5. Keep your adjectives, nouns and adverbs in a file inside your PORTFOLIO.

PRONUNCIATION FOCUS

1. Read these words aloud and check if the underlined sounds are similar or different.

- | | | |
|----|--------------------|--------------------|
| a) | close <u>ly</u> | obs <u>er</u> ved |
| b) | tough <u>h</u> | gen <u>iu</u> s |
| c) | pro <u>s</u> e | wh <u>o</u> se |
| d) | <u>ch</u> aracters | <u>c</u> orner |
| e) | stea <u>d</u> ily | inhab <u>i</u> t |
| f) | vis <u>u</u> al | precis <u>i</u> on |
| g) | rac <u>i</u> al | precis <u>i</u> on |
| h) | vent <u>u</u> re | natur <u>a</u> l |

2. Which syllable is stressed in these words? Circle it. Example: (al)ways
 accurate - precision - genius - compelling - experience - imaginative -
 implications - injustice - emancipation - emotional - inhabit - society -
 determined

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
accurate, acute, characters, depicted, landscape, palpable, unforgettable	Compound adjectives Adverb + adjective or past participle piercingly-accurate	<ul style="list-style-type: none"> • Read the back cover of a book • • • <p>Complete as you wish</p>

ALEXANDER GRAHAM BELL, THE....



READING INTO WRITING

1. Check your reading rate.

You are going to read a 6-paragraph text about Alexander Graham Bell, the inventor of the telephone.

Take **1 minute** to read as much as you can of the text.

Stop after one minute **sharp**.

Count the words you managed to read.

What is your **reading speed**?

Has it improved compared to your score when you read the biographical notes about Sting in the **Introductory Unit**?

Go round the class and find out about your classmates' reading rate.

What is the average number of words other students managed to read in one minute?

2. Once you have read the text, complete the title with **ONE** word (other than *inventor*).

1. He was "troubled all his life by the timeless and universal human need to communicate," says a biographer of Alexander Graham Bell, the inventor of the telephone. And it was not alone through his invention but even more, perhaps, as a teacher of speech, that Alexander Graham Bell pursued that goal. He would rather be remembered as a teacher of the deaf, he told his family, than as the inventor of the telephone. And what a teacher he was! — enthusiastic, innovative, sympathetic, creative.

2. Alexander Graham Bell's family were no strangers to the communicative arts. His grandfather, for whom he was named, was a well-known elocutionist and actor in Edinburgh Scotland, where the younger Alexander was born on March 3, 1847. In addition to giving public lectures and dramatic readings, the elder Bell developed a considerable practice in the treatment of speech defects, such as stammering, lisping, and other impediments. He wrote two books, *Stammering and other Impediments of Speech* and *The Practical Elocutionist*, which used comma-like symbols to indicate word grouping and emphasis.

In his middle teens, young Alec, as he was called, spent a year with his grandfather, who was at that time living in London. This experience had a lasting influence on his life, and it gave him a maturity and seriousness of purpose that made him seem in some ways considerably older than his years.

3. Bell's father, Alexander Melville Bell, gained a worldwide reputation as a teacher of correct speech and lecturer on elocution. When only a young man he began investigating the working of the vocal organs. Melville Bell, like his father, studied the anatomy of speech and approached his subject with scientific thoroughness. In 1864,

he completed a universally applicable phonetic alphabet by which he could describe the manner of production of the sounds of nearly all known languages. He called this alphabet "Visible Speech" and its various symbols (thirty-four in all) showed how the vocal organs would be positioned to make a sound.

4. Alec and his brothers became quite adept at using the "Visible Speech" alphabet, reading the symbols and producing the sounds they represented. In demonstrations, linguists from various parts of the world dictated words to Melville Bell from a number of different "exotic" languages, dialects and accents (including American Indian languages Arabic, Hindi, Persian, Urdu, and many more), and his sons produced the sounds from the symbols their father had written down. Their performance was impressive, and a commentary in the London Illustrated Times proclaimed: "We cannot pretend even to guess at the horizons opened up by such an alphabet in the training of the deaf, the dumb, and the blind."

5. Alec's mother was a musician as well as an accomplished portrait painter, and her son was born with such a talent for music that from infancy he could play by ear and improvise at the piano. He was therefore given an extensive musical education and for a short while planned a musical career. He in fact did teach music for two years at a boys' school. When he was about twelve years old, his mother lost her hearing; and there is little doubt that this misfortune intensified his sympathy for the deaf and his lifelong interest in helping to alleviate their difficulties in communicating.

6. In the summer of 1868, Melville Bell went on a lecture tour in the United States and Canada, leaving his son in full charge of his practice in London, where Alec also continued his studies at the university. When his father returned, Alec became a full partner in the work, continuing to teach while he studied the anatomy of the vocal apparatus at London University. His work met with great success, and his reputation flourished. The work he did revealed his outstanding talent for teaching.

Adapted from *Twelve Famous Americans*
(Compiled by Thomas Kral)

3. Read and find words and expressions that nearly mean the following:

- a) to be familiar with something (par.2)
- b) someone who writes a biography (par.1)
- c) people who are unable to speak or hear (par.1+4)
- d) handicaps (par.2)
- e) lack of luck (par.5)
- f) eternal / permanent (par.1+5)
- g) used all over the world (par.3)



4. Answer the following questions:

- a) What qualities did Bell have as a teacher?
Comment on the adjectives used and supply the corresponding noun forms.
- b) What shows that Bell's family were used to the arts of communication? Justify your answer with a phrase from the text.
- c) Who is the elder Bell?
- d) Who is the younger Alexander? Why is the comparative used?
- e) What's Bell's petname?
- f) What's Bell's birthplace?
- g) What are his mother's special talents?
- h) What's Bell's educational philosophy?

5. Focus on paragraph 2 and check Bell's age.

- a) Was he a grown up or a child?
- b) How old do you think he was then?
- c) What's meant by "older than his years"

6. Rephrase the following sentence in your own words. What does it express? What helped you understand it ?

What a teacher he was !

7. Pick out a noun from each paragraph. Copy the 6 nouns in your notebook and supply the corresponding adjectives.

LEXICAL FOCUS

1. Here are some synonyms of 2 words from paragraphs 1 and 2. Find the 2 words.

- a) barrier, block, difficulty, hindrance, obstacle =
- b) ageless, changeless, endless, eternal, everlasting, permanent=

In which book are these synonyms to be found ? – An encyclopedia
– A grammar book
– A thesaurus

2. Choose a word from the reading and list its synonyms. Check them later in a thesaurus or a dictionary of synonyms and antonyms.

GRAMMAR FOCUS

1. What a teacher he was !

Pick out the nouns that refer to Bell's family members and produce similar sentences about Bell's mother, father and grandfather.

2. He would rather be remembered as a teacher of **the deaf** (Par.1). What do you think **the deaf** means? Is it just one person or a group?

3. Complete the following:

The + ? is used to refer to a ? of people in society

The poor (= poor people)

The old and the sick (= old people and sick people)

The blind (=blind people)

4. Work in groups of 3 to sort out the following scrambled adjectives to get 3 lists. Put each adjective under the appropriate heading. Each member of the group will have a complete list to check with other groups' lists.

The

rich blind elderly homeless young
 strong disabled sick old
 hungry deaf unemployed middle-aged

Social or Economic	Physical or Health	Age
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.

PRONUNCIATION FOCUS

Which three words do not belong in the group as they contain a different sound? Focus on the underlined letters.

misfortune, musician, reputation, lecture, teachching, flourished, education.

DEVELOP YOUR WRITING SKILL

Can you sum up the text you have just read? Give it a try by following the steps indicated below.

1. **Outline** the reading by giving a title to each paragraph.
2. Develop each of the 6 titles into a **topic sentence**.
3. **Support** each topic sentence with details.
4. Produce a **concluding sentence** for each paragraph.
5. **Link** your sentences with suitable connectors to get coherent paragraphs.
6. Make sure your paragraphs make a good **summary** of the text.
7. Make the necessary changes to **improve** your summary.
8. Show your summary to a classmate for revision.
9. **Revise** your summary in the light of your classmate's comments.
10. Check for punctuation, spelling, capitalization and layout.
11. Read your summary one more time to see if you are happy about it.

Keep it in your **PORTFOLIO**.

Check how many pieces of writing your **PORTFOLIO** contains. Make a list of the writing task types you have completed so far.

MY NEW WORDS AND EXPRESSIONS	MY GRAMMAR	WHAT I CAN DO NOW
biographer, deaf and dumb, impediments, misfortune, timeless, to be no stranger to something	– The + adjective used for a group of people e.g. The old = old people – The exclamative form.	<ul style="list-style-type: none"> • Outline a text • Summarize a text • Understand petnames such as: Bob for Robert Betty for Elizabeth Bill for William What else???



Alexander Graham Bell, the inventor of the telephone

PROJECT WORK 2

EXPOSITORY TEXTS

A. You are given a list of types of **expository texts** in the box below.

1. Which types do you already know? Tick them.
2. Underline the ones you have come across in your new book (**Skills for Life**).
Refer to the lesson(s) containing such types.
3. Circle the ones you have never seen.

ads	biographies	brochures	cartoons	definitions
	interviews	invitations	lab reports	letters
lists	maps	directions	book reports	
		editorials	newspaper articles	

4. Check which types of expository texts:

analyse	inform	explain	describe
persuade	define	classify	compare

5. Supply the noun form of the eight verbs in Question 4.
6. Circle the stressed syllable in each of the 16 words (8 verbs and 8 nouns)
7. Check your answers with other classmates and with your teacher.
8. Insert your work in your **PORTFOLIO** for future use.

B. WEBQUEST

Use the Google search engine. Type in the phrase “**expository texts**” to see samples. Select the sample text you like best. **Try to produce a similar text which you will keep in your PORTFOLIO .**

LATER BY MICHAEL FOSTER

EXTENSIVE READING

1. Read the story and place these headings relating to the different parts in the space provided.

- a) Development of the drama
- b) Setting the scene for the story
- c) Conclusion
- d) Focus on the story
- e) Introducing the main characters, setting events in motion

A. _____

It's queer, the things you remember. When life has crumbled suddenly, and left you standing there, alone. It's not the big important things that you remember when you come to that: not the plans of years, not the love nor the hopes you've worked so hard for. It's the little things that you remember then: the little things you hadn't noticed at the time. The way a hand touched yours, and you too busy to notice; the hopeful little inflection of a voice you didn't really bother to listen to...

John Carmody found that out, staring through the living-room window at the cheerful Tuesday-afternoon life of the street. He kept trying to think about the big, important things, lost now – the years and the plans, and the hopes. And the love. But he couldn't quite get them focused sharply in his mind, just now. Not this afternoon.

They, those important things, were like a huge but nebulous background in his mind. All he could remember, now, was a queer little thing; nothing, really, if you stopped and thought about it in the light of the years and the plans and the – the great love. It was only something his little girl had said to him. One evening, two – perhaps three weeks ago. Nothing, if you looked at it rationally. The sort of thing that kids are always saying.

But it was what he was remembering, now.

B. _____

That particular night, he had brought home from the office a finished draft of the annual stockholders' report. Very important, it was. Things being as they were, it meant a great deal – to his future; to the future of his wife and his little girl. He sat down to reread it before dinner. It had to be right: it meant so much.

And just as he turned a page, Marge, his little girl, came with a book under her arm. It was a green-covered book, with a fairy-tale picture pasted on it. And she said: "Look, Daddy."

He glanced up and said: "Oh, fine. A new book, eh?"

"Yes, Daddy," she said. "Will you read me a story in it?"

"No, dear. Not just now," he said.

Marge just stood there, and he read through the report. And Marge's voice, with timid and hopeful little inflections, was saying: "But Mummy said you probably would, Daddy."

He looked up over the top of the typescript. "I'm sorry," he answered. "May be Mummy will read it to you. I'm busy, Dear."

"No," Marge said politely. "Mummy is much busier, upstairs. Won't you read me just this one story? Look— it has a picture. See? Isn't it a lovely picture, Daddy?"

"Oh, yes. Beautiful," he said. "Now, that picture has class, hasn't it? But I do have to work tonight. Some other time..."

After that, there was quite a long silence. Marge just stood there, with the book open at the lovely picture. It was a long time before she said anything else. He read through two more pages...

"But it is a lovely picture, Daddy. And the story looks so exciting," Marge said.

"I know," he said. "Ah...mmmmmm. Some other time. Run along, now."

"I'm sure you'd enjoy it, Daddy," Marge said.

"Eh? Yes, I know I would. But later."

"Oh," Marge said. "Well, some other time, then. Will you, Daddy? Some other time?"

"Oh, of course," he said.

But she didn't go away. She still stood there quietly, like a good child. And after a long time, she put the book down on the chair, and said:

"Well, whenever you get ready, just read it to yourself. Only read it loud enough so I can hear, too."

"Sure," he said. "Sure. Later."

C. _____

And that was what John Carmody was remembering. Now. Not the long plans of love and care for the years ahead. He was remembering the way a well-mannered child had touched his hand with timid little fingers, and said:

"Just read it to yourself. Only read it loud enough so I can hear, too."

And that was why, now, he put his hand on the book. From the corner table where they had piled some of Marge's playthings, picking them up from the floor where she had left them.

The book wasn't new any more, and the green cover was dented and thumbed. He opened it to the lovely picture.

And reading that story, his lips moving stiffly with anguish to form the words, he didn't try to think any more, as he should be thinking, about the important things: about his careful and shrewd and loving plans for years to come; and for a little while he forgot, even, the horror and bitterness of his hate for the half-drunken punk kid who had carelessly driven down the street in a second-hand car – and who was now in jail on manslaughter charges.

D. _____

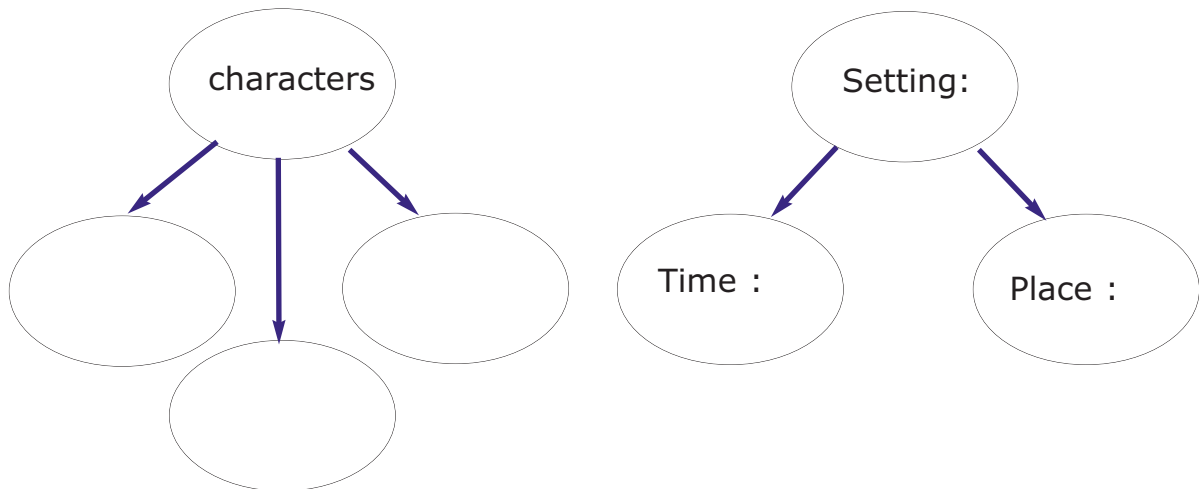
He didn't even see his wife, white and silent, dressed for Marge's funeral, standing in the door way, trying to make her voice say calmly: "I'm ready, dear. We must go."

Because John Carmody was reading:

"Once upon a time, there was a little girl who lived in a woodcutter's hut, in the Black Forest. And she was so fair that the birds forgot their singing from the bough, looking at her. And there came a day when..."

He was reading it to himself. But loud enough for her to hear, too. Maybe.

2. Complete the spidergram.



3. Match the words with their synonyms or definitions.

<ol style="list-style-type: none"> 1. queer 2. to crumble 3. rationally 4. manslaughter 5. anguish 6. jail 	<ol style="list-style-type: none"> a) logically b) deep suffering c) killing someone d) prison e) to be destroyed f) strange
--	--

4. The following statements are false. Say why.

- a) Tuesday was a cheerful day for John Carmody.
- b) Carmody read a fairy tale to his daughter.
- c) Marge was angry when her father said he was busy.
- d) The punk kid was in jail for drunken-driving.

5. Who do the following adjectives apply to? Put a tick where appropriate.

	Father	Daughter
regretful		
polite		
well-mannered		
sad		
busy		

6. Why does the father feel so guilty?

7. Who is to blame in this story? The father? The punk kid? Both? Justify your answer.

8. What do you think the moral of this story is?

GRAMMAR FOCUS

When we report utterances we use reporting verbs like : **ask, advise, apologize, urge, beg, warn, invite, remind.**

Read the following sentences from the story then report them using the verbs above.

- a) "Look, Daddy."
- b) "Will you read me a story in it?"
- c) "I'm sorry but I'm busy."
- d) "The story looks so exciting, Daddy."

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
anguish, crumble, jail, manslaughter, queer, rationally	Using reporting verbs advise, apologize, urge, beg, warn, invite, remind.	<ul style="list-style-type: none"> • Read a short story • Identify characters' profile • Identify the moral of a story •?

WRITING A NARRATIVE

A narrative is composed of the following elements:

1. Setting the scene for the story
2. Introducing the main characters, setting events in motion
3. Focusing on the story
4. Developing the drama
5. Concluding

(For more detailed information about narrative texts, refer back to **Lesson 9, Unit 1**)

1. Develop a five-paragraph narrative.

Follow the instructions below.

- Think of a suitable title.
- Choose vocabulary carefully to create the appropriate atmosphere.
- Use direct speech to make your narrative more immediate.
- Make the final sentence of each paragraph prepare the reader for the

development of the story in the next.

2. Revise your draft to check for grammar, vocabulary, spelling, punctuation and capitalization.

3. Read out the first paragraph for the whole class to comment on it.

4. Respond to the comments by justifying your choices.

5. Insert your final version of the narrative in your PORTFOLIO for your teacher to look at and provide recommendations.

6. Add this type of writing to the list you made when you checked your PORTFOLIO .



**CHECK YOUR
LANGUAGE
AND
SKILLS
1**

A FOREIGN STUDENT IN BRITAIN

1. Read the introduction and complete the table.

Who?	What ?	Where ?



Hoda Baraka , age 23 from Cairo, is studying an MSc in politics of the world economy at the London School of Economics (LSE) economy at the London School of Economics (LSE)

1. London universities' reputation for academic excellence is what most attracts foreign students to the capital, particularly those pursuing graduate studies. As someone who completed an undergraduate degree at an American university, then did postgraduate studies at the LSE, I can attest to the strengths of the British system.
2. While the US system exposes students to a wide range of subjects, the British system focuses more on building a solid base for critical thinking. This approach has proved to be more fulfilling for graduate students - in the UK they are assessed more on the strength and eloquence of their arguments, rather than on how much information they have absorbed.
3. The vibrancy of London life also features highly for most graduate students, and many universities highlight this when attempting to attract overseas students. The exposure to different cultures and mindsets is matched by few universities in other world capitals.
4. Although most UK universities emphasise that their graduate programmes are only one year - an important advantage over their American counterparts - more students are considering part-time study, in view of the severe time constraints on full-time students. This enables them to take part in the many other activities that university life offers.
5. However, there is a more important issue, which in my view is likely to dissuade an overseas student from studying in the UK: the financial outlay. The availability of scholarships for international students is limited. Many fewer university scholarships are given to overseas students in Britain than in the US. These financial constraints reduce the pool of foreign students. This is a sad loss for the cultural diversity of university life
6. As someone who has been exposed to the American and British educational systems, the British system was more fulfilling and enlightening. But the financial headaches of studying here must be addressed if international students are to continue to choose the UK.

The Guardian, Tuesday October 31, 2006

2. Read the text and tick the correct alternative.

The text is mainly about

- a) Difficulties in an Egyptian student's life
- b) Studies in the USA and the UK
- c) International students in the UK

3. Find words in the text meaning

- a) a big choice (par.2)
- b) attract attention to (par.3)
- c) make it possible for someone to do something (par.4)
- d) persuade someone not to do something (par.5)
- e) providing information and understanding (par.6)

4. "The financial headaches of studying here must be addressed" means:

- a) Journalists must write about the financial difficulties
- b) The government must think about and deal with the financial difficulties
- c) Students must fill in an application form not to have financial problems.

5. Do you think that the exposure to different cultures and mindsets is important for students?

6. Read this sentence from the text

*"While the US system exposes students to a wide range of subject, the British system focuses on building critical thinking." What does the sentence express? **

- a) Regret
- b) Contrast
- c) Suggestion

CHECK YOUR LANGUAGE

1. Report these utterances beginning as shown.

"I'm getting tired of waiting," he complained. "I've been sitting here for half an hour. The same thing happened when I came here yesterday. The next time it happens, I shall report it."

He complained that because he
..... He added that
....., and ended by saying that
.....

2. Complete the text with words from the box.

tours gifts accommodation enjoyable friendly provide qualified range

Welcome to Cheltenham Spa

Make our Tourist Information Centre your first call when planning your visit to Cheltenham. Ourteam can provide an extensive range of services to make your stay and memorable. We can book your, from a homely bed and breakfast to a four-star-hotel. We cantickets for local events and we are booking agents for National Express and local coach operators.

In summer we organise our own varied programme of Scenic Coach Tours of the Cotswolds, plus regular walking..... of Regency Cheltenham, all escorted byguides. We also stock a wide range of maps, walking trails and guidebooks plus qualityand souvenirs. We can help you with advice on what to see, where to go and how to get there. We look forward to seeing you in Cheltenham Spa.

READ and WRITE

This poem is from www.poetry.com which is a poetry site that publishes winning poems submitted by poets from all over the world and assessed by the International Library of Poetry specialists. The poem- Youth Thoughts- deals with young people's attitude to life.

1. Read it and

- a) identify the verbs used .
- b) identify the words that express youth attitude.

2. Focus on out the last words of the first 8 lines. Identify the rhyme.

3. Read the poem aloud to practise the [ei] sound.

Youth Thoughts

*Young people say:
Time quickly flies away!
Why not joke, play,
Laugh and happy stay?*

*For pleasure there's no delay!
Your sorrow, throw away!
All your money fritter away.
In leisure, amusement and holiday!*

*Never worry, sigh or cry
Keep healthy and happy; and stay
Jovial and cheerful every day.*

*Youth way of life:
A life in the happiest way!*

Jawida Ben Afia

How creative are you?

How good a **POET** are you?

- Can you write a poem? Choose a rhyme you would finish all the lines with.
- Read your poem to the class.
- **What about submitting YOUR OWN poem for assessment? YOU may get a PRIZE.**

Access www.poetry.com to submit your poem and see lots of other poems that have won prizes.

UNIT 3

CREATIVE,
INVENTIVE
MINDS

UNIT OUTLINE

Lesson	Title	Constructing meaning	Communicating	Functions and linguistic exponents	Pronunciation
1.	Inventions-related words Webquest (Robots)	Dictionary skills Defining		Word form Used to+V Be used to+V+ing	/s/ /z/
2.	Technology: A Blessing in Disguise?	Reading an article	Speaking Expressing one's opinion	The Present Perfect	
3.	The Father of Playstation	Listening to an interview	Speaking about Nobel Prize winners		Pronouncing - ed (regular past tense) - /tʃ/ /ʃ/ /z/ /dʒ/ /z/
4.	Prize Winners Webquest (Nobel Prize Winners)	Reading notes about prize winners and inventors	Writing Imitating a model Making notes about famous inventors using web resources		
5.	Women choose to opt out	Reading an argumentative article	Writing : Summarizing an article	Nouns ending in ship The Subjunctive	
6.	The Brain Drain	Reading three short texts Comparing texts	Writing a formal letter	So that So that	- Syllable stress Classifying words - Identifying number of syllables
7.	Scientists' Achievements Webquest (Inventions)	Reading 2 texts	Speaking Taking part in a video conference	Restrictive Non-restrictive clauses.	
8.	The Daffodils	Reading a poem Identifying Figurative Language	Writing Summarising a poem		
9.	Writing as a Process		Writing an argumentative article		
Arts 5	The Bard's Sonnet 18	Reading a sonnet	Speaking Paraphrasing quotations and a stanza from a poem	Punctuation Marks(Recognition and Use)	
Arts 6	As You Like It	Reading an extract from a play	Speaking Preparing an oral presentation based on a plot summary		
Arts 7	Project Work for Arts Students	Focusing on Text features , purposes and linguistic clues	Writing aText with a focus on purpose, features and linguistic clues		

INVENTIONS RELATED WORDS

READING INTO WRITING

IN PAIRS

1. Paraphrase these proverbs.

A brain is an apparatus with which we think we think.

Necessity is the mother of invention.

Genius= 1% inspiration + 99% perspiration.



2. Study this extract from a thesaurus page then determine which verbs have a stronger meaning than the other equivalents. Follow the example: **fancy** has a **stronger** meaning than **imagine**.

invent - Syn. devise, discover, create, find, fashion, form, fabricate, design, plan, frame, project, scheme, carry out, imagine, simulate, visualize, fancy, conceive.

3. Study the examples in the box below and check the use of each verb. Would you have used other verbs from the thesaurus page instead? Try to explain some more verbs.

create / invent / discover / find out

If you **create** something, you make something happen or exist.

if you **invent** something, you make or design something that did not exist before.

If you **discover** something, you find something that already exists.

You can **find** something **out** either by chance or by study or inquiry.

4. Read the dictionary page below and complete the table.

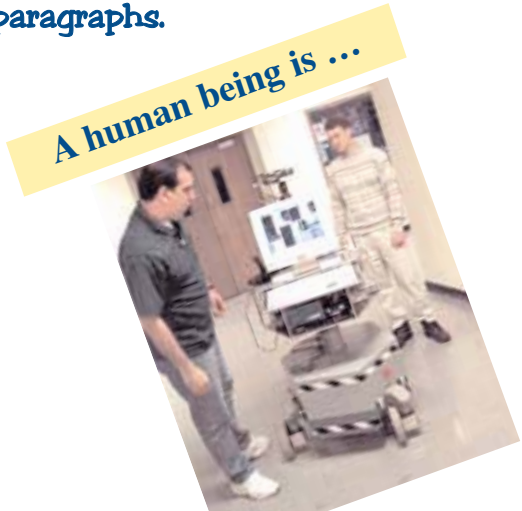
create /kri_eit/ verb 1 [VN] to make something happen or exist: The main purpose of industry is to create wealth. 2 [VN] to produce a particular feeling or impression: The company is trying to create a young energetic image. 3 to give sb a particular rank or title: The government has created eight new ranks.

creation /kri_eiʃn/ noun 1 [U] the act or process of making sth that is new, or of causing sth to exist that did not exist before: He had been with the company since its creation in 1976. 2 [C] a thing that sb has made, especially sth artistic or imaginary: a literary creation.

creative /kri_eitiv/ adj. 1 [only before noun] involving the use of skill and the imagination to produce sth new or a work of art: a course on creative writing (writing stories, play and poems) 2 having the skill and ability to produce sth new, especially a work of art, showing this ability: She's very creative - she writes poetry and paints. 4 creatively adv. creativity /kri:'eitiv_tɪ/ noun [U]: Creativity and originality are more important than technical skill.

Uncountable noun	creation
Countable noun	creation
Verb	
Adverb	
Adjective	

5. These are scrambled sentences that make up definitions of what a human being is and what a robot is. Sort them out to get two short, coherent paragraphs.



- a) a soft weak creature.
- b) never sleeps,
- c) it has to spend one third of its life asleep,
- d) and can work in any temperature.
- e) than human beings.
- f) It uses electrical energy directly,
- g) and it can't work if the temperature is too hot or too cold.
- h) It is stronger, more efficient
- i) made of strong metal.
- j) It needs constant supplies of air, water, and food;

What clues helped you make up your definitions?

6. What do YOU think of robots' role(s) in our lives now and in the future?

"... Robots were first developed to work where humans found the work dangerous and hard. But the next generation of robots will co-exist with humans."

WEBQUEST

Search for "Robots" and find out about the latest inventions in the field.

Choose a specific robot and gather information about it. Sort out what you obtained and prepare a talk for your school Technology club. Tell the audience how the robot functions and what it is used for.

CHECK YOUR WORD FORMS

From new modern-day conveniences like computer, cell phones and MP3 players, to the little things that we take for **[grant]**... like electricity, **[run]**... water, automobiles, telephones and airplanes, the world has evolved into what we know today thanks to the art of **[invent]**...

Defined as the process of **[discover]**... or presenting an element of novelty that will be of service to someone or something, inventing has been **[continuous]**... occurring for centuries. An invention may be based on an earlier idea of **[collaborate]**... or may be an **[entire]**... new breakthrough altogether. It is **[essential]**... a good idea that serves a purpose. The only goal an invention has to accomplish is **[solve]**... some kind of problem.

HOW FAMILIAR ARE YOU WITH INTERNET TERMS?

- a) Study the following list of definitions and match each item to its corresponding explanation.



[Advanced Search](#)
[Preferences](#)
[Language Tools](#)

Google Search I'm Feeling Lucky

Terms	Definitions
<ol style="list-style-type: none"> 1. attachment 2. browser 3. download 4. emoticon 5. FAQs 6. hypertext 7. ICT 8. netiquette 9. portal 10. search engine 11. spamming 	<ol style="list-style-type: none"> a) copy something from another computer to your own b) Frequently Asked Questions c) a set of conventions for polite behaviour on the Internet d) a document sent along with an email message e) a program that allows you to read documents on the web f) a programme which allows users to search for specific information g) a symbol used to convey an emotion, a smiley : h) sending the same email to multiple lists, usually to advertise a product or service, which is against netiquette i) Information and Communication Technologies j) text in which links are inserted to allow the reader to read in a non-linear way k) a site which provides a 'gateway' into a range of Web services. Well-known portal sites include Yahoo! Alta Vista!

- b) Which terms did you know before reading the list?
- c) Which ones have you never seen?
- d) How clear is the meaning of all the terms?

GRAMMAR FOCUS

A. Answer the questions below.

1. Did people use to use the Internet 20 years ago? Why?
2. How often do you access the Internet?
3. Are you getting familiar with it?
4. Do you know the percentage of Tunisian People who use the Internet?
5. Do you think Tunisian students are now **used** to accessing the Internet?
6. Are you **used** to searching information on the web? Do you find it easy?
7. How did you **use** to find information?
8. Which references did you **use** to get information?

B. 1. Check the meaning of the verb use in the dictionary page.

<p>use /ju:z/ (used, used /ju:zd/)v (pt, pp) /ju:zd/ 1~sth (for sth /doing sth) employ sth for a purpose: Do you know how to use a computer? oMay I use your phone? They used the money to set up an irrigation project. 2(fml) treat (sb) in a specified way.</p> <p>use /ju:s/ n. U 1 the act of using sth; the state of being used: The software is designed for use in schools 2 U the ability to use your mind or you body: He lost the use of his legs in an accident.</p> <p>used /ju:st/ adj. ~to sth /to doing sth familiar with sth because you do it or experience it often: I'm not used to eating so much at lunchtime.</p> <p>used to /ju:sd tə, before vowels and finally 'ju:st tʊ/ modal verb (negative didn't use to /ju:s/) used to say that sth happened</p>	<p>continuously or frequently during a period in the past: I used to live in London. I didn't use to like him very much when we were at school. Did she use to have long hair?</p> <p>use-ful /'ju:sfʊl/ ~(to do sth) ~(to sb) ~(for sth/for doing sth) that can help you to do or achieve what you want: a useful book. He might be useful to us.</p> <p>use-ful-ness /ju:sfʊlnəs/ n U the fact of being useful or possible to use: There are doubts about the usefulness of these tests.</p> <p>use-less /'ju:sləs/ adj~to do sth /to doing sth not useful, not doing or achieving what is needed or wanted. This pen is useless. He knew it was useless to protest</p> <p>user /'ju:zə(r)/ n a person or thing that uses sth: road user. Computer software users. Please enter your user name.</p>
--	---

2. Focus on questions 5, 6, and 7 in A and comment on the different uses of the verb use.

3. Answer these questions :

- How many entries are there on the dictionary page?
- What do you call someone who uses something?
- Explain what a **username** is.
- Identify the entries that contain suffixes.
- Identify 2 antonyms.
- How many adjectives are there on the dictionary page?
- Which word(s) is(are) uncountable? Why?
- How easy is it for you to exploit dictionary entries?

PRONUNCIATION FOCUS

1. Focus on the phonetic transcription of the words listed on the dictionary page and check how the letter -s- is pronounced.

2. How do you pronounce the underlined words below? Read them aloud.

- used to do something - to be used to doing something - to use something
- the use of something - useful - useless -

3. Which sounds are similar? Which are different?

- a) used to b) the use
 c) to use d) to be used to

4. a) Read these sentences aloud. Focus on the /s/ sound.

I have never used a thesaurus. I often use dictionaries. I am used to accessing the World Wide Web. I am using several sources of information.

b) What do you notice? How is the (s) pronounced?

c) Make personal sentences with "use" and say them aloud to show the difference between the sounds (s and z).

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
attachment , browser download, emoticon, FAQ hypertext, ICT, netiquette portal , search engine spamming	Used to+V Be used to doing something	<ul style="list-style-type: none"> • Use a dictionary and a thesaurus • Understand and use Internet vocabulary appropriately • Search information on the web and present it in a talk • Pronounce different sounds of the same letter <p>..... ?</p> <p>..... ?</p> <p>..... ?</p>

TECHNOLOGY : A BLESSING IN DISGUISE?

SPEAKING INTO READING

IN PAIRS

1. Discuss which words in the box can replace the underlined ones in the paragraph below.

emerging ; host ; infancy ; instantly ; intrusive ; literally ; location ;
pinpoint

Privacy Fears Intensified By Tech That Knows Where You Are

As location-based technology advances, your computer, cell phone, and other mobile devices may soon be able to identify and transmit your exact place as you travel. And developers hope that an expanding network will tie these devices together to create a unique new user experience. People tapped into this new web will be able to communicate immediately with nearby users, participate in digital community activities, and get advertising for businesses that are exactly around the corner. But even in its babyhood, the concept of an electronic network that can track and communicate a person's every move is raising a number of questions about user privacy. Indeed, these techniques can be very disturbing. To always know where someone is, is more information than most employers are entitled to.

The big question is, **as** technology advances, does privacy diminish?"

National Geographic. (Oct.20, 2006)

2. Paraphrase the title of the paragraph above. Do you think that the fears are justified?
3. Check the use of 'as'.
 - a) How many actions are mentioned?
 - b) Are they simultaneous or does one occur before the other?
 - c) Place the words **technology** and **privacy** where appropriate, on the arrows below.

AS



- +



4. Do YOU think that privacy diminishes due to technology advances?
5. Draw your own arrows to show your opinion.

READING

IN GROUPS

1. You are going to read a text about the iPod.
Before reading it , try to answer the following questions.
 - a) What is an iPod used for?
 - b) How long has it been in use?
 - c) What specific features does it have now?
 - d) Do you think it will remain the same in a few years' time?
2. Now read the text as quickly as you can and check your answers to the 4 questions above against the information provided in the text. Correct or complete your guesses.
3. How many questions has each member of the group answered correctly? Count the score of each member using a scale from 1 to 4. (1 point for each correct answer)
4. Who managed to answer most questions?
5. What is your own score?
6. What about the other groups? Is their score better than yours?
7. Which student has the highest score in the class?

The iPod : Any Future?

Yes, the omnipresent music player is a powerful force. But what comes next?



1. The iPod, including the latest video version is a digital media phenomenon. But issues like digital rights management could stem that tide.

It's been quite an autumn for the iPod: the fifth anniversary celebration, the ultra-small gigabyte Shuffle, the iTunes Latino store and finally the ultimate iPod accessory. [.....] But the question is: what comes **after** the iPod?

2. The impact of the iPod on media has been astonishing - and not only on the music world. Five years ago who could have predicted that a handheld digital media player would be able to shift the fortunes of primetime network programming?

3. Five years from now, however, the iPod ecology must grow beyond the handheld realm and inhabit the larger context in which we consume media; what the industry generically calls "the living room." But there are some major issues to confront between now and then, many of them growing out of the key element that made the iPod successful in the first place: The iPod's designer's iron-fisted control of hardware, software and content sales.

4. [.....]* A final troublesome issue awaits the iPod future: users have grown accustomed to hearing CD-quality and DVD surround sound on their living room systems. Will compressed iPod files sound a bit thin by comparison? It is thought that for some people it won't make a difference, but for others there may be a "semi-orphaning of the tracks you've already bought.



*Special Report by Michael Rogers, Columnist
Nov. 8, 2006*

N.B : * [...] indicates that a part of the text has been removed.

1. Focus on the title and determine whether the text answers the question in the title. Why? Why not?
2. What is the future battlefield between the designer of the iPod and other competitors?
3. Pick out details showing that these statements are false.
 - a) The iPod has reached full development and does not need to develop further.
 - b) The iPod's designer has been unable to fully control the sales market.
4. Focus on the last paragraph and list the main concerns voiced by iPod users and the possible solutions.
5. Would YOU buy the next generation iPod? Justify your decision.

LEXICAL FOCUS

1. What do you think 'omnipresent' in the first sentence of the text means?

Present

- everywhere
- at all times
- sometimes?

2. Which words in paragraph 2 mean almost the same as
 - a) a strong effect?
 - b) surprising?
 - c) change and modify?
 - d) last?
3. Focus on paragraphs 2 and 4 and explain the following expressions in your own words to show you understand them.
 - a) handheld digital media player
 - b) primetime network programming
 - c) semi-orphaning of the tracks...
 - d) have grown accustomed to
4. Which words and expressions in paragraph 3 mean the following?
 - a) kingdom=
 - b) in five years'time=
 - c) to face=
 - d) concerns=
 - e) essential=
 - f) strong=
5. Which word in the last paragraph is used twice? What does it mean? Does it have the same form and function?

GRAMMAR FOCUS

The following sentences are taken from the text. Read them and find out what they have in common.

It's been quite an autumn for the iPod.

The impact of the iPod on media has been astonishing.

Users have grown accustomed to hearing CD-quality and DVD surround sound on their living room systems.

What tense is used in the 3 sentences?

Which uses does it have? Tick where appropriate.

This tense is used for

- 1) an action that took place in the past with no time indication
- 2) an action that happened in a precise time in the past
- 3) a past action with a present effect
- 4) an action continuing from past to present
- 5) a recent action

.....?..... +?..... →?.....

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
astonishing, impact, shift key, realm, confront, issue, primetime, sound(n), sound(v), omnipresent, troublesome, iron-fisted, ultimate, accustomed to.	<p>The Present Perfect</p> <p>It's been quite an autumn for the iPod</p>	<ul style="list-style-type: none"> • Express my opinion • Guess the meaning of unfamiliar words from the context • Explain words and phrases in my own words • Manipulate and use the Present Perfect tense <p>.....?.....</p> <p>.....?.....</p> <p>.....?.....</p>

LISTEN to this interview with Ken Kutaragi.

Listen to section 1

1. Correct these statements.

- a) Players will see that Play Station 3 is superior to PS2 as soon as it is launched.
- b) Play Station 3 will be released in the time frame previously announced by Sony.
- c) Play Station 3 contains the best technology.

2. Circle the titles of Play Station games that Ken Kutaragi mentions in the interview.

- a) Tomb Raider
- b) Ridge Racer
- c) Dark Angel
- d) Street Fighter
- e) Motor Storm
- f) Gran Turismo



3.

- a) Tick the titles you know.
- b) Underline the ones you like
- c) Cross the ones you dislike



4) Tick the correct alternative .

The Blu-ray has (15-150-50) gigabyte capacity.

5. Find out why Ken Kutaragi apologizes to the users.

Listen to section 2 .

1. Fill in the table with the prices .

Play station 3	Play station 2	Disk drive

2. Tick the correct alternative.

PS3 launch was delayed because

- a) its price is extremely high.
- b) it contains the latest technologies.
- c) it will have a profound impact on every player

3. List 2 reasons that make PS3 significant.
4. When does Ken Kutaragi feel happy?
5. What helps him concentrate on the development of Play Station?
6. How can Play Station be used in the future ?

LEXICAL FOCUS

1. Match the words with their synonyms or explanations.

Column A	Column B
a) via	1- put off
b) release	2- imagine a future situation
c) delay	3- very large
d) giant	4- launch
e) envision	5- first
f) initial	6- perhaps, probably
g) maybe	7- by means of, through
	8- free



2. Select 7 words from the box to complete the paragraph below.

**interact - release - around - virtual - maybe - envision -
via - electronic**

The popularity of computer and video games, as a whole, has been increasing steadily, and specialists -----it will continue to increase. The average age of the video game player is now 33, especially concerning multiplayer games in which players can ----- with other players from across the globe -----the Net, something that is ----- - unique to electronic gaming. Online communities exist in ----- worlds. Millions of players -----the globe are attracted to video gaming, and they often await the ----- of new games eagerly.

PRONUNCIATION FOCUS

1. Say these verbs aloud. How is the final -ed pronounced? Put each verb under the appropriate heading.

released - delayed - fixed - rushed - lived - adopted - needed - placed - looked - watched - begged - stopped - stuffed - called - envisioned - changed - formed -

/ id /	/ t /	/ d /
When the verb ends with -d or -t	When the verb ends with -p,-k, -s, - ch, sh,	All the other verbs.

2. Which verbs are stressed on the second syllable?

3. Are the underlined sounds similar or different?

- a. envision - garage
- b. future - intial
- c. release - user
- d. giant - engineer

MY NEW WORDS	MY GRAMMAR						
delay , envision , giant, initial , maybe , release , via	to be { <table style="display: inline-table; vertical-align: middle; margin: 0 10px;"> <tr><td style="padding: 5px;">dedicated</td></tr> <tr><td style="padding: 5px;">devoted</td></tr> <tr><td style="padding: 5px;">used</td></tr> <tr><td style="padding: 5px;">accustomed</td></tr> </table> } <table style="display: inline-table; vertical-align: middle; margin-left: 10px;"> <tr><td style="padding: 5px;">- to doing something</td></tr> <tr><td style="padding: 5px;">- to something</td></tr> </table>	dedicated	devoted	used	accustomed	- to doing something	- to something
dedicated							
devoted							
used							
accustomed							
- to doing something							
- to something							

WHAT I CAN DO NOW

- Work with a peer to perform a task
- Pronounce past endings of regular verbs correctly and sort out verbs per sound
- Reinvest newly acquired vocabulary in a paragraph
- Rephrase expressions from a text in my own words
- ?
- ?

PRIZE WINNERS

READING INTO WRITING

A. READ, REFLECT, REACT, SHARE

1. Read these notes about creative people and

- a) think about a name specialised in each field of creativity.
- b) prepare a list of names with the corresponding fields.
- c) go round the class to see which names and fields your classmates have thought about.
- d) add the names you think are important.
- e) share your list with other students.
- f) think of a group list.
- g) see in what way you can best use the list.



Great men and women are quite creative in several fields: literature, science, technology, inventions and so on...

*The **best** novel, the **best** invention and the **best** research deserve prizes.*

*Worldwide famous prizes, are awarded to the **most creative** scientist, inventor, researcher, novelist or playwright.*

2. Insert the words in the box where appropriate to get a coherent paragraph.

tribute -share - inventive- fields - commitment - ingredient - those - confidence - recognition - distinctions

In 1979, (**Women Invent Property Organization**), WIPO introduced the WIPO Gold Medal Award scheme for inventors, in ----- of their talents and contributions and to promote ----- activities, in particular, in developing countries.

Since 1979 until December 2002, WIPO Gold Medals and other ----- have been awarded to more than 747 inventors, from 93 countries. About twenty per cent of ----- inventors are women.

Women inventors are necessarily women of action: working and producing. They are of all ages, in all -----, from all regions of the world.

Regardless of their different backgrounds, these women ----- one common set of characteristics: courage, determination and ----- in their ideas. These qualities are an essential ----- of their success.

The WIPO Gold Medal is foremost a ----- to these women: to their creativity and ----- and to their contributions to the betterment of mankind.

3. Once you complete the paragraph, find synonyms of the following words.

- a) reward = praise =
- b) award = prize =
- c) paying no attention =
- d) features =
- e) being sure about one's abilities=
- f) gift =

4. Answer the questions below.

- a) Which is your favourite field of creativity?
- b) Do you know any creative people around you?
- c) Have you heard about international bodies that reward creative people?
- d) Can you name some of those organisations?
- e) What do you know about the Nobel Prize?
- f) Who is it named after?
- g) Who won the Prize in 2006?
- h) What field was in focus?

5. Use the words in the box to complete the paragraph below.

prize - achievements - establishment - peace - inventor - leaving

Alfred Nobel (1833 - 1896)

The Man Behind the Nobel Prize

Since 1901, the Nobel Prize has been honouring men and women from all corners of the globe for outstanding ----- in physics, chemistry, medicine, literature, and for work in ----- . The foundations for the ----- were laid in 1895 when Alfred Nobel - scientist, -----, entrepreneur, author and pacifist--wrote his last will, ----- much of his wealth to the ----- of the Nobel Prize.

6. Read the information about the Nobel Prize and

- a) supply the correct form of the bracketed words
- b) identify the suffixes used to form the adjectives
- c) rephrase this expression in your own words : “**prize-awarding institution**”

The **Nobel Prize** in the sciences is universally considered one of the most (**prestige**) ... distinctions for (**signify**) ... contributions to (**science**) ... knowledge and (**develop**) ... It has been awarded since 1901, in Physics and Chemistry, by the Royal Swedish Academy of Sciences and, in Physiology or Medicine, by the Medical Nobel Assembly.

Each year, the committees of the prize-awarding institutions send individual (**invite**) ... to thousands of distinguished (**science**) ..., members of academies and university professors around the world, asking them to nominate candidates for a Nobel Prize for the (**come**) ... year. As many countries and universities as possible are (**represent**) ...

With the help of (**special**) ... appointed experts, each committee then (**evaluate**) ... the nominations received, makes a (**select**) ... and presents its (recommend) ... to the (respect) prize-awarding institution. A vote is then (**take**) ... for the final choice of laureates. The Committees work throughout the year. The choice of each year's laureates is announced in October, and the prizes are awarded on December 10 of every year (the Anniversary of Alfred Nobel's (**die**) ...).

7. Read the information about the Nobel Prize winners and

- a) answer the questions.
 - Who won the Nobel Prize in Literature?
 - Who was awarded the Nobel Prize in Chemistry?
 - Who was the Nobel Prize in Technology awarded to?
- b) say what you notice about the 3 questions .Is the structure the same?
Why? Why not?

8. Make sentences about the prize winners using the questions in (7.a) above.

9. Who, among the Prize winners listed on the next page is your favourite ?
Justify your choice.

10. Go back to the list of names you assembled when dealing with activities 1.d;e;f;g(at the beginning of this lesson) and check if any of the names or fields listed are mentioned among the Nobel Prize winners you read about.

11. Would you like to win a prize for your creativity?

12. What impact would it have on you?

Nobel Prize Winners

Physics:

MARIE CURIE- France



1903

"in recognition of the extraordinary services she has rendered by her research on the radiation phenomena discovered by Professor Henri Becquerel"

Chemistry

DOROTHY CROWFOOT HODGKIN - Great Britain



1964

"for her determinations by X-ray techniques of the structures of important biochemical substances"

Physiology or Medicine:

ANDREW Z. FIRE and CRAIG C. MELLO - USA"



2006

"for discovering a mechanism for controlling the flow of genetic information"

Literature:

ORHAN PAMUK - Turkey



2006

"who in the quest for the melancholic soul of his native city has discovered new symbols for the clash and interlacing of cultures"

Peace:

MUHAMMAD YUNUS and GRAMEEN BANK - Bangladesh



2006

"for developing micro-credit as an instrument in the struggle against poverty"

Prize in Economics:

EDMUND S. PHELPS - USA



2006

" for changing our perceptions of the tradeoffs between economic objectives"

- c) Refer to the definition of 'brainchild' in the Introductory Unit and say whose brainchild each invention is.

DEVELOP YOUR WRITING SKILL

Imitate the model

1. Read this statement made by Charles Lamb, writer of Shakespeare's Tales.

“Shakespeare was **not just** a great writer but **the** greatest writer **who** had **ever** lived, a figure **who** in many ways was greater **than** ordinary people and **whose** knowledge and understanding of human nature was wide and deep”

2.

a) Think of a great writer, inventor, scientist, or researcher and produce a statement praising his or her qualities and work. Use the highlighted words and follow the structure used by Charles Lamb. Start as shown.

------(name of person) was not just a -----but the-----

b) Read out your statement to the whole class.

WEBQUEST

Access the NOBEL PRIZE website and find out about the various winners of the Nobel Prize in the 21st century.

Make a list of some names of inventors who deserved the Prize between 2001 and 2006. Search for details about their inventions and insert the information in your **PORTFOLIO**.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
creativity, founder, entrepreneur, honouring, a will.	<p>The passive</p> <p>The Nobel Prize is awarded to inventors</p> <p>Inventors are awarded the Nobel Prize</p> <p>The inventors win the Nobel Prize</p>	<ul style="list-style-type: none"> • Collect information about Alfred Nobel • Compare Nobel Prize winners • Talk about prize-awarding organisations • Imitate a model in writing • Share, reflect, react, compare • Search information on the web <p>.....?.....</p> <p>.....?.....</p>

WOMEN CHOOSE TO OPT OUT

READING INTO WRITING

IN PAIRS

1. The following scrambled paragraphs make up an argumentative article. **Reorder** them so as to get a main thesis, 3 supporting arguments and a conclusion. **Number** each paragraph and **label** it. *See the **sample answer** provided.

Paragraph N°

Women used to be willing to devote their time, energy, and effort to the corporation's needs—at the expense of meeting their own professional goals. But not anymore. They're starting their own businesses in an effort to gain more freedom, recognition, money, opportunities and other rewards. According to the Center for Women's Business research, the number of women-owned U.S. businesses grew at twice the rate of all firms between 1997 and 2002.

Paragraph N°

Expanding opportunities for women in leadership will require corporate change, as well as accommodations on the part of women themselves. Corporate cultures must support initiatives such as giving women high-visibility assignments, making gender diversity a part of succession planning and holding managers accountable for women's advancements. While women managers can improve their leadership ability by seeking out risky, high profile assignments. They should also try to strengthen their leadership skills in order to meet new challenges.

Paragraph N°

Experts say corporate America isn't doing enough to keep women from walking out the door. Companies need to focus on providing flexibility, as well as continuing challenges and opportunities for personal growth, to retain women whom they view as high-potential or who are already significant contributors. It is essential that a company should identify potential women managers early in their careers, reward their contribution and give them grand positions.

***Paragraph N° 1: Main thesis (SAMPLE ANSWER)**

Increasingly, women managers are choosing to "opt out" when corporations fail to meet their professional needs. Opting out-the latest catch phrase within corporate circles-describes the growing trend of leaving corporate positions for alternative career paths. A significant number of women managers are leaving large companies to start their own businesses. In fact, women are quitting corporate jobs in favor of entrepreneurship at twice the rate of men, according to Cheskin, a strategic market research and consulting company.

Paragraph N°

Fifty-one percent of women business owners with prior private-sector experience cite the desire for more flexibility as the major reason for leaving corporate positions, according to a study by Catalyst, a non-profit research and advisory organization working to advance professional women. Twenty-nine percent said restrictive glass-ceiling issues drove them out the door. Of those women, 44 % felt their contributions were not recognized or valued.

By **Susan West** Expert Author
www.womenbiznews.com

2. What type of article is this? a) narrative b) descriptive c) argumentative
3. Explain the title of the article.
4. Read the text and complete the table

Characters	
Decision	
Cause	

5. Complete the sentence.
Women would have brought a great potential to their companies if
6. What can companies do to keep women from opting out?
7. Do you think that high potential persons should leave a company and start their own business? Support your opinion with good arguments.

LEXICAL FOCUS

1. Match the words and expressions on the left to their synonyms or definitions on the right.

- | | |
|----------------------------------|----------------------------------|
| 1. paths | a) consider s/he is responsible |
| 2. at the expense of | b) considered important |
| 3. recognition | c) ways of achieving something |
| 4. cite | d) public praise and reward |
| 5. hold s.o.accountable for sthg | e) with damage to |
| 6. significant | f) mention something as a reason |
| 7. valued | g) important |

2. "catch phrase" means

- a) a popular phrase
- b) a meaningful sentence
- c) an important saying

3. Paraphrase the following expressions.

- prior private-sector experience
- non-profit research
- restrictive glass-ceiling issues
- women business owners
- twice the rate of men

4. Pick out 2 words spelt the American way.

GRAMMAR FOCUS

1. "It is essential that a company identify potential women managers."

- a) Focus on the form of the verb. What do you notice?
- b) Complete: It is essential that + subject + verb in the
- c) Choose the correct alternatives.

This tense (.....) is used in (**formal / informal**), (**personal / impersonal**) English.

d) Use the right form of the bracketed verbs.

- It is advisable that a scientist (to be) patient.
- It is important that he (to have)a deep curiosity.
- We are suggesting that he (to reconsider) our proposals in his research.
- We insist that he (to respect)safety measures when carrying out his experiments.

2. a) Focus on the word leadership

What do you notice about this word? How is it formed?

.....?..... +?..... →?.....

b) What do you call

- the fact of owning something?
- the state of being a citizen?
- being a member of a group?
- the status of a university professor?
- relation between people?
- a partner in a project or a business?

DEVELOP YOUR WRITING SKILL

1. **Sum up** each paragraph in **ONE** sentence.
2. Focus on **only one** main point or idea.
3. Make sure no key idea has been ignored.
4. **Link** your sentences with appropriate connectors.
5. **Proofread** your summary paying attention to grammar, vocabulary, punctuation and spelling.
6. Hand in your summary to your teacher for evaluation.
7. Once you get it back, further improve it before you insert it in your **PORTFOLIO**.

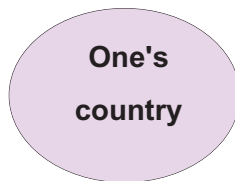
MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>at the expense of , recognition, cite, hold s.o. accountable for, Paths, significant, valued</p>	<p>- The subjunctive - It is important that he come on time - Nouns ending in - ship → noun+ship Leader + ship Relation+ ship</p>	<ul style="list-style-type: none"> • Reorder scrambled paragraphs of a text • Match components of an argumentative text with paragraphs • Paraphrase grammatical and lexical phrases • Use main ideas to sum up an argumentative article • Make adjustments, proofread and finalize a summary ? <p><i>Anything else?</i></p>

THE BRAIN DRAIN

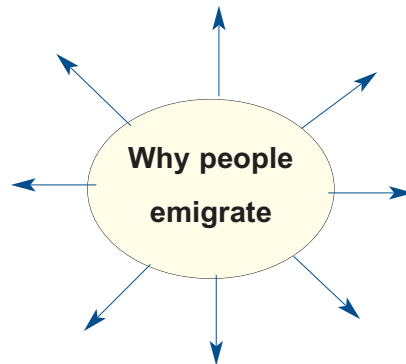
READING INTO WRITING

IN PAIRS

1. Show the difference between: **migrate** - **emigrate** - **immigrate** on the two bubbles below using arrows in the correct direction(s)



2. Complete the spidergram with the causes that make people emigrate.



- 3... a) Develop the notes into a definition. Do not change the order of the words. Add articles, prepositions, relative pronouns and linkers. Put the verbs in the correct tense or form.

The Brain Drain / movement / highly / skill / qualify / people / developing / nations / developed / countries / earn / more money.

- d) Go to the Introductory Unit dictionary page to check the meaning of 'brain drain'.

READING

You are going to read **3 short texts** about the brain drain. Focus on the **3 titles** and try to answer the questions that follow..

A. Read Text A and

1. fill in the flow chart with the consequences of emigration.



TEXT A

How Extensive Is the Brain Drain?

Many scientists, engineers, physicians, and other professionals from developing countries work in Canada, the United States, and Western Europe. This phenomenon, often referred to as the "brain drain," was noticed as early as the 1960s and has been a contentious issue in the North-South debate ever since. One important implication of the brain drain is that investment in education in a developing country may not lead to faster economic growth if a large number of its highly educated people leave the country. Also, efforts to reduce specific skill shortages through improved educational opportunities may be largely futile unless measures are taken to offset existing incentives for highly educated people to emigrate.

International Monetary Fund - June 1999

2. What solution does the writer suggest to solve the problem of brain drain?
3. These are synonyms of 3 words from the text . Identify the 3 words.
 - a) effect, result, consequence, outcome =
 - b) useless, vain, inefficient, fruitless, worthless =
 - c) lack, absence, scarcity, insufficiency =
4. What do you think a 'physician' means?
 - a) a physics teacher
 - b) a doctor
 - c) a physicist
 - d) an inventor
5. Express the last sentence in the text differently.

B. TEXT B

1. What do you think Text B is about? Tick the possible answers.

- a) the different facets of human migration
- b) migration can't be avoided
- c) migration is dangerous
- d) the causes and effects of human migration

2. Explain the title in your own words.

3. Do you think human migration is inevitable?

TEXT B

International Migration: Brain Drain or Brain Gain?

The World Bank estimates that higher rates of international migration are inevitable: the phenomenon is a result of demographic trends that create a high demand for certain forms of labor in the developed world and a high supply of that labor in developing nations, and of declining communication and transportation costs. Moreover, international migration is desirable: developed nations can hope to profit from a "brain gain" opposite the developing world's "brain drain," while developing nations enjoy the economic network benefits that their expatriates send home. It is important, reports the World Bank, that developed and developing nations improve their cooperation on the issue-especially so that developing nations are not unnecessarily hurt by a brain drain of skilled workers. Neither group can hope to stop international migration, but, if they play their cards right, both can hope to benefit from it.

The World Bank Group, 31 October 2005

Read the text and

1- complete the table with the benefits of human migration to

Developed countries	Developing countries

2- say whether the World Bank worries about the impact of brain drain on developing nations. Do you find their arguments convincing?

C. TEXT C

1. Read Text C and

- a) find an irrelevant sentence and cross it out.
- b) explain what a “reverse brain drain” is.

TEXT C

Reverse Brain Drain: A Loss or A Gain?

Africans swim against the brain drain tide. They left Africa in search of opportunity, to escape political persecution or to build a better life for their children. They thrive as they enjoy their full rights in their homeland. But, sometimes after decades spent as immigrants or refugees in the rich countries of the West, growing numbers of Africans are beginning to bring their expertise, talent and hopes for the future home to the world's poorest continent.

Across the continent, returning African emigrants are filling key positions in government, education and business in a slow "reverse brain drain" that is gathering pace and that officials hope will sow the seeds of a broader economic revival. Returning Africans have many reasons for coming home. But chief among them appears to be the chance to contribute to countries that badly need their skills.

www.homecomingrevolution.com

2. Answer the following questions.

- a) What, in your opinion, are the reasons that make Africans come home?
- b) How can reverse brain drain bring an economic recovery?
- c) What do you think of the immigrants' new attitude?

D. Comparing texts

1. Which is your favourite text? A, B or C?
2. What are the reasons for your choice?
3. What words and expressions did you appreciate most?
4. Can the 3 short texts make up a coherent long one? Why? Why not?

GRAMMAR FOCUS

1. What does the sentence: “so that developing nations are not unnecessarily hurt” express?
 - a) cause
 - b) purpose
 - c) result

2. Rephrase the sentences in bold type using **so that** or **so.....that**.

When I was young, **I was eager to become a scientist. I carried out experiments in our garage. I studied hard because I wanted my parents to let me choose my career path.** I wanted to invent a wonderful new product which would make the world a better place. Unfortunately, **I was very bad at technical matters. I often had misadventures.**

Now I realize **I am clumsy. I feel I can never become an inventor.** To my great embarrassment, it is always a child of six who helps me out of my difficulties.

LEXICAL FOCUS

1. Match the words and phrases in the box to their synonyms or definitions below.

Student A: Choose a word or a phrase. **Student B:** Provide its definition or synonym.

trend gather pace expertise key positions contentious
in search of incentive opportunity supply

1. likely to cause disagreement between people = contentious
2. a reason that encourages you to do something = incentive
3. occasion=
4. a general direction in which a situation is changing=
5. provide=
6. increase in number=
7. high jobs=
8. looking for=
9. skill in a particular subject=
- Examples.

2. Tick the alternatives that best explain the following idioms.

- Play the cards right

- a) deal successfully with a particular situation
- b) play the cards well
- c) play the game right

- Swim against the tide

- a) swim in a dangerous sea
- b) speak in a difficult situation
- c) oppose the attitudes or opinions that most other people have

- Sow the seeds of ...

- a) start the process that leads to a particular result
- b) plant grains
- c) start coming back.

PRONUNCIATION FOCUS

IN PAIRS

1. Classify these words (taken from Texts A,B and C) according to the stressed syllables they contain.

political, expertise, revival, contribute, demographic, declining, developing, expatriates, especially, inevitable, economic, international, contentious, physicians, professionals, shortages, educational, phenomenon, implication, investment.

Which words bear the stress on the first syllable?

Which ones are stressed on the second syllable?

Which ones have the main stress on the third syllable?

2. How many syllables does each word contain? Use a slash to indicate each syllable.

Example: po/li/ti/cal (4 syllables)

3. How many four-syllable words did you get ?

DEVELOP YOUR WRITING SKILL

Writing a formal letter.

According to the World Bank Group, brain drain is beneficial to developing countries. What do you think? Write a letter to The World Bank Group in which you state your opinion about the issue giving sound arguments that support your viewpoint. Mind the layout of the letter and the degree of formality of the language you will use.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>contentious , expertise , gather pace, incentive key positions, in search of, opportunity, trends, shortage , supply</p>	<p>So that (purpose)</p> <p>So.....that(result)</p>	<ul style="list-style-type: none"> • Read and understand 3 different texts • Appreciate linguistic aspects of various texts • Match synonyms • Transfer information onto a flow chart • Interpret idioms • Express cause,purpose and result • Divide words into syllables and identify stress place • Write a formal letter •?..... •?.....

SCIENTISTS' ACHIEVEMENTS

READING INTO SPEAKING



IN GROUPS



1. Circle the words which describe the qualities of an inventor.

dedication - knowledge - love - curiosity - nature - imagination - chance -
commitment - research - experience - inspiration - experiment - intensive work -
science - motivation

2. What kind of career would you like to have? Check with your group members which career they would like to have? Why?

What about studying abroad and conducting research in a renowned international laboratory?

Do you know any famous scientists who went abroad to conduct research and succeeded in their careers? Make a list which you will compare to other classmates' lists.

READING

A.1. Read this CNN (Cable News Network) news report about a famous inventor and complete the table.

Name	Country of origin	Invention	Benefits of the invention

2. Explain the invention in your own words.

Egyptian-American scientist Ahmed H. Zewail won the Nobel Prize in chemistry for showing that a rapid laser technique can observe the motion of atoms in a molecule during a chemical reaction.

The Royal Swedish Academy of Sciences said Zewail was being honored for a revolution in chemistry through "his pioneering investigation of fundamental chemical reactions, using ultra- short laser flashes, on the time-scale on which the reactions actually occur." The academy said Zewail's work **in the late 1980s** led to the birth of femtochemistry, the use of high-speed cameras to monitor chemical reactions at a scale of femtoseconds, or 0.000000000000001 of a second.

'No chemical reactions take place faster'

"We have reached the end of the road. No chemical reactions take place faster than this," the academy said. "We can now see the movements of individual atoms as we imagine them. They are no longer invisible," the academy said.

Zewail's technique, using what could be described as the world's fastest camera, works much the same way as slow-motion action replays - they enable viewers to watch a football match in detail. Applications of this technique include the design of molecular electronic components, the study of the most delicate mechanisms in life processes and the production of the medicines of the future, the academy said.

A U.S. and Egyptian citizen, Zewail has held the Linus Pauling chair of chemical physics at the California Institute of Technology in Pasadena since 1990.

www.cnn.com

B. Read this news story about James Hillier, inventor of the electron microscope and answer the questions.

1. Who did James Hillier share the credit for inventing the electron microscope with?

James Hillier, who shared **the credit for** inventing the electron microscope, died Monday at age 91.

Hillier and another student, Albert Prebus, invented the microscope under the guidance of Professor Eli Burton while they were at the University of Toronto in 1938. The microscope magnified objects 7,000 times their actual size, more than three times the magnification possible with optical microscopes. That made possible huge advances in many fields of science, including chemistry, biology and metallurgy.

Hillier took the design to one of the companies in the U.S. after he graduated, starting a long career with the company. While there, he oversaw the development of the technology that the company used in its videodisc system. He received 41 patents.

Hillier was born in Brantford, Ontario, and gave \$500,000 US - more than half the endowment -to the James Hillier Foundation, which provides 10 science scholarships to students from the area.

Hillier died in Princeton, New Jersey, where he had lived for many years. He was awarded the Order of Canada in 1997. The citation describes the electron microscope as "one of the scientific wonders of the modern world."

January 18, 2007 News Story from The TrentonTimes

2. What is the difference between an optical microscope and an electron microscope ?
3. Was the electron microscope Hillier's only invention ? Justify your answer.
4. What's Hillier's other contributions to scientific research ?
5. Did he die in his hometown ?
6. What is the amount of the endowment he donated as students grants?
7. Read the figure aloud to show you can pronounce it properly.
8. What do you notice about the place of the currency name?
Does it occur before or after the amount?



C. Read both texts again and answer these questions.

1. Which award did each of the 2 inventors receive ?
2. Which award is more valuable?
3. Do you think that each of the 2 inventions should be regarded as one of the scientific wonders of the modern world ? Justify your opinion.
4. What other scientific wonders have you heard of ?

LEXICAL FOCUS

IN GROUPS

1. Paraphrase the following expressions.
 - a) **In the late** 1980s
 - b) We have **reached the end of the road**
 - b) **Have the credit for** doing something

2. Match the words and their synonyms or definitions.

Student A : Choose a word from column A Student B : Provide its definition.

Words	Definitions
1. occur	a) real, exact
2. enable	b) an official right to be the only person to use or sell a product or an invention
3. magnify	c) happen, take place
4. actual	d) make it possible for someone to do something
2. patent	e) make something look bigger than it really is

3. Fill in the blanks with the words in the box.

enable - explore - creation - inventing - original - occur - minds .

There must always be someone with great imagination and inspiration and dedication before a creation can come into being. The person with a desire to do something original, the man with a love for something and a strong curiosity to ----- it, have the first requirements to begin ----- . Desire and interest are very basic to make a creation ----- . The most original ----- have great interest in their subjects and are strongly impelled to work very hard at their ----- . Passion, knowledge and concentration ----- a person to discover something new.

GRAMMAR FOCUS

1. Focus on this sentence from the text

James Hillier, who shared the credit for inventing the electron microscope, died Monday at age 91.

What do we call the underlined part?

Is it essential to define the noun before it?

What information does it add to the noun?

2. Compare sentence 1 with the following one:

The man who invented the telephone was a teacher.

Is the underlined part essential to a clear understanding of the noun before it?

What do you notice about the punctuation ?

3. The first sentence contains a **non-restrictive** (non-defining) clause whereas the second contains a **restrictive** (defining) clause.
4. Now do this exercise. Check which clauses are restrictive and which are not.
- a) the exciting game, which we had long been waiting for, began at 2pm.
 - b) The happy inventor , who was thrilled with his success and prize, celebrated the event with other prize-winners.
 - c) The medicine which was invented by Fleming saved many lives.
 - d) Najib Mahfoudh who was awarded the Nobel Prize for Literature died in 2006.
 - e) The man whom I met at the airport is a famous scientist.
 - f) Ken Kutaragi, who invented Play Station, is Japanese.

SPEAKING

IN PAIRS

You have the opportunity to take part in a videoconference with Dr Ahmed Zewail. Prepare a set of questions related to the doctor's scientific career, his feelings when he was awarded the Nobel Prize and what he thinks about young people who emigrate to a developed country in order to conduct research.

WEBQUEST

Read the information in the box and choose a name or an invention to conduct a webquest which you will present to your class in the form of a poster.

DID YOU KNOW ...?

1. An English doctor, Sir Thomas Browny, invented the word 'electricity' in 1646.
2. In 1841, the English scientist Michael Faraday invented the first electric motor.
3. The Fahrenheit temperature scale is named after Gabriel Fahrenheit, a physicist, interested in heat , light and energy.
4. the Celsius scale was divided by a Swedish scientist, Anders Celsius, in 1742.
5. The first successful fountain pen was invented in 1884 by the American Lewis Edson Waterman.
6. Blaise Pascal, a French mathematician, invented a mechanical calculator in 1642.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>actual , enable , have the credit for doing sth , magnify , occur , patent , the late (1980s) , reach the end of the road.</p>	<p>Non-restrictive Clauses Peter, who has never driven quickly, had an accident.</p> <p>Restrictive Clauses The boy who dropped out of school regretted it.</p>	<ul style="list-style-type: none"> • Identify the qualities of a scientist • Get to know 2 famous scientists and their inventions • Search information about inventors and inventions and present it on a poster •?..... •?.....

'THE DAFFODILS

by WILLIAM WORDSWORTH

A. Are you familiar with poetry-related terms?

Which is which? Label the three definitions using these words: **alliteration**, **stanza**, **rhyme**.

It is a group of lines of verse that make the basic unit of poetry.



It is the repeating of initial sounds as in, 'Tyger! Tyger! Burning bright!'. This often creates **emphasis** and makes words memorable.



It is the repeating of end of word sounds either within a line or at the end of two lines.



B. Read the poem and answer the questions below

1. Guess from the title the first stanza and the pictures what the poem is about.
2. Read the whole poem and find out the general **tone** conveyed by the poet. Identify the words and phrases that illustrate the tone.

The Daffodils

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Rhymes

a
b
a
b
c
c

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:

A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth



d
e
d
e
f
f

g
h

g
h
i
i

j
k
j
k
l
l



3. What is the poet's relationship to nature? How does he feel about the natural world?
4. Which lines or phrases express a sense of timelessness in the poet's journey?
5. check the use of the word 'lonely'. Is it positive or negative?
6. What proves that the poet gets pleasure from remembering the scene of the daffodils he saw?
7. The final stanza of this poem simultaneously embodies images that express paradoxical feelings. What are they?
8. Focus on the tenses used in the first and last stanzas. Why are these tenses used?
9.
 - a) Pick out the words related to happiness.
 - b) Sort them out into verbs, nouns and adjectives.
10. Focus on stanza 1, line 2 and stanza 4 line 1. identify 2 words in which some letters are missing.
11. Focus on stanza 1, line 1 and express it differently. Focus on the verb. This dictionary page will help you.

wander /wɔːndə / verb, noun

• verb 1 to walk slowly around or to a place, often without a particular sense of purpose or direction : [V, +adv. /prep] She wandered aimlessly around the streets. We wandered back towards the car. [VN] The child was found wandering the streets alone. 2 [V] ~ (away/off) ~ (**from / off sth**) to move away from the place where you ought to be or the people you are with **SYN: STRAY** / The child wandered off and got lost 3 V ~ (**away, back, to etc. sth**) (of a person's mind or thoughts) to stop being directed on sth and to move without much control to other ideas, subjects, etc. Try not to **let your mind wander**.

wonder /wʌnd / verb, noun

• verb 1 (**about sth**) to think about sth and try to decide what is true, what will happen, what you should do, etc. : [Vwh] I wonder who she is. [V] We were wondering about next April for the wedding [Vspeech] 'What should I do now?' she wondered 2 [Vwh] used as a polite way of asking a question or asking sb to do sth : I was wondering whether you'd like to come to a party / I wonder if you can help me. 3 ~ (**at sth**) to be very surprised by sth : [V] She wondered at her own stupidity. (BrE spoken) He's gone and left us to do all the work, I **shouldn't wonder** (=I wouldn't be surprised if he had)

12.

- a) Which word order is used instead of Subject + Verb + Object in stanza 4 line 5? Why?
- b) Explain this phrase which appears in stanza 3 line 3: A poet could not but be gay.

C. Dictionary Skills

Read the following dictionary entries. Decide which meaning corresponds to the one conveyed in the poem. The words are from stanzas 1 and 4.

host noun 1. *the host of the pub* proprietor, proprietress, landlord, landlady, innkeeper, hotel-keeper, hotelier. 2. *the host greeting his guests* party-giver, entertainer. 3. *the host of the radio/TV show* presenter, master of ceremonies. **Antonyms:** GUEST.
host noun a host of people gathered for the march multitude, crowd, throng, mob, army, herd, pack, flock, swarm, troop, band, mass, assemblage, assembly, array, myriad

lie verb 1. *he was lying* not sitting be stretched out, sprawl, rest, repose, relax, lounge. 2. *the town lies on the other side of the hill* be, be situated, be located, be placed, be positioned, be found. 3. *two poets lie there* be buried, be interred. 4. *lie dormant* remain, continue, stay, be. 5. *his guilt lies heavily on him* press down, weigh down, be a great weight on, be a burden to. **LIE IN** *their strength lies in their faith* consist, be inherent, be present, exist, reside. **LIE LOW** *they lay low during the police search* hide, go into hiding, hide out, conceal oneself, keep out of sight, keep a low profile, take cover, go underground.

D. Summary

Complete the summary of the poem with the words in the box .

wandering ; dance ; impression ; actual ; day ; reawakened ;
walking ; host ; energy ; alive

In The *Daffodils*, Wordsworth is remembering awhen he was outand saw hisof daffodils.

In this poem, the poet isalone through the countryside. In his reminiscence of this..... of the daffodils, his ego is reinvested withand, it may be assumed, to a life more "....." than the one of hisreality.

He is looking back on how much of anit has had on him.

HOW FAMILIAR ARE YOU WITH THE FEATURES OF FIGURATIVE LANGUAGE?

1. Figurative language is a form of language use in which writers and speakers convey something other than the literal meaning of their words.

Here are some examples:

a) Metaphor

A comparison between essentially unlike things **without** an explicitly comparative word such as **like** or **as**. An example is "My love is a red, red rose," from Burns's "A Red, Red Rose."

This is what **Aristotle** says in his **Rhetoric**.

"It is metaphor above all else that gives cleanness, charm and distinction to the style".

Rephrase it in your own words.

b) Simile

A figure of speech involving a comparison between unlike things **using like, as, or as though**. An example: "My love is like a red, red rose."

c) **Hyperbole** or exaggeration.

d) **Personification**: endowing inanimate objects with human characteristics.

2. Re-read the poem and

- find a **simile** in stanza 1. What characterizes the 'lonely' cloud? what does the comparison between the poet and the cloud suggest? Justify your answer.
- pick out another simile in stanza 2.
- Wordsworth uses **personification** in this poem. Pick out the details showing the use of this figure of speech.
- check if the poem contains a metaphor.
- go back to 2 a and b above and try to convert each simile into a metaphor.

E. Read the poem aloud in an expressive way .

F. HOW GOOD AN ARTIST ARE YOU?

Can you **draw** a picture of the landscape described in the poem?

MY NEW WORDS

daffodils, gaze, host, lie,
wandering, twinkle, glance,
sparkle, bliss.

WHAT I CAN DO NOW

- Read a poem and understand its aesthetic value
- Identify figurative language
- Understand entries in a dictionary page
- Check the meaning of words in context
- Summarise a poem
- Draw a picture
- Anything else?
.....?
.....?
.....?

WRITING AS A PROCESS

IN GROUPS

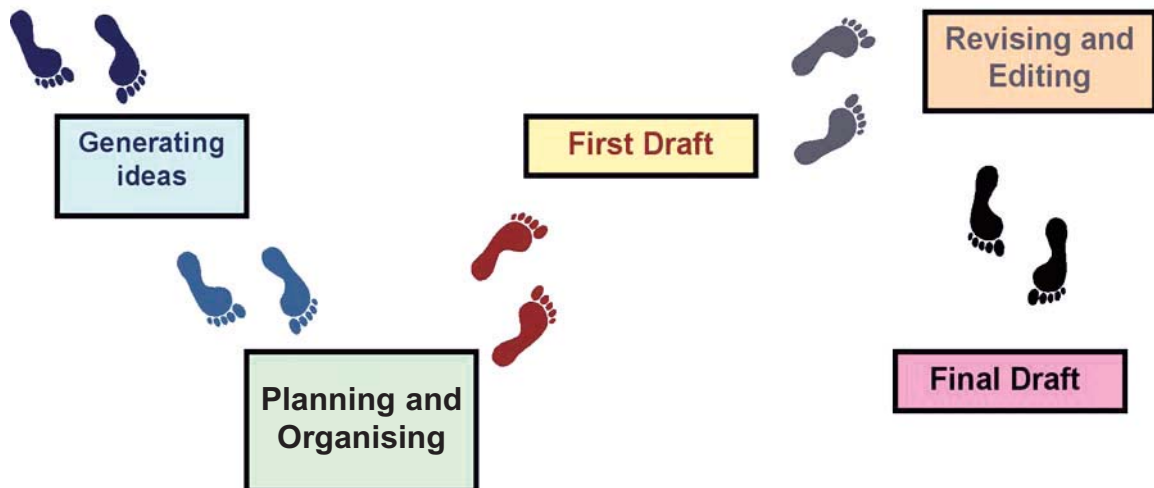
1. Do you remember the different steps in the writing process?

Here they are in a scrambled order. Reorder them.

- revise, rewrite as many times as necessary
- share and respond (peer review)
- generate ideas through brainstorming ,mind mapping, using a diagram of ideas, questionnaires
- make final adjustments in format and layout
- organize points / ideas, follow a model outline (selecting and focusing information, combining information)
- write a first draft

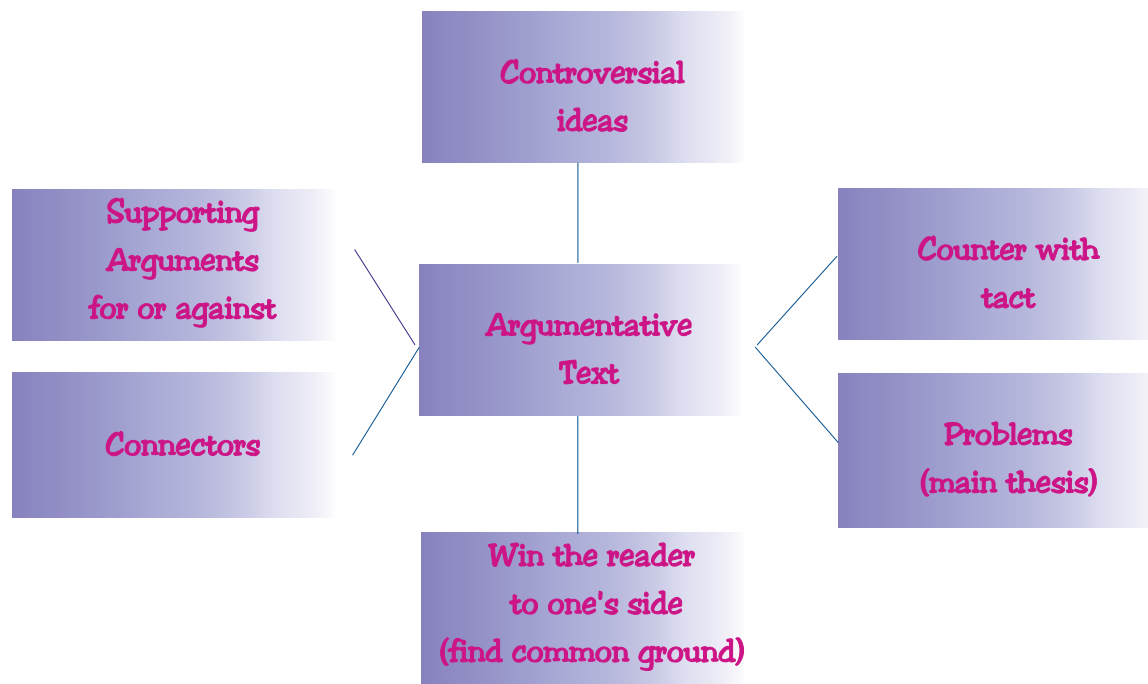
2. The following diagram summarises the various steps in the writing process. One step is missing . Identify it.

STEPS IN WRITING



The diagram below summarizes the features of argumentative texts. Study the diagram and find out the main components of an argumentative text.
Main thesis (presenting the problem)

1. ?



WRITE AN ARGUMENTATIVE ARTICLE

Your teacher asked you to write an argumentative article for your school magazine. The topic is the negative effects of technology on people's life in that it controls and overwhelms their lives. Refer to the diagram above and the steps of the process to produce your article.

Use some of the following linking expressions :

however, although, therefore, in contrast, furthermore, on the contrary, supposing that, looked at another way.

Appreciating The BARD'S SONNET 18 and Some Quotations from his PLAYS

READING and PARAPHRASING

A. Read Shakespeare's sonnet and its paraphrase .

1. Check what it is about.

- a) The profound joy and beauty of love
- b) The description of nature in comparison with love
- c) The power of love to immortalize poetry and the subject of that poetry.

2. The purpose of this sonnet is to

- a) express the poet's profound feelings
- b) describe summer and its beauty
- c) make sure his beloved knows the role of poetry.

SONNET 18	PARAPHRASE
Shall I compare thee to a summer's day? Thou art more lovely and more temperate: Rough winds do shake the darling buds of May, And summer's lease hath all too short a date:	Shall I compare you to a summer's day? You are more lovely and more delightful: Rough winds shake the much loved buds of May And summer is far too short:
Sometime too hot the eye of heaven shines, And often is his gold complexion dimm'd; And every fair from fair sometime declines, By chance or nature's changing course; untrimm'd	At times the sun is too hot, Or often goes behind the clouds; And everything that is beautiful will lose its beauty, By chance or by nature's planned out course;
But thy eternal summer shall not fade Nor lose possession of that fair thou owest; Nor shall Death brag thou wander'st in his shade, When in eternal lines to time thou growest:	But your youth shall not fade, Nor lose the beauty that you possess; Nor will death claim you for his own, Because in my eternal verse you will live forever:
So long as men can breathe or eyes can see, So long lives this and this gives life to thee .	So long as there are people on this earth, So long will this poem live on, giving you immortality.

3. Read the Sonnet and its paraphrase and identify the differences.

Example : *thee* → *you* *Thou* → *you*

B. Focus on Rhymes

1. How many lines has the sonnet got?
- 2- Focus on the first four lines and study the following table .

Lines	Rhyme
1	a
2	b
3	a
4	b

3. Now do the same with lines 5 to 8 and lines 9 to 12. Identify the rhymes.

Lines	Rhyme
5	c
6	d
7	-----
8	-----
9	e
10	f
11	-----
12	-----
13	g
14	-----

4. Can you define a sonnet, now that you know its components and features?
Complete the following definition.

A sonnet is a poem composed of ----- quatrains and ----- couplet.

A quatrain is a stanza of ----- lines. A couplet consists of ----- lines.

5. Circle the better word that fits each sentence.

The three quatrains of this sonnet (**are - are not**) of a (**parallel - different**) structure. The poet tries to describe his beloved who is compared to summer in its beauty. In the (first -final) couplet, the poet reaffirms his hope that as (**long - far**) as mankind exists, his poetry will live on, (**thus - however**) ensuring the immortality of his muse.

C. How good are you at paraphrasing?

Choose a stanza from Wordsworth's poem *The Daffodils* and paraphrase it.

CHECK YOUR PUNCTUATION (TO BE DONE WITH ALL STUDENTS)

1. Read these Shakespeare quotations and rephrase them in your own words to show you understand them.

a) A good heart is the sun and not the moon;
Or, rather the sun and not the moon, for
It shines and never changes.
King Henry V, Act V, Scene2

b) What a piece of work is man!
How noble in reason! How infinite in faculties!
In form and moving, how express and admirable!
Hamlet, Act II, Scene2

c) The silence often of pure innocence
Persuades when speaking fails.
The Winter's Tale, Act II, Scene2

d) Here's flowers for you;
hot lavender, mints, savoury, marjoram, the
marigold.
The Winter's Tale, Act IV, Scene4

2. Focus on the punctuation marks in each quotation and explain their use.
3. Read the quotations aloud in an **expressive** manner, with a focus on the punctuation marks.

STUDY THE TABLE BELOW.

1. Label each symbol using the words in the box.

Quotation marks - Semi colon - Dash - Comma - Apostrophe -
Question mark - Hyphen - Brackets - Full stop - Exclamation mark - Colon

Symbol	Name	USE
,		Separates part of the sentence
:		Introduces a list of further information
-		Joins parts of compound nouns
!		Used after a command, an exclamation , or something surprising
;		Divides two independent, but related sentences
« »		Enclose words of direct speech
()		Enclose additional information or references
.		Shows the end of a sentence
-		Indicates a break
?		Used after a direct question
'		Used in contractions or genitives

2. Punctuate the following plot summary of Hamlet. Use capital letters where necessary.

hamlet a play by shakespeare is about revenge and also about how difficult it is to take action sometimes even when it is important hamlet s father is murdered by another man who then marries Hamlet s mother everybody wants to see Hamlet dead Hamlet must take revenge but will he be able to.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>coward, envy, persuade, profound, shake, valiant, sonnet, quatrain, couplet, ?.....,.....?.....?.....,</p> <p>Complete as you wish</p>	<p>Middle English pronouns: Thee = you (object) Thou = you (subject) Identify the other grammar points in this lesson.</p>	<ul style="list-style-type: none"> • Appreciate one of Shakespeare's sonnets • Identify the structure of a sonnet • Recognise some 16th century words • Paraphrase a stanza from a poem • Use punctuation marks appropriately <p>-----?----- -----?-----</p>

AS YOU LIKE IT

READING INTO SPEAKING

A. Read this extract from "As You Like it", one of the Bard's plays.

<p>Is the world a stage? Is it a theatre? In what way are they similar?</p> <p>The child forced into school / compelled to education</p> <p>Excellent fighter looking for fame</p> <p>Getting weaker / less good eyesight</p> <p>Forgetful / childish old man</p>	<p style="color: #800080;">"This wide and universal theatre"</p> <p style="color: #000080;">All the world is a stage, And all the men and women merely players; They have their exits and entrances. And one man in his time play many parts, His acts being seven ages. <u>At first the infant,</u> <u>Mewling and puking in the nurse's arms;</u> Then the whining school-boy, creeping like snail <u>Unwilling to school.</u> And then the lover, Sighing like furnace, with a woeful ballad Made to his mistress eyebrow. <u>Then a soldier,</u> Full of strange oaths, and bearded like the pard, <u>Jealous in honour, sudden and quick in quarrel,</u> <u>Seeking the bubble reputation</u> Even in the cannon's mouth. And <u>then the justice</u> In fair round belly with good capon lin'd, <u>With eyes severe and beard of formal cut,</u> Full of wise saws and modern instances And so he plays his part. <u>The sixth age</u> shifts Into the lean and slobber's pantaloon, <u>With spectacles on nose and pouch on side;</u> His youthful hose, well sav'd, a world too wide For his shrunk shank; and his big manly voice, Turning again toward childish treble, pipes And whistles in his sound. Last scene of all, That ends this strange eventful history, <u>Is second childishness</u> and mere oblivion, Sans teeth, sans eyes, sans taste, sans everything.</p>	<p>Are people simple actors and mere players?</p> <p>The 7 ages of Man ↓</p> <p>1- the baby 2- the child</p> <p>3- the teenager, unhappy</p> <p>4- the grown-up</p> <p>5- the middle-aged working adult</p> <p>6- getting close to old age</p> <p>7- the second child, The very old man</p>
---	--	--

Focus on the notes and the questions in the margin before you answer the questions below.

1. Focus on the first three lines and answer these questions.

- a) Why are people compared to actors getting in and out of the world / theatre?
- b) When do people get in or have their entrance in the world?
- c) When do they have their exits or when do they go out?

2. Do you agree that old age is second childhood? Why? Why not?
3. How does the writer describe the different ages of Man? In a negative or a positive way?
4. Read the underlined key words and feature expressions about each of the seven ages, then decide which, according to you, is the best age.
5. Could you - now that you understood the underlined expressions - rephrase them in your own words?
6. *"All the world is a stage, and all the men and women merely players"* is a metaphor. Think of another metaphor for the world and people.
All the world is-----, and all the men and women are -----.

SPEAKING

IN GROUPS

Read the plot summary of the play. Focus on the most important verbs that relate to the events. Prepare an oral presentation for your class. Appoint a spokesperson in your group to present your work.

PLOT SUMMARY OF "AS YOU LIKE IT"

Sir Rowland de Bois has recently died, and his fortune has passed to his eldest son Oliver who refuses to give his brother Orlando anything.

Duke Senior has been usurped of his throne by his brother, Duke Frederick, and has fled to the Forest of Ardennes while his daughter, Rosalind, remains at court with Frederick's daughter, Celia.

Orlando and Rosalind fall in love with each other. But Orlando decides to leave for the Ardennes. Without warning, Duke Frederick banishes Rosalind from court. She, too, decides to flee to the Forest of Ardennes and leaves with Celia. Rosalind dresses as a young man and takes the name Ganymede, while Celia dresses as a common shepherdess and calls herself Aliena.

Duke Frederick is furious at his daughter's disappearance. When he learns that the flight of his daughter and niece coincides with the disappearance of Orlando, the duke orders Oliver to lead the manhunt.

Orlando arrives at Duke Senior's camp and, when he learns that the young man is the son of his dear former friend, he accepts him into his company. Meanwhile, Rosalind and Celia, disguised as Ganymede and Aliena, arrive in the forest. Soon Rosalind runs into Orlando. Taking her to be a young man, Orlando confides in Rosalind that he is lovesick. Orlando stumbles upon Oliver in the forest and saves him from being devoured by a hungry lioness. Oliver and Celia, still disguised as the shepherdess Aliena, fall instantly in love and agree to marry.

Eventually, Rosalind marries Orlando, and Celia marries Oliver. A holy man convinced Duke Frederick to put aside his worldly concerns and assume a monastic life. Frederick returns the throne to Duke Senior. And they all return to the royal court.

MY NEW WORDS	WHAT I CAN DO NOW
<p>banish ,entrance , exit, flee, former, holy, merely, throne, unwilling, usurped,...?.....?.....?....,</p> <p>COMPLETE the list with the words you learnt in this lesson.</p>	<ul style="list-style-type: none"> • Appreciate an extract from a Shakespeare play • Use metaphors • Rephrase parts of a scene • Understand theatre terms • Identify rhymes <p>-----?-----</p> <p>-----?-----</p>

PROJECT WORK 3 for ARTS STUDENTS

TEXT PURPOSES and FEATURES

A. PART ONE(TO BE DONE IN CLASS,IN GROUPS)

Below is a scrambled list of features and purposes of text structure .

1. Match each feature with the corresponding purpose.

- a) To explain an idea, person, place or thing.
- b) Both sides presented: arguments and counter-arguments.
- c) Two or more items having differences or sharing similarities.
- d) The specific order of events or steps of a process, a story or an experiment.
- e) To describe the order of events.
- f) To get the reader to act or agree on something.
- g) To show how things or people are alike or different.
- h) Focus on just one thing and its constituents.
- i) To explain why something happens.
- j) Reasons and results

2. Now list the purposes. What do they have in common? What made you guess them? What linguistic clue helped you identify the purposes?

3. Match each text type with its purpose.

**Sequence - Cause and Effect - Description -
Persuasion - Comparison and Contrast**

4. These are sets of key words used for each "text structure". Match each set with its purpose. Refer to activity 2 above.

- a) consists of - is - are - in fact - also
- b) first - then - second - finally - before
- c) so - because of - as a result - so that
- d) you must admit - we should - therefore - despite
- e) by contrast -unlike - similarly - however.

5. Do you feel that you now understand how texts are structured and organised?

B. Part TWO : (TO BE DONE INDIVIDUALLY, OUTSIDE CLASS)

- 1) Choose your favourite text structure and produce a text using the key words provided in 4 above.
2. Finalize your text through editing.
3. Present it to the class before keeping it in your PORTFOLIO.
(See Sections C and D below before presenting your text))

C. Reflect on the following questions.

1. Did you feel the need to use more key words? If yes, which ones did you add to the list in 4 above?
2. How easy was it for you to choose your text structure?
3. What made you choose it?

D. Report orally about your text project. Describe your experience of producing a particular type of text.

Provide advice and recommendations to other classmates on how to proceed when writing a text. What features need to be considered?

E. You may want to write a report about your work and email it to some (online friends) keypals for feedback and discussion.

UNIT 4

LIFE ISSUES

UNIT OUTLINE

Lesson	Title	Constructing meaning	Communicating	Functions and linguistic exponents	Pronunciation
1.	Life Concerns	Reading a leaflet Using a dictionary	Speaking Making a presentation	Collocations	
2.	Attitudes	Listening to a song Reading quotations	Speaking : Interpreting and discussing Shakespeare's quotations	Identifying the tone of a song	
3.	If ...	Reading a poem	Writing an If poem	Expressing opinion and judgement	Silent letters Minimal pairs
4	Consumerism	Reading an article speed Reading	Speaking : Oral presentation based on cartoons	Inversion (NOR)	
5.	EcoDriving Global Warming	Reading a gapped text Reading a leaflet Using a dictionary	Speaking : reacting to slogans about the environment Producing a leaflet	Needn't --> Absence of necessity Conditional Type 2	
6.	Urban Exodus	Reading extracts from a newspaper Matching paragraphs to titles	Writing a postcard	Although Despite Parallel structures	
7.	A Newscast	Listening to a newscast Interpreting Metaphors	Speaking : Interpret pictures	The passive Converting weight, length and temperature	
8.	Staff Management	Reading an article	Speaking : Role play	Parallelism C-Test:completing words	Word stress
9.	Job Ads	Reading ads	Writing a letter of application		
Arts 1	Session 8 The Richer, The Poorer	Reading an extract from a story Using a dictionary	Speaking : A class debate about a specific issue		Word stress
Arts 2	Session 9 A Secret for Two	Reading an extract from a story	Writing : Producing a summary	The subjunctive	/e/ /ô/ /f/ / ou / ɔ : /
For Arts	Session 10 What a Wonderful World !	Listening to and comparing two songs	Writing : Developing notes into a biography	Expressing appreciation of music	/a:/ /æ/ /ɛ/ /ai/

LIFE CONCERNS

SPEAKING INTO READING

IN GROUPS

- 'Life issues' is the title of the unit. What do you think it deals with?
- Which words collocate with life? Think of as many words as possible to get collocations.

Life

.....

Thesaurus skills

- You are given 3 synonyms of each word on the left. Match each word to its explanation and meaning on the right.

1. lifeless	a- biography, being, existence	1 → ...
2. lifelong	b- career, existence, period	2 → ...
3. lifelike	c- business, profession, pursuit	3 → ...
4. lifetime	d- essential, critical, crucial	4 → ...
5. lifework	e- conduct, way of life, habits	5 → ...
6. life-and-death	f- not living, inanimate, dull	6 → ...
7. lifestyle	g- lasting, constant, permanent	7 → ...
8. for life	h- realistic, authentic, real	8 → ...
9. life	i- long-lasting, continuing, unending	9 → ...
	j- qualities, events, experiences	

- The word 'issue' is pronounced [isju:] and [i'u:]. Check the pronunciation with your teacher. Which one is American and which one is British?
- What do you think it means?
- Tick the appropriate meaning that fits the unit title : LIFE ISSUES.

An issue is :

a matter	a publication
a problem	a concern
a topic	a question
a conclusion	a point

5. Complete the following definition. Remember that each dot stands for a letter.

An issue is an im - - - - - t t - - - - for dis - - - - - n

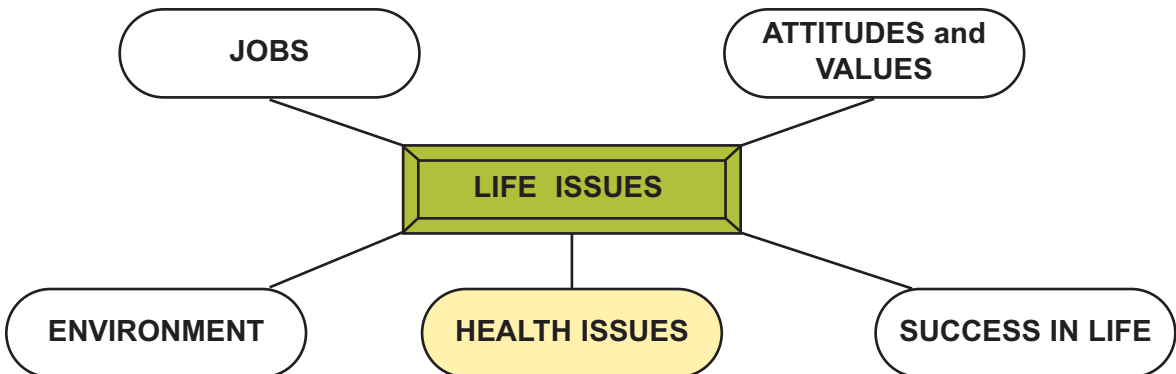
6. Explore the dictionary page to check if there are other meanings of the word 'issue'. Complete the list of words in 4 above.

issue *noun* 1. debate the issue *for hours* matter, question, subject, topic, problem, bone of contention, controversy, argument. 2. *the issue is still in doubt* result, outcome, decision, effect, conclusion. 3. the next issue of the magazine edition, number, copy, version. 4. the issue of the new stamps/paper/shares publication, circulation, distribution, sending out. 5. Abraham and his issue offspring; children; descendants. 6. the issue of the stream outflow; discharge.. **AT ISSUE** the matters at issue under discussion, for debate, in dispute, to be decided, unsettled.

7. List some issues that relate to life. Think of the present and the future.

IN PAIRS

1. Complete the following semantic map with words related to each of the five topics in the boxes.



2. Appoint a group representative to go round the class, compare your map to another group's map and complete it if necessary.
3. Discuss the issues within your group. Order them according to their importance. Use numbers from 1 to 4. 1 being the most important.
4. Tell the class the reasons for your choice.

MAKING A PRESENTATION

Are you getting your 'five a day'?

Try to answer the question before you do the task assigned.

You are a dietitian. Your school Health Club invited you to talk about 'Five a day'.

You were asked the following questions:

What counts towards your 'five a day'?

Why should we eat 'five a day'?

How should we prepare our fruit and vegetables?

What is a portion of fruit?

What about vegetables?

These notes will help you answer the questions and present your talk.

- Any fruit and vegetables/eat/during/day/
Count towards/daily total/include/tinned/dried/juiced
- Add/fruit/cereal/morning/eat/a few dates/add/chopped tomatoes/pasta
sauce/count/your daily total
- Minimum/five fruits/vegetables/a day/help/maintain/healthy
balance/body/give/greater source/vitamins and minerals
- Opting/fruit and vegetables/improve/chances/maintain/healthier
lifestyle/healthier weight level
- Natural is best/get/most/nutrients/not peel/fruit/vitamins/under the skin
- Steaming/best way/cook vegetables
- A banana/apple/orange/one good slice/melon/ cupful / grapes/count/portion
Two tablespoons/greens/count/a portion/peas require three tablespoons.

IN GROUPS



QUIT SMOKING



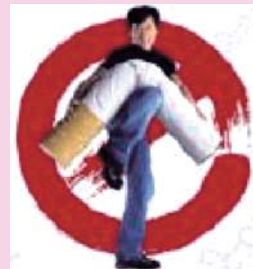
1. Focus on the pictures and discuss the message they convey.
2. Complete the matrix with your own ideas then add the missing information.

Benefits of quitting smoking	How to quit smoking

Most smokers will come to a point in life where they want to quit. Unfortunately, the addictive nature of tobacco and nicotine can make this a very difficult thing to do for some people, but not impossible.

Why Quit?

- Quitting smoking makes a difference. Right away -you can taste and smell food better. Your breath smells better. Your cough goes away.
- Quitting smoking cuts the risk of lung cancer, heart disease, stroke and other respiratory illnesses.
- Quitting smoking saves money.



To stop smoking is really a tough job to be done. Most smokers want to quit smoking, but find it difficult. You must have the desire to give up your habit and the confidence to know that you can do it.

- * Don't worry if you are sleepier than usual; this feeling will pass.
- * Consider the positive things about quitting, such as health benefits for you and your family, and the example you set for others around you.
- * When you feel tense, try to keep busy, think about ways to solve the problem, tell yourself that smoking won't make it any better, and go do something else.
- * Eat regular meals. Feeling hungry is sometimes mistaken for the desire to smoke.
- * Start a money jar with the money you save by not buying cigarettes.
- * Constantly remind yourself of the negative effects of smoking and keep them in mind, choose **NOT TO** ignore the problem.

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

A	B
1. give up	4. sudden serious illness when blood is blocked
2. a stroke	5. stop doing something.
3. mistaken	6. wrong in one's opinion or judgement.

3. Match a word from Box 1 to one in Box 2 to obtain collocations.

Box 1

make - respiratory - tough -
set - feel - solve - negative -
keep - save - lung -

Box 2

job - an example - cancer -
effects - a difference -
illness - money - in mind -
tense - the problem -



MY NEW WORDS	WHAT I CAN DO NOW
dietician, issue, lifeless, lifelike, lifelong, lifetime, lifework, life-and-death, lifestyle, steam.	<ul style="list-style-type: none"> • Predict the content of the unit • Understand collocations • Use a dictionary • Interpret pictures. • Make a presentation. <p style="text-align: right;">? ? ?</p>

ATTITUDES

SPEAKING INTO LISTENING

IN GROUPS

How ethical are you ? Have you ever done the following ?

1. Avoiding to pay fares on public transport.
2. Buying goods that you know are stolen.
3. Keeping money you find.
4. Not reporting damage you did to a car.
5. Dropping litter in the street.
6. Driving without a license.
7. Cheating at exams.
8. Using someone's phone without asking its owner's permission.
9. Lying to your parents and teachers.
10. Claiming the ownership of something that is not yours.



Find out how many members of your group have done (none, some or all) of the ten wrong deeds.

IN PAIRS

1. Discuss this selection of quotations from Shakespeare plays and try to match each one with the corresponding attitude. The first one has been done for you.

Quotations	Attitudes	Answers
1 I do love My country's good with respect more tender, More holy and profound <i>Coriolanus, Act III, Scene 3</i>	a- Loving people and being prudent	1...d...
2 Cowards die many times before their deaths ; The valiant never taste of death but once. <i>Julius Caesar, Act II, Scene 2</i>	b- Taking care of friendship	2.....
3 We are gentlemen That neither in our hearts nor outward eyes Envy the great nor shall the low despise. <i>Pericles, Act II, Scene 3</i>	c- Being brave and fearless	3.....

4 Love all, trust a few Do wrong to none, be noble for thine enemy Rather in power than use. <i>All's Well That Ends Well, Act I, Scene 2</i>	d- Loving one's country	4.....
5 Be to yourself As you would to your friend. <i>King Henry VIII, Act I, Scene 1</i>	e- Being self-confident and courageous	5.....
6 The silence often of pure innocence Persuades when speaking fails. <i>The Winter's Tale, Act II, Scene 2</i>	f- Being frank and sincere	6.....
7 This above all : to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man. <i>Hamlet, Act I, Scene 3</i>	g- Respecting all people and not being jealous	7.....
8 The mind I sway by, and the heart I bear Shall never sag with doubt nor shake with fear. <i>Macbeth, Act V, Scene 3</i>	h- Acting according to the proverb "Speech is silver, silence is gold"	8.....

2. Match the words and their synonyms or definitions. There is an extra word in Column B.

Column A	Column B
1. profound	a- convince
2. coward	b- tremble
3. valiant	c- bend down
4. envy	d- deep
5. persuade	e- someone who is not courageous
6. sag	f- be jealous
7. shake	g- attractive
	h- brave

3. Which attitudes represent your own code of conduct?

4. Number the attitudes you selected in order of importance from 1 to 4. Number 1 is the most important.



LISTENING

1. The lyrics of the first part of Phil Collins' song, Another Day in Paradise, have been divided in sentence halves. Listen and match the halves in column A to their completions in column B.

A	B
1. She calls out to the man in the street 2. It's cold and I've 3. Is there somewhere 4. He walks on, he 5. He pretends he can't 6. He starts to whistle as 7. Seems embarrassed	a. doesn't look back b. you can tell me c. hear her. d. Sir, can you help me? e. he crosses the street f. to be there g. nowhere to sleep

**2. Listen to the second part and
a- tick the words you hear.**

lying - soles - crying - walk - there - more - talk - fair - moved - lines

b- use the words you ticked to fill in the blanks .

She calls out to the man in the street
 He can see she's been.....
 She's got blisters on the of her feet,
 Can't but she's trying.

Refrain

Oh lord, is there nothing anybody can do
 Oh lord; there must be something you can say.
 You can tell by the of her face,
 You can see that she's been
 Probably been on from every place
 Cos she didn't fit in there.

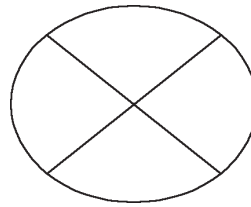
Refrain

c. determine the tone of the singer .

Answer these questions.

1. Which image, in this song, has affected you most? Justify your answer.
2. What do you think of the man's attitude?
3. Do you think this man's attitude is exceptional, or does it reflect the common reaction of most people?
4. What should we do to help the poor?

5. Who gets the larger piece of the Wealth Pie ? The rich or the poor ?
 Colour the cake to show who has more of the pie.



6. How can both the rich and the poor get equal pieces ?
 7. Could all people have a bigger piece of a bigger cake ? How ?
 8. Does it depend only on a prosperous economy ?

Do you agree with this saying?



MY NEW WORDS	WHAT I CAN DO NOW
blisters, coward , envy, fit in, persuade, profound, sag, shake, soles, valiant, whistle.	<ul style="list-style-type: none"> • Answer a questionnaire • Discuss and interpret Shakespeare's quotations • Identify the tone of a song ?

IF ... by Rudyard Kipling



READING INTO WRITING

1. Read the biography and circle the words that impress you



Rudyard Kipling (1865-1936) was born in Bombay, but educated in England. In 1882 he returned to India, where he worked for Anglo-Indian newspapers. He was chiefly known as a writer of short stories. A prolific writer, he achieved fame quickly. In 1894 appeared his *Jungle Book*, which became a children's classic all over the world. Other works include *The Second Jungle Book* (1895), *The Seven Seas* (1896), *Captains Courageous* (1897), *The Day's Work* (1898), *Just So Stories* (1902), *Trafficks and Discoveries* (1904)... His collected poems appeared in 1933. He was awarded the Nobel Prize in Literature in 1907.

Read this extract from the poem *IF* and answer the questions.

2. What message does the poet want to convey.

IF	Rhymes
If you can keep your head when all about you	a
Are losing theirs and blaming it on you;	a
If you can trust yourself when all men doubt you,	a
But make allowance for their doubting too:	a
If you can wait and not be tired by waiting,	b
Or, being lied about, don't deal in lies,	c
Or being hated don't give way to hating,	b
And yet don't look too good, nor talk too wise;	c
If you can dream---and not make dreams your master;	d
If you can think---and not make thoughts your aim,	e
If you can meet with Triumph and Disaster	d
And treat those two impostors just the same. [...]	e
If you can talk with crowds and keep your virtue,	a
Or walk with Kings---nor lose the common touch,	f
If neither foes nor loving friends can hurt you,	a
If all men count with you, but none too much:	f
If you can fill the unforgiving minute	g
With sixty seconds' worth of distance run,	h
Yours is the Earth and everything that's in it,	g
And---which is more---you'll be a Man, my son!	h

3. Complete the list with the attitudes mentioned in the poem.

Attitudes
a) be better than others in every situation
b) self confidence is essential in life
c)
d)
e)
f)
g)

5. Pick out 3 bad attitudes that the poet mentions in the first stanza.

6. The poet personifies triumph and disaster. Why does he use this personification ?

7. Do you think the poet's message is important?

8. Do you think it is easy to be the Man the poet describes in this poem ? Why ? Why not ?

9. Think of another title for the poem.

LEXICAL FOCUS

1. Match the words or expressions to their synonyms or definitions.

1. triumph	a. enemies
2. give way to	b. good behaviour and attitude
3. make allowance for	c. person who pretends to be someone else to deceive people
4. virtue	d. victory
5. foes	e. consider something
6. impostor	f. stop resisting

2. Circle the odd man out. Explain why it does not belong in the set.

a. trust - faith - belief - doubt - confidence.

b. wise - sensible - judicious - rational - unreasonable.

c. vice - morality - honour - honesty - virtue.

d. dislike - loathe - cherish - detest - hate.

PRONUNCIATION FOCUS

1. These words contain silent letters: doubt - knaves - thoughts.
Read them aloud.
2. Read the poem and find 5 other words containing silent letters
3. Are these words similar or different ?
 - a. breathe - breath
 - b. touch - nothing
 - c. minute - risk
 - d. lose - fools
 - g. foes - broken
 - h. son - gone

DEVELOP YOUR WRITING SKILL.

HOW GOOD A POET ARE YOU?

Your teacher is offering a prize for the best **IF poem** students will write. Write an eight-line poem which will be read and evaluated by a panel of judges who will choose 3 winners.

Would you like to be one of the winners? What about ranking first? So, start writing!

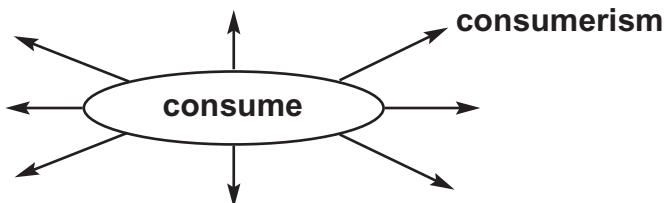
MY NEW WORDS	PRONUNCIATION	WHAT I CAN DO NOW
faith, foes, impostor, give way to, loathe, make allowance for, triumph , vice, virtue	- Pronounce words with silent letters - Minimal pairs	<ul style="list-style-type: none"> • Appreciate a poem and interpret its content • Evaluate and react to ideas in a poem • Write a poem to get a prize • Enter a competition ? ?

CONSUMERISM

READING INTO SPEAKING

IN PAIRS

1. List as many words as you can related to the verb consume.



2. Focus on the 2 pictures and guess what the text is about.
3. Ask 3 questions about the text.
4. Read the text and check if your guesses were right.



READING

1. Read the text as quickly as possible.
What is your reading rate per minute, compared to your previous reading speed?
2. Match each paragraph with the appropriate title from the list below. There is an extra one.
 - a- Consumerism doesn't inevitably bring happiness.
 - b- Looking back on happy times.
 - c- A consumer society.
 - d- An economic phenomenon.
 - e- The more you want, the more you work.



Par.1:

Consumerism undoubtedly brings great physical comfort, convenience and variety to those who can afford it. And whilst our advertising-soaked culture makes it difficult for anyone to reject consumerism, it is foolish to claim that it has been forced on people. If anything, people seem to love consumerism. **They** actively choose to embrace it.

Par.2:

Consumerism doesn't inevitably bring happiness, fulfillment, or quality of life (as opposed to a high standard of living). People express nagging doubts about it, hinting that life in a consumer society is somehow alienating, unsatisfying and shallow. It isn't just empty nostalgia that makes us envy some of the qualities we see in our less commercialized past, or in other less commercialized cultures. We see more integrated communities, a greater sense of belonging through work and neighbourhood. It's a powerful image, that of children once being able to play in the street. And we suspect that pursuing consumerism has taken these things away from us - that we have collectively traded them in for material advantage.

Par.3:

Consumerism thrives in a self-centred society, in which real freedom and real leisure are replaced by conformity and "choice". It also tries to persuade us that this is the only form that progress can take, and that to reject consumerism it is to reject every aspect of modern technological culture. So in order to afford all the useless stuff, we end up working harder in jobs we don't like, making or selling things no one really needs. But we don't have to go down this line. It's not the only way to create jobs, nor is it the only way to meet our commercial and physical needs.

Par.4:

The standard response to anticonsumerism is to see it as having less, to see it as a sacrifice, automatically meaning a drop in our quality of life. But 'lowering' our material standard of living, moving away from a culture dominated by always wanting more, does not inevitably mean lowering our quality of life: it may even improve it. Quality of life is not an inevitable result of a high income, and a lower income does not invariably result in a feeling of 'having less'. These things are relative, once our basic needs have been met. It is important to distinguish between the feeling that a comparative lack of wealth brings, and the actual level of income we have. And in turn to carefully distinguish between consumerist trappings, and those products and innovations that really do improve life, or health, or communication. These things can still be available in a culture that has turned its back on the excesses of consumerism. It's a simplistic myth to say you cannot have one without the other.

www.enough.org.uk

3. Why do people love consumerism?

4. Paraphrase the following expressions.

- a- advertising soaked culture.
- b- a culture that has turned its back on the excesses of consumerism

5. What do the underlined words in paragraphs 1 and 2 refer to?

- a- they
- b- them

6. Why does the writer describe 'the image of children once being able to play *in the street*' as powerful?
7. What does the writer mean by 'conformity'? (Par.3)
8. The writer states that '*Consumerism doesn't inevitably bring happiness, fulfillment, or quality of life*'. What, in your opinion, can bring happiness?
9. Is the writer biased? Justify your answer.
10. What is the function of the text?

LEXICAL FOCUS

IN PAIRS

1. Match the words with their definitions.

Student A : Choose a word.

Student B : Provide its definition.

Words	Definitions
1. embrace	a. not belonging to a particular group
2. alienating	b. feeling of sadness when you think of happy past times
3. nostalgia	c. express indirectly what we think
4. myth	d. accept an idea
5. hint	e. something that many people believe but that does not

2. Match the words below to their antonyms in the box.

Student A : Choose a word.

Student B : Provide its antonym.

deteriorate - unjust - increase - abundance
 sameness - accept - no longer - deep

- a - lower
- b - shallow
- c - lack
- d - improve

- e - variety
- f - still
- g - reject
- h - fair

GRAMMAR FOCUS

1. Focus on the following sentences from the text.

'**Nor is it** the only way to meet our commercial and physical needs.'

What do you notice? Complete :

Nor + ? + ? →→→

The is used for emphasis.

2. Express the following sentences starting as shown.

a- We are beginning to realize that consumerism is bad only now.

Only now.....

b- Such a selfish attitude rarely occurs in third world societies.

Rarely.....

c- A consumer society will never know real happiness.

Never.....

d- Supporters of consumerist culture hardly care about ecosystem.

Hardly.....

SPEAKING

IN GROUPS

1. Discuss the questions and appoint a spokesperson to present your viewpoint to the class.

Abundance and me

- What effects does abundance have on people ?
- Do TV ads influence you to buy the advertised products ?
- How and why do commercials have an impact on you ?
- Which items do you wish to buy when you see them on TV ?
- What if you cannot afford to buy them ?
- How would you feel ?
- Would you buy an advertised product because it is new, convenient or time-saving ?



2. Study the following cartoons and give the definition of 'rat race'. How can this idea relate to consumerism? Prepare an oral presentation for your class.



3. Success in life is linked to the ideas below. To which extent do you agree? Use the scale from 1 to 4 to indicate your choice.

strongly agree : 1 agree : 2 disagree : 3 strongly disagree : 4

Success in Life

- Life is a competitive race for success.
- Going from rags (old clothes) to riches (wealth).
- Money and material possessions are the best indicators of high social status.
- Work hard to deserve a higher standard of living.
- Working hard gives personal satisfaction.
- Business careers lead to immense wealth.
- Success is extremely (important - somewhat important - unimportant) to achieve happiness.

4. Discuss this ad.

**DON'T BE AN EASY TARGET.
WATCH NOT, WANT NOT.**

5. Read the following excerpt and discuss it with a partner.

Do you agree with it?

ANTICONSUMERISM...

Takes the view that the rich nations of the world are fundamentally damaging the planet and themselves in the pursuit of material acquisition, it raises the question, "How much is enough?" Different ways of living, trading and working are advocated in order to 'live more lightly' on the Earth and be less dependent on buying things to feel good about ourselves.



MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>alienating ,foolish, embrace, hint, myth nostalgia ,shallow.</p> <p>What other words have you learnt?</p>	<p>Inversion Never can he disobey his parents. The inversion of subject and verb is used after some adverbs or adverbial phrases to emphasize their meaning.</p>	<ul style="list-style-type: none"> • Complete a spidergram • Match titles with paragraphs • Interpret a cartoon • Use inversion ?

ECODRIVING

SPEAKING INTO READING

IN PAIRS

1. Read this headline.

Global warming at the extremes of the earth :
Habitats and cultures everywhere react to climate's rapid changes

2. Match each headline with the corresponding picture.
1. Polar bears threatened by record thaw across the Arctic
 2. Ecosystems shift up mountainsides
 3. China, the rousing giant of global warming
 4. Ocean inundates island nations



A



B



C



D

3. Can you explain the following expressions?

REDUCE REUSE RECYCLE **SAVE ENDANGERED SPECIES**
THINK GLOBALLY, ACT LOCALLY **CLEAN UP THE ENVIRONMENT**
DECREASE POLLUTION

Whose responsibility is it to protect the environment?

The government? The public? Industry? Greenpeace activists? ...

Draw a Venn Diagram showing the common actions to be taken by the government, the industry, Greenpeace activists and the general public.

What would YOU as a member of the general public do to save the environment?

Start with 'I would

IN GROUPS

1. Read the following excerpt and say whether you agree with it. Justify your answer.

Simple Ways to Save Energy

Saving Energy in the home or office **need not** be difficult or expensive.

Saving energy is not just good for people's pockets. It is good for the environment.



2. Can you suggest some simple measures you can put into action today in order to save energy? List some of them.
3. Which tips do you personally apply?
4. Agree on five important tips within your group.
5. Compare your list of tips to the one suggested below.

Read the cheap and simple tips and complete the unfinished words. Each dot stands for a letter.

1. Turning your thermostat down by 1° C could cut your heating bills by up to 10 per cent and save you around £40 per year.
2. Is your water too hot? Your cylinder thermostat shouldn't need to be set higher than 60°C/140°F.
3. Close your curtains at dusk to stop heat escaping through the windows.
4. Always turn off the lights when you leave a room.
5. Don't leave appliances on standby and remember not to leave appliances on charge unnecessarily.
6. If you're not filling up the washing machine, tumble dryer or dishwasher, use the half-load or economy programme.
7. Only boil as much water as you need (but remember to cover the elements if you're using an electric kettle).
8. A dripping hot water tap wastes energy and in one week wastes enough hot water to fill half a bath, so fix leaking taps and make sure they're fully turned off!
9. Replace your light bulbs with energy saving recommended ones : just one can reduce your lighting costs by up to £100 over the lifetime of the bulb and they last up to 12 times longer than ordinary light bulbs.
10. Just answer some simple questions about your home and we'll give you a free, impartial report telling you how you can save up to £300 a year on your household energy bills.

Read the following dictionary entry for the word 'bill' and
a- decide which meaning corresponds to the one in the excerpt.

bill *noun* 1. a bill for damages / a restaurant bill account, invoice, note/list of charges, tally, score; *Am.* check. 2. post no bills / distribute bills poster, advertisement, flier, notice, announcement, leaflet, brochure, bulletin; *inf.* advert, ad. 3. top of the bill programme, list, agenda, schedule, timetable, syllabus, calendar, catalogue, inventory. 4. a parliamentary bill proposal, measure, projected / proposed law, piece of legislation. **bill** *verb* 1. bill them for the goods invoice, send an invoice to, charge for, debit, list costs / expenditure. 2. bill it all over the building advertise, announce, post, give notice of, put up in lights. 3. bill it for tomorrow programme, schedule, enter on the timetable, put on the agenda.
bill *noun* a bird's bill beak.

b- identify the American equivalent for this word.

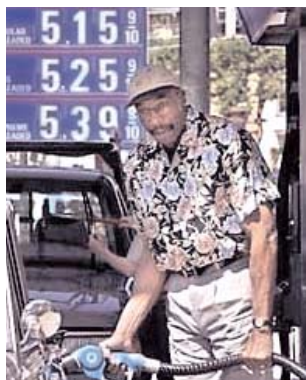
c- find out how many definitions this dictionary page provides for the noun 'bill'.

Discuss the following questions.

1. What is happening to the prices of fuel?
2. Can our country afford overconsumption of energy? Why? Why not?
3. What has Tunisia been doing to help reduce the consumption of energy?

READING

1. Explain what 'ecodriving' means.
2. Look at the pictures and compare the prices of a gallon of fuel. What has happened to the price of petrol worldwide in the last few months?



Note : a gallon is approximately 3.8 litres.

3. Complete the title and subtitle of the text.

Pumping money into the hands of the

Dig your country's with your accelerator foot.

4. Read the text below and choose the correct alternative.

- a- The text is targeted at
 - the authorities
 - the car owners
 - the petrol station owners
- b- The text aims at
 - warning people against the dangers of CO_2
 - advising people not to use cars
 - providing tips for driving

Road transport, including cars, is responsible for a quarter of all the UK's carbon dioxide (CO_2) emissions.

Transport also pollutes the air in towns and cities and although air quality in the UK is slowly improving, many areas still don't meet national and European air quality standards.

And consider this: every year, around 32,000 people in the UK die prematurely as a result of poor air quality.

You can help reduce CO_2 emissions and air pollution by reducing the amount of fuel you use. That means walking, cycling or taking the bus for short journeys. When you do have to use a car, follow some of these simple eco-driving tips and you could save around £120 and 280 kg of CO_2 every year by driving more efficiently:

- avoid high speeds - Driving at 85 mph instead of 70 mph uses around 25 per cent more fuel
- drive smoothly and consistently using higher gears when you can
- use your air conditioning sparingly
- switch off your engine when you're going to be stationary for more than a minute or two
- share your journeys where possible
- remove roof racks when not in use as they significantly increase air resistance and fuel consumption.
- service the car regularly and maintain the right tyre pressure.

5. Focus on the tips provided and, with a partner, choose the 4 most important ones according to you. Justify your choice.

LEXICAL FOCUS

1. Paraphrase the following expressions. Focus on the words in boldtype.

a- around 32,000 people in the UK die **prematurely** as a result of poor air quality.

b- **ecodriving tips**

c- Driving at **85 mph**

2. Find words meaning the same as:

a- discharge = outpouring = ejection =

b- effectively =

c- regularly = softly =

d- prudently = cautiously =

3. Complete the following table

Nouns	Verbs	Adjectives
		maintainable
	to avoid	
station		
		congestive
liquid		
	to reduce	

GRAMMAR FOCUS

1. Read the following sentence from the excerpt.

If we all did this we'd save enough electricity to power two thirds of the street lighting in the UK.

According to the sentence, are all people doing what they should be doing? What is used to express this?

Complete: + → →

Express the following sentences differently beginning as shown.

1. I do not have a passport, therefore I cannot go abroad.

If

2. I will not go to his party because I do not know his address.

If

2. Read the following sentence.

Saving Energy in the home or office need not be difficult or expensive.

Does it express

→ necessity?

→ absence of necessity?

→ advice and recommendation?

Remember **mustn't or needn't**

You mustn't light a match here. There may be gas in the room!

MUSTN'T : it is forbidden, it is foolish if you do it.

You needn't go by bus, I'll drive you.

NEEDN'T : it is not necessary, so I advise you not to do it.

3. Match the statements with the functions.

1. He should have attended the lecture.	a- past certainty
2. She's late; she must have missed the bus.	b- deduction about the past
3. We had to drive slowly as it was raining.	c- reproach
4. You needn't have worried, the test was easy.	d- ability
5. I could have lent you my book if you had asked.	e- absence of necessity

4. Determine whether the action expressed by the main verbs (in the 10 sentences below)

a- definitely happened.

b- possibly happened.

c- definitely didn't happen.

- a) You could have been earlier if you had hurried.
- b) You might have been away when I rang you up.
- c) She needn't have used a dictionary.
- d) You must have run all the way.
- e) They ought to have been more careful.
- f) That letter should have been posted yesterday.
- g) You needn't have shouted.
- h) You shouldn't have thrown it away.
- i) He may have left a message ; he always does.
- j) The boys should have stayed at home.

5. Choose the correct alternative.

Warning: hospitals (**can - must - ought to**) damage your health!

Studies in the UK show that people just don't wash their hands as much as they (**will - should - may**). Dr Andrew Hay points out that a doctor visiting 20 patients (**mustn't - can't - needn't**) possibly wash his hands after each bedside visit. "There isn't much equipment, but you (**can - must - need**) do a lot with a side room and a pair of gloves" .

DEVELOP YOUR ARTISTIC SKILLS

In groups, select some tips and **SHAPE** them into a leaflet on energy saving. Remember to make your leaflet as attractive and as persuasive as possible.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
appliances; bill; ecodriving; efficiently; emission; global warming; greenhouse effect; illuminate; smoothly; sparingly; standby; ... Any other words in this lesson?	Conditional Type 2 If + simple past → Present Conditional If we did all this we'd save a lot of energy Absence of necessity: needn't + verb Saving Energy in the home or office need not be difficult .	Identify the target audience of a leaflet Determine the meaning of unfamiliar words React to slogans Negotiate things with other members of my group compare and appreciate texts Add other items ? ?

URBAN EXODUS

READING INTO WRITING

READING

1. Read these extracts from *The Evening Standard* newspaper. Match each paragraph with the corresponding title.

Health and Life Expectancy - Strong Economy - Sense of Community - Air Quality - Clean Environment -

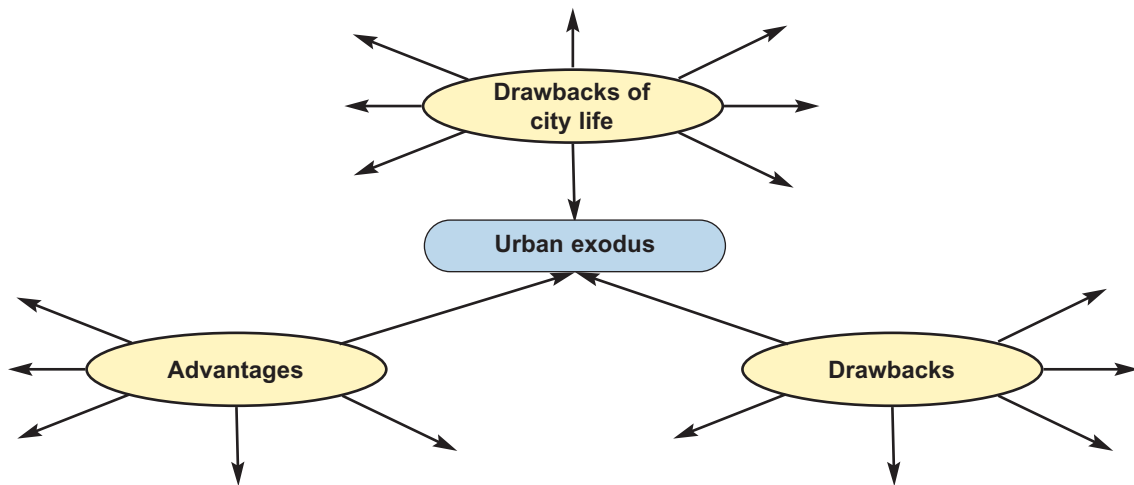
Reasons to move

1. -----: The report finds that people in villages are three times more likely than **those** in large towns to consider their community as "vibrant" or "lively".
2. ----- :Men in the countryside outlive their urban counterparts by almost 18 months on average, with a life expectancy of 77.2 years compared with 75.8 years in the city.
3. -----: Peak levels of harmful ozone in the countryside air have fallen by about 30 % in the past decade. Rivers are also much less polluted, with 65 % of rural rivers having water quality rated as "very good" or "good".
4. -----: The destruction of the countryside of recent decades appears to be slowing down. Populations of wild birds - seen as a good indicator of the ecological health of an area - have levelled out after two decades of decline.
5. -----: The rural economy is booming, despite the crisis in farming. Rural unemployment is running at just 3.3 % and 270,000 new jobs have been created in the countryside in the past five years.

Evening Standard (London), Jun 21, 2004

2. What does **those** underlined in paragraph 1 refer to ?
3. What do you think of urban exodus ? Would **YOU** decide to move to the countryside to have a better quality of life ?

4. Complete the spidergram with information from the extract.



LEXICAL FOCUS

1. Match a word or expression from column A with its synonym or definition in column B.

Column A	Column B
1. peak	a. decrease
2. vibrant	b. growing, being successful
3. life expectancy	c. live longer
4. a decade	d. highest level
5. outlive	e. exciting
6. decline	f. number of years a person is likely to live
7. booming	g. ten years

2. Fill in the blanks with words from the box below .

However, exodus, deterioration, vibrant, migration, crisis, four times, grown, expectancy

The surge in the number of young families leaving London was revealed today. An official report shows that the 25-44 age group is leading the mass ----- ----to the countryside - suggesting that the urban -----is being led by young parents and their children. There, the atmosphere is----- and they enjoy better health, longer life----- and lower crime. The report shows that the number of people living in the country has -----by 1.7 million since the early 1980s. The city-to-country migration is now ----- bigger than it used to be.

-----, it is not all good news in the countryside. Rural areas are losing easy access to post offices, banks and schools. There is also a growing housing-----, rising fear of crime and a dramatic -----in country roads as they are pounded by ever-increasing volumes of traffic.

GRAMMAR FOCUS

1. Express the sentence differently starting as shown .

The rural economy is booming, **despite** the crisis in farming.

Although.....

What do you notice? :

Complete : We use **Although** and **Despite** to express.....

Despite + **Although** +

2. The following sentence is from the text. Focus on the words in bold type.

“They enjoy **better** health, **longer** life and **lower** crime.”

What do you notice? What is common to all 3 words ?

Theform is used. We have a structure

DEVELOP YOUR WRITING SKILL



You decided to settle in the countryside. Write a postcard to a friend in the city to give him/her news of your new life. Mention the advantages of country life.



MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
<p>booming, decline a decade ,life expectancy, outlive, peak, vibrant</p>	<p>Although I am tired, I will help you. Despite my tiredness I will help you. Parallelism : longer,better,lower The same form is repeated</p>	<ul style="list-style-type: none"> • Complete a spidergram • Match titles with paragraphs • Reinvest newly-acquired lexis to complete a paragraph • Write a postcard ?

A NEWSCAST

SPEAKING INTO LISTENING

IN PAIRS

1. a) Explain the following sayings.

It never rains, but it pours.
It's raining cats and dogs.

b) Which saying does not relate to the weather?

2. Read the following sentence and

a- identify alliteration and imagery. What is the metaphor?

'Snowstorm blankets London in wintry white'

b- express the sentence differently to show you understand it.

3. Describe the pictures below.



4. What kind of news do you expect to hear? What topics are usually dealt with in the news?
5. What words do you expect to hear in a news report? .

LISTENING

1. Listen to the newscast and check your guesses.
2. Identify the number of news dealt with.
3. Sort out the news into topics.
4. Can you relate any 2 pieces of news to the same topic?
5. Which of the topic(s) below is / are in the news? Put a tick where appropriate.

An earthquake	An exhibition	
Home schooling	Accommodation difficulties faced by students	
A fight in a pub	A typhoon	
An international agreement	A plane crash	
A road accident	A bank robbery	

6. Underline the main news item.
7. Listen again and answer the following questions.
 - a- What is the name given to the typhoon?
 - b- What are the consequences of the typhoon?
8. Listen and complete the news with the words you hear.

LOS ANGELES (AFP) - A state of emergency was declared as California shivered under a blanket of unseasonably cold weather.

The emergency was because of "extreme low temperatures" that threatened the old, and the homeless.

The cold snap, caused by an arctic low-pressure from Alaska, has swept to California, sending temperatures plummeting to near record lows, officials said.

Temperatures in Los Angeles were expected to two degrees Celsius overnight Friday, 0 degrees C in San Francisco and five degrees C in Sacramento, the state capital. At Lake Tahoe, temperatures were seen at minus 20 degrees C.

The cold system dumped about an inch of and ice on mountainous areas in the San Diego region in California earlier Friday, forcing school closures.

The snow level in some mountainous areas has dropped to about 4,000 feet and could fall to 1,500 feet by Friday, the National Weather Service said.

Answer the following questions.

1. Why was the state of emergency declared in Los Angeles?
2. Are the temperatures very common for this period of the year? Justify your answer with a word from the Newscast. Explain it using the root word. How many parts is it made up of?
3. What were the temperatures expected to be in Los Angeles, Sacramento and San Francisco?
4. Why were schools forced to close?

5. Choose the correct alternative.

The snow level in some mountainous areas (...) **could** fall to 1,500 feet. 'could' in this sentence expresses :

- ability in the past
- possibility in the future
- certainty about the past

Listen and choose the correct alternative.

- a- Accommodation costs have risen for the fourth (executive / consecutive) year.
- b- Students pay an average of (£18 / £80) a week.
- c- (Exhibitionist / Impressionist) paintings are on display in the city museum.

Listen to the last section and fill in the blanks with the words you hear.

And now for the weather: tomorrow will begin rather and with mist over the By mid-morning, this should have largely but visibility will still be limited so drivers are being asked to keep their on. The rest of the day should be, although quite damp. Sorry about that! Thank you for watching.

LEXICAL FOCUS

1. Listen again and identify the words that relate to each topic.
2. Sort out your words into a vocabulary file. (adjectives, verbs and nouns)
3. Listen and find words that mean almost the same as:

a- damaged =

b- a person who is hurt accidentally =

c- made more difficult =

d- tremble = shake =

e- endangered =

f- period = interval =

g- dropping rapidly =
falling steeply =

h- deposited =

4. Match the words in columns A and B

A	B
1. A light rain	a- Information about tomorrow's weather
2. A wet climate	b- Often rainy
3. It's pouring	c- Fog
4. A shower	d- Drizzle
5. A thick mist	e- It's raining heavily
6. A weather forecast	f- Rain for a short period

GRAMMAR FOCUS

Read the following sentence from the newscast.

Drivers are asked to take care on the approach as the warning signals are out of action.

What is the form of the verbs used? Can you explain why?

Complete : We use the when weor when the action is the doer.

Now listen to the whole newscast and identify some of the sentences used in the same form. Express them differently. Mind your tenses !

Did You Know...?

1. Fahrenheit is a temperature scale named after the Polish-German physicist Daniel Gabriel Fahrenheit (1686 - 1736), who proposed it in 1724. On this scale, the freezing point of water is 32 degrees Fahrenheit (written "32° F"), and the boiling point is 212 degrees, placing the boiling and freezing points of water exactly 180 degrees apart.

On the Celsius scale, the freezing and boiling points of water are exactly 100 degrees apart, thus the unit of this scale, a degree Fahrenheit, is 5/9 of a degree Celsius. Negative 40 degrees Fahrenheit (-40 °F) is equal to negative 40 degrees Celsius (-40 °C)

2. Read the following conversion tables.

Celsius	Fahrenheit
0.00	32.00
10.00	50.00
20.00	68.00
30.00	86.00
40.00	104.00

From	to Fahrenheit	to Celsius
Fahrenheit (F)	F	$(F - 32) * 5/9$
Celsius (C or °)	$(C * 9/5) + 32$	C

Fahrenheit temperature conversion formulas		
to Find	From	Formula
Celsius	Fahrenheit	$^{\circ}\text{C}=(^{\circ}\text{F} - 32)\div 1.8$
Fahrenheit	Celsius	$^{\circ}\text{F}=(^{\circ}\text{C} \times 1.8)+32$

3. There are other differences in length, volume and weight. Read the table to find out.

Distance_Length	foot (ft or ')	3048	0.30480	m	30.480	cm
Distance_Length	inch (in or ")	0254	0.0254	m	2.54	cm
Distance_Length	mile (mi)	5280*foot	1609.344	m	1609344	cm
Distance_Length	yard (yd)	9144	0.9144	m	91.44	cm

Category	Unit	
Mass_Weight	ounce (oz)	= 0.0283495 kg
Mass_Weight	pound (lb)	= 0.453592 kg
Mass_Weight	stone (st)	= 6.35029318 kg

IT'S YOUR TURN!

1. Convert the following:

- a- 4,000 feet =
- b- 15,000 feet =
- c- 2 miles =
- d- 6 yards =
- e- 2° C =
- f- - 20°C =
- g- 120 °F =
- h- 32 °F =

2. How tall are you? Express your height in feet and inches.

3. Read the following extract from *The Daily Mail* and replace the underlined parts by their equivalents, using the conversion tables above.

The 3,560 ft (.....) peak, the highest in England and Wales, has seen its snow covering fall by a third in ten years. Average spring temperatures are up about 2.5°C (.....).

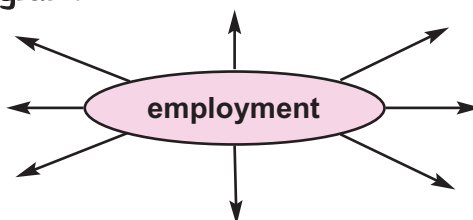
MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
approach; cancelled; casualty; crippled; dumped; Fahrenheit; hampered; newscast; plummet; relief; shiver; threatened; to make ends meet; typhoon; unseasonally;	The passive voice Drivers are asked to be careful.	<ul style="list-style-type: none"> • Listen for gist. • Listen for specific details. • Convert weight, length and temperature. ? ?

STAFF MANAGEMENT

READING INTO SPEAKING

IN PAIRS

1. Complete the spidergram.



2. Put the words under the appropriate headings

dismissed - nine-to-five job - training - pay rise - work overtime -
sacked - prospects - shift work - redundant - promoted - out of work

Working hours	Hard times	Career ladder

READING

1. Read the text and identify the main ideas.

Some companies seem to be keener on going green than they are on their employees. A survey by management consultancy Hudson found that three-quarters of executives would not hesitate to fire employees to boost productivity and performance. One in six think they could get rid of 20 per cent of employees without damaging performance or morale; nearly half reckon firing up to 5 per cent a year would be a good thing. Even though only 4 per cent actually carry out this threat, it is still a revealing finding. This is what executives really think of their 'most valued asset'. Not only that, they utterly ignore **their** own contribution to their employees' underperformance, raising so many questions it is hard to know where to begin.

Only 38 per cent of employees feel managers and directors treat them with respect, and 66 per cent don't trust them. Around a quarter of employees rarely or never look forward to going to work, and almost half are leaving or trying to. Researches suggest many managers aren't doing enough to keep their staff interested. The result: underperformance and low productivity.

A UK survey showed that in 2005 just 16 per cent of UK employees were 'positively engaged' - loyal and committed to the organisation. The rest were physically present but psychologically absent. They express their disappointment by going sick, not trying, leaving or threatening to strike [...] The culprit, says the survey, is poor management. 'Workers say they don't know what is expected of them, managers don't care about them as people, **their jobs aren't a good fit for their talents** and their views count for little'.

The Observer - January 28, 2007

2. Give a title to each paragraph.

3. Fill in the matrix.

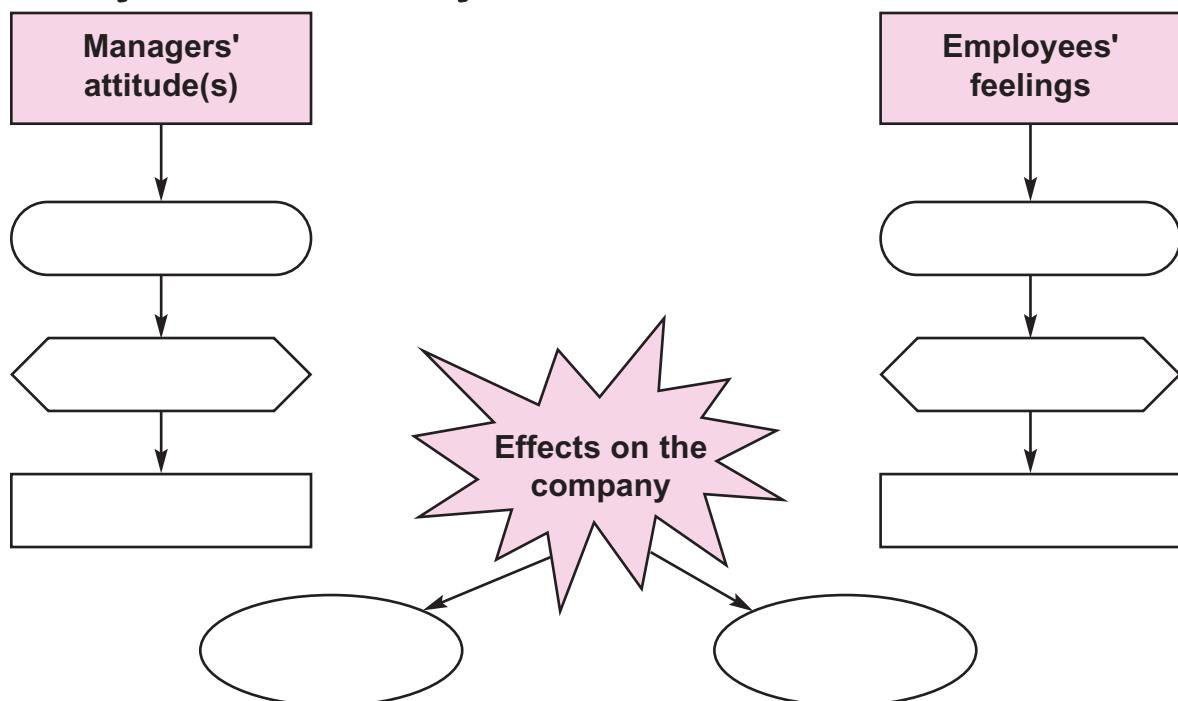
Characters	Problem	Cause

4. Paraphrase the following sentence.

Their jobs aren't a good fit for their talent and their views count for little.

5. What does 'their' (par.1) refer to ?

6. Complete this semantic map with information from the text.



7. What do you think of the employers' attitude?
8. What about the employees' attitude?
9. Who, in your opinion, is to blame for the situation described in the article?
10. What can be done to solve this problem?
11. Is the gentleman in the "sharky waters", a boss or an employee? How do you know?



Sharky waters

LEXICAL FOCUS

1. Find in paragraph 1 expressions meaning :
 - a. concerned with the protection of the environment.
 - b. be interested in someone or something.
2. Match the words with their synonyms or definitions.

Words	Definition, Synonym
1. utterly	a- all the workers employed in an organisation
2. strike	b- completely
3. culprit	c- refuse to work as a protest
4. assets	d- think
5. staff	e- force someone to leave a job
6. to fire	f- person or thing causing a problem, a crime
7. reckon	g- valuable, useful persons or things

GRAMMAR FOCUS

1. Focus on the following sentence.

'They express their disappointment by **going** sick, not **trying**, **leaving** or **threatening** to strike.' **What do you notice ?**

Theform is used. We have a structure.

2. In the following sentences some parts are wrong. Correct them.
 - a. Such reforms help reduce poverty and to improve people's life.
 - b. I like not only reading novels but also to watch films.
 - c. You know what he wants and the things he expects from you.
 - d. He said that he was overworked, he didn't sleep well and that he needed help.
 - e. I am not interested in getting good marks but understanding the lessons.

- f. Shakespeare wrote comedies, tragedies, romances, and the plays based on historical figures.
- g. Jane Eyre wants financial independence and to find love.

3. Produce some parallel sentences.

PRONUNCIATION FOCUS

Fill in the table with the following words according to the stressed syllable they contain.

organisation - interested - executives - productivity - management - performance - contribution - actually - expected -

STRESS on the FIRST syllable	STRESS on the SECOND syllable	STRESS on the THIRD syllable

SPEAKING

1. What type of job would you like to do ?
2. Why would you choose a given job ? Tick the reasons provided below and add more personal reasons.
 - good salary
 - friendly boss
 - flexible hours
 - good relations with workmates
 - ?
3. Which is the most important reason?
4. How would you like your boss to be?
5. If you were a boss, how would you behave with your staff?

IN PAIRS

1. Prepare a conversation between an employer and one of his employees about the management of the company and its impact on the workers' life and on the company.

Helpful hints : In my opinion - Frankly / Honestly - I see no reason why...- You should have .../ You could.../ It's true that...However / We'd like.../

2. Enact the conversation.

3. Swap roles.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
assets , be keen on, culprit, executives, to fire, go green, reckon, staff, strike, utterly.	<p>Parallelism or parallel structures</p> <p>Example :</p> <p>- Think ; pair ; and share.</p> <p>- I speak not only English but also French.</p>	<ul style="list-style-type: none"> • Complete a semantic map. • Outline a text. • Use parallel structures. • Enact a role play. <p>..... ?</p> <p>..... ?</p>

JOB ADS

READING INTO WRITING

IN GROUPS

Answer these questions.

1. What happens after secondary school?
2. What plans do students have for the future?
3. How many, you think, would go on studying at university?
4. How many would go straight into work?
Can you guess the percentage of both categories of students?
5. What do young graduates do to find a job?
Where can they find job ads?



Read the 2 job ads below and complete the matrix.

Position offered	Requirements	Advantages

Ad 1

**EUROPE'S LEADING INTERNATIONAL
TOURISM CONSULTING FIRM
URGENTLY SEEKS
CONSULTANTS AND PROJECT TEAM LEADERS**

For both, short and long term projects in Asia, the Middle East, Latin America and the Caribbean. Candidates must be proficient in English and ideally in at least one other language.

Candidates are sought in the following tourism areas:

Cultural Tourism
Ecotourism and Conservation
Community Development and Rural Tourism
HR Development and Awareness Programmes
Quality Control Systems and Certification
Marketing
Tourism Development Planning
Legislation



Candidates are invited to send their CV (with photograph).

Ad 2

Aston Business School

Lecturer / Senior Lecturer / Reader in Economics
£22,191 - £39,958 (exceptionally £43,067) per annum

Applicants should have a good first degree and a doctorate in economics, a strong commitment to high-quality teaching and research, and a demonstrated ability or potential to publish in leading journals. Candidates must be willing to teach and research in a multi-disciplinary environment within the Strategic Management Group.

Further details and application forms may be obtained electronically on <http://www.aston.ac.uk/hr/recruitment.htm> or from the Personnel Office on Tel: +44 (0) 121 359 0870; email: b.a.power@aston.ac.uk Quoting reference no: A03/54

Closing date for applications is 4 April.

ASTON
UNIVERSITY

'4Quality and Equality'



LEXICAL FOCUS

1. Match a word from column A with one from column B to obtain a collocation.

Column A		Column B	
1. seek	2. proficient	a. in English	b. path
3. application	4. quality	c. ad	d. leader
5. career	6. team	e. a job	f. office
7. high-quality	8. personal	g. research	h. date
9. cultural	10. closing	i. form	j. control
	11. job	k. tourism	

2. Sort out the words and phrases in the box to get pairs of synonyms .

per year - deadline - experienced - potential - looking for - bio data
 - seeking - qualities - commitment - closing date - proficient - CV -
 per annum - willingness to work hard.

3. Rewrite this phrase from Ad 2 avoiding the use of the number.
 '4 Quality and Equality'

DEVELOP YOUR WRITING SKILL

Which job seems more interesting ?

You have completed your studies at university. Choose one of the two jobs that fits your profile and apply for it.

Follow the steps , the hints and imitate the letter below to write YOUR letter of application.

- State the reason for your writing.
- Mention your qualifications, personal qualities, experience and special achievements.
- State what you hope will happen next. Use: I look forward to hearing from you.
- Make sure you use the appropriate layout, closing and signature.
- Do not use contractions like I'm, as they are informal and colloquial.

heading: your address and the date

inside address: the name and address of the person to whom you are writing.

Dear _____ greeting

In reply to your advertisement in the _____, I would like to be considered for the position _____

The qualifications you are seeking are closely related to those I have acquired in _____

I can be reached by telephone _____ and _____ . All correspondence may be sent to the address shown above.

I would appreciate meeting you at your earliest convenience .

body

Yours very truly, complimentary closing

signature

MY NEW WORDS	WHAT I CAN DO NOW
apply for , application, biodata, curriculum vitae , path, per annum, potential, proficient, seek.	<ul style="list-style-type: none"> • Read and understand job ads • Write a letter of application ? ?

THE RICHER, THE POORER

by Dorothy West

SPEAKING INTO READING

SPEAKING

IN PAIRS

1. Focus on the dictionary entries and complete the spidergrams below.

fortune /'fɔ:tʃən/ ; AmE /'fɔ:tʃu:n/ noun .[U] chance or luck : *I have had the good luck to work with brilliant people.* 2. [C] a large amount of money : *She inherited a fortune from her family.*

luxury /'lʌkʃəri/ noun (pl. *-ies*) 1. the enjoyment of special and expensive things : *Now we'll be able to live in luxury for the rest of our lives.*

prosperity /'prɒspərɪti/ noun [U] the state of being successful especially financially. **SYN.** affluence. *The country is enjoying a period of prosperity.*

wealth /'welθ/ noun 1. [U] a large amount of money that a person or country owns : *His wealth is estimated at \$100 million.* 2. Sing. [of sth] a large amount of sth : *a wealth of information /talent/ examples.*

affluent /'æfluent/ adj. having a lot of money and a good standard of living : *a very affluent neighbourhood.*

comfortable /'kʌmfɔəbəl/ adj. having enough money : *They're not millionaires, but they're comfortable.*

prosperous /'prɒspərəs/ rich and successful **SYN.** affluent : *prosperous countries/ economies.*

rich /rɪtʃ/ adj. having a lot of money or property : *She is one of the richest women in the world.*

wealthy /'welθi/ adj. rich ; having a lot of money, possessions, etc : *a wealthy business/ family/ nation.*

well-to-do adj. having a lot of money ; rich : *They are very well-to-do.*

badly-off *informal* poor ; not having much money : *He's rather badly-off at the moment.*

broke adj. having no money : *I'm always broke by the end of the month.*

impoverished : having become poor : *Many impoverished workers moved to the city to find jobs.*

needy adj. not having enough money, food, clothes etc.

Everyone should contribute to help the needy people.

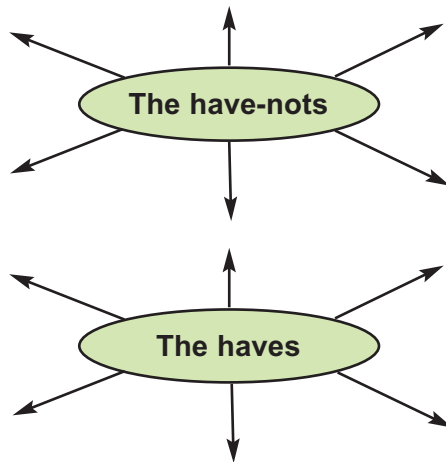
penniless adj. having no money ; very poor. *Paying his son's debts left him almost penniless.*

penurious adj. (*formal*) very poor ; needy : *He is in a most penurious condition at the moment.*

poor adj. 1. having very little money and therefore a low standard of living : *They were too poor to buy shoes for the kids.* 2. less than is needed or expected ; small in size or quantity : *We had a poor crop of beans this year.*

short (*of*) *informal* lacking enough (money) : *I'm short of money this week.*

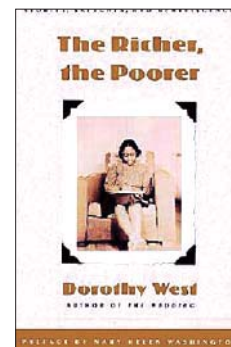
tight adj. (*of* money) not easy to get : *Money is tight at the moment ; i'm afraid the bank can't lend you any just now.*



2. What is essential to make someone happy?
3. Do you think that having money is essential for happiness?
4. Can people be rich in wealth but poor in other things?
5. Do you think that the rich are always happy?
6. Do you agree on the idea that the more educated you are, the better paid you are? Justify your opinion.

READING

1. Read the text as quickly as you can. How many paragraphs could you read in 1 minute? Do you now have a better reading speed?
2. Read and tick the main ideas in the story.
 - a. Two sisters who take opposite paths in life
 - b. A wealthy woman with an existence that has been a 'life never lived'
 - c. Two sisters who are reunited.
 - d. Despite poverty, we can live a happy life.
 - e. The struggle to make ends meet.
 - f. The poverty of a rich woman's life.
 - g. The poor musician's life abroad.
 - h. The wealth in a poor woman's exciting life.



Over the years Lottie had urged Bess to prepare for her old age. Over the years Bess had lived each day as if there were no other. Now they were both past sixty, the time for summing up. Lottie had a bank account that had never grown lean. Bess had the clothes on her back, and the rest of her worldly possessions in a small suitcase.

Lottie had hated being a child, seeing her parents struggling to make ends meet. Bess had never seemed to notice. All she ever wanted was to go outside and play. Lottie couldn't wait to grow up and buy herself the best of everything.

[...] As soon as anyone would hire her, Lottie put herself to work. By the time she was twelve, she was working after school in a small variety store. She began to bank her money, and her bankbook became her most precious possession. In her last year high she was faced with the choice of staying in school or working full time. She made her choice easily. **A job in hand was worth two in the future.**

Bess met Harry at school. He had no other ambition except to play music. That Bess married Harry straight out of school was not surprising. That Lottie never married at all was not really surprising either.

Bess's married life was nothing to envy. She and Harry lived like gypsies. Harry playing in second-rate bands all over the country, even getting himself and Bess stuck in Europe. **They were often in rags and never in riches.** Bess grieved because she had no child, not having sense enough to know she was better off without one. Lottie was certainly better off without nieces and nephews to feel sorry for. Very likely Bess would have left them on her doorstep.

That Lottie had a doorstep was only because her boss, having bought a second house, offered Lottie his first house at a price so low and terms so reasonable that it would have been like losing money to refuse. She shut off the rooms she didn't use. Her way of life was mean and miserly, but she did not know it. She thought she lived frugally in her middle years so that she could live in comfort and ease when she most needed peace of mind. The years, after forty, began to race. Suddenly Lottie was sixty, and retired from her job.

Harry died abroad, in a third-rate hotel, leaving Bess nothing. There wasn't even money for her travel home. Lottie, trapped by the blood tie, knew she would have not only to send for her sister, but take her in when she returned. It didn't seem fair that **Bess should reap the harvest of Lottie's lifetime of self-denial.**

[...] She was in the kitchen when Bess rang the bell. She went to the door, and Bess stood before her. « Oh, Lottie, it's good to see you, » Bess said, but saying nothing about Lottie's splendid appearance. Upstairs Bess, putting her shabby suitcase, said « I'll sleep like a rock tonight, » without a word of praise for her lovely room.

With the glow of good food in her stomach, Bess began to spin stories. They were rich with places and people, most of them very ordinary, all of them magnificent. Her face reflected her telling, the joys and sorrows of her remembering, and above all, the love she lived by that enhanced the poorest place, the humblest person.

She said, « That's enough about me. **How have the years used you?** »

« It was me who didn't use them, » said Lottie. « I saved for them. I forgot the best of them would go without my ever spending a day or a dollar enjoying them. That's my life story in those few words, a life never lived. Now it's too near the end to try. »

Bess said: « Don't count the years that are left us. You've too much catching up to waste a minute feeling sorry for yourself. »

Lottie grinned, a real wide open grin, « Well to tell the truth I felt sorry for you. May be if I had any sense I'd feel sorry for myself, after all. I know I'm too old; but I'm going to let you show me how to live. »

3. Who does each description apply to? Put a tick under the corresponding name.

Description	Bess	Lottie
<ul style="list-style-type: none"> - Nothing but clothes on her back. - Prepared for old age. - Didn't notice parents' poverty. - Wanted to borrow. - Wanted to acquire wealth. - Her life was very exciting. - Lived each hour for itself. - Hated parents' poverty. 		

4. Correct the following false statements. Justify with suitable information from the text.

- a. Bess is the more serious of the two sisters.
- b. Lottie finished school.
- c. Bess had a very secure married life.
- d. Lottie paid much money to buy her house.

5. Answer the questions.

- a. Why was Bess better off without having children?
- b. How could Bess's stories be 'very ordinary' and 'magnificent' at the same time.
- c. Why did Lottie feel 'trapped by the blood tie'?
- d. What do you think is meant by « Lottie and Bess were both past sixty, time for summing up »?
- e. Why should Lottie feel sorry for herself?
- f. What do you think of the 2 attitudes? Which one do you side with?
- g. In what way might Lottie's life change after Bess's moving in with her? Do you believe that Bess will be able to show Lottie how to enjoy life?

DOROTHY WEST Novelist, editor, short story writer. Born June 2, 1907, in Boston, Massachusetts; died on August 16, 1998. Daughter of an emancipated slave, she lived in one of the very few well-to-do black families in Boston. She studied journalism and philosophy at Columbia University. Her first novel, *The Living Is Easy* (1948), put her on the literary map. She became the Youngest of Harlem Renaissance Writers .



LEXICAL FOCUS

1. Focus on the words in the box and sort out 4 pairs of synonyms and 4 pairs of antonyms.

hire - waste - sorrow - precious - criticize - joy - to race - employ -
grieve - save - frugally - move fast - economically - praise - feel
happy - valuable .

2. Pick out the words related to poverty and those related to wealth. Are there new words that do not appear in the dictionary pages at the beginning of this lesson?

3. Paraphrase the following sentences.

- a. A job in hand was worth two in the future.
- b. They were often in rags and never in riches.
- c. Bess reaped the harvest of Lottie's self-denial.
- d. I'll sleep like a rock tonight.
- e. How have the years used you?

PRONUNCIATION FOCUS

Complete the matrix below with words from the box.

Possessions - variety - comfortable - frugally - reasonable -
prosperous - impoverished - prosperity

Words stressed on the 1st syllable	Words stressed on the 2nd syllable

MY NEW WORDS	WHAT I CAN DO NOW
Affluent, badly-off, broke, frugally, grieve, hire, impoverished, penurious, to race, tight of, reap the harvest,	<ul style="list-style-type: none"> • Identify essential ideas in a story • Understand figurative language and paraphrase it • Evaluate and react to content <p>..... ?</p>

A SECRET FOR TWO

by *Quentin Reynolds*

READING INTO WRITING

IN GROUPS

1. Answer the following questions.

1. What helps you predict text content ?
2. What linguistic clues enable you to predict ?
3. What words or expressions might help you predict the following content ?
 - a definition
 - a difference
 - a comparison
 - an example
 - an answer
 - a conclusion

2. Check the other groups' answers.

3. Rephrase the following proverbs to show you understand them.

He that tells a secret,
is another's servant.

Thy secret is thy prisoner,
if thou let it go, thou art
a prisoner to it.

Three may keep a secret,
if two of them are dead.

PREDICTIVE READING

A SECRET FOR TWO

Read the title and guess what the story is about.

Read the first section of the story.

1. Identify the main characters.
2. Find out why Jacques was anxious.
3. Identify the tone in Jacques' speech.
4. Rephrase the following statement differently starting as shown.

Never once has there been a complaint.

There

Section 1

One morning the president of the Provincial Milk Company came to inspect the early morning deliveries. Jacques pointed Pierre out to him and said: "Watch how he talks to that horse. See how the horse listens and how he turns his head toward Pierre? See the look in that horse's eyes? You know, I think those two share a secret. I have often noticed it. It is as though they both sometimes chuckle at us as they go off on their route. Pierre is a good man, Monsieur President, but he gets old. Would it be too bold of me to suggest that he be retired and be given perhaps a small pension?" he added anxiously.

5. Do you expect Pierre to quit his job? Why? Why not?

Now read section 2 .

1. Have you guessed right? Correct your guesses if necessary.
2. Pick out an expression showing Pierre was deeply shocked.
3. Find details proving Pierre and Joseph have grown old.
4. Identify two similes.

Section 2

"But of course", the president laughed. "I know his record. He has been on this route now for thirty years and never once has there been a complaint. Tell him it is time he rested. His salary will go on just the same".

But Pierre refused to retire. He was panic-stricken at the thought of not driving Joseph every day. "We are two old men", he said to Jacques. "Let us wear out together. When Joseph is ready to retire - then I, too, will quit". Jacques, who was a kind man, understood. There was something about Pierre and Joseph which made a man smile tenderly. It was as though each drew some hidden strength from the other. When Pierre was sitting in his seat, and when Joseph was hitched to the wagon, neither seemed old. But when they finished their work, then Pierre would limp down the street slowly, seeming very old indeed, and the horse's head would drop and he would walk very wearily to his stall.

Then one morning Jacques had dreadful news for Pierre when he arrived. It was a cold morning and still pitch-dark. The air was like iced wine that morning and the snow which had fallen during the night glistened like a million diamonds piled together.

6. *Guess what the sad piece of news might be.*

Read the next section and answer the questions in the margin.

Section 3

Jacques said, "Pierre, your horse, Joseph, did not wake up this morning. He was very old, Pierre, he was twenty-five and that is like being seventy-five for a man". "Yes", Pierre said slowly. "Yes. I am seventy-five. And I cannot see Joseph again".

"Of course you can", Jacques soothed. "He is over in his stall, looking very peaceful. Go over and see him."

Pierre took one step forward, then turned. "No ... no ... you don't understand, Jacques".

Jacques clapped him on the shoulder. "We'll find another horse just as good as Joseph. Why, in a month you'll teach him to know your route as well as Joseph did. We will.

The look in Pierre's eyes stopped him. For years Pierre had worn a heavy cap, the peak of which came low over his eyes, keeping the bitter morning wind out of them. Now Jacques looked into Pierre's eyes and he saw something which startled him. He saw a dead, lifeless look in them. The eyes were mirroring the grief that was in Pierre's hearts and his soul. It was as though his heart and soul had died.

"Take today off, Pierre," Jacques said, but already Pierre was hobbling off down the street, and had one been near one would have seen tears streaming down his cheeks and have heard half-smothered sobs. Pierre walked to the corner and stepped into the street. There was a warning yell from the driver of a huge truck that was coming fast and there was the scream of brakes, but Pierre apparently heard **neither**.

Did Pierre walk into the truck deliberately or accidentally?

Read the last section to find out.

1. Have you guessed right?
2. What do you think of the way Jacques announced the sad news to Pierre?
3. Why do you think Pierre's eyes looked lifeless?
4. Paraphrase the following statement.
The eyes were mirroring the grief that was in Pierre's heart and his soul.
5. What does '**neither**' (in **bold type** in the text) refer to?
6. Guess what might have happened to Pierre.

Section 4

Five minutes later an ambulance driver said, "He's dead. Was killed instantly". Jacques and several of the milk-wagon drivers had arrived and they looked down at the still figure.

"I couldn't help it," the driver of the truck protested, "he walked right into my truck. He never saw it, I guess. Why, he walked into it as though he were blind". The ambulance doctor bent down. "Blind? Of course the man was blind. See those cataracts? This man has been blind for five years." He turned to Jacques, "You say he worked for you? Didn't you know he was blind?"

"No no ..." Jacques said, softly. "None of us knew. Only one knew - a friend of his named Joseph ... It was a secret, I think, just between those two".

1. Tick the right options.

a- The cause (s) of this tragic end is / are

- despair
- destiny
- Jacques' irresponsible attitude
- blindness
- old age

b- After Joseph's death, Pierre felt he lost his

- life
- eyes
- fortune
- ambitions
- living

2. What is the moral of the story?

GRAMMAR FOCUS

“ Would it be too bold of me to suggest that he **be** retired and be given a small pension “.

a) What is the form of to be in this statement? Why?

b) List down other expressions requiring similar form use.

Provide the right tense / form of the bracketed verbs.

Jacques suggested that the milkman (**to be**) replaced by a husky young man. He insisted the new recruit (**to sign**) a form to confirm being fit for the job. He proposed all candidates (**to go**) through a medical check up. He recommended that the applications (**to be**) thoroughly analysed, and advised the president of the Provinciale Milk Company that the local jobcentre (**to get**) in charge of the recruitment. He also insisted new trucks (**to take**) it over on horse carriages. He insisted that all candidates (**to go**) through a training period and if they (**to be**) found lazy or unreliable they shouldn't be engaged. He also declared whatever result the company (**to get**), the modernization process shouldn't be halted.

PRONUNCIATION FOCUS

1. Put the following words under the right symbol . Focus on the underlined sounds.

notice - morning - bold - those - both - though - snow - horse - forward - soul

/ <u>ou</u> /	/ ɔ : /

2. Say whether the pronunciation of the letters **gh** in the following pairs of words is similar or different

- night - though
- right - enough
- laughed - thought

DEVELOP YOUR SUMMARY SKILLS

IN GROUPS

1. Match each section with the appropriate main idea.

Section	Main idea
Section 1	1. Jacques told Pierre his horse had passed away.
Section 2	2. Jacques suggests that Pierre should retire.
Section 3	3. Joseph and Pierre, the close friends, are getting old.
Section 4	4. Pierre died when a truck hit him.

2. Support each main idea with details.
3. Do not add personal information .
4. Do not make comments on the facts .
5. Use the right linkers where appropriate .
6. Have a classmate proofread your summary and comment upon it .
7. Improve your summary and insert it in your **PORTFOLIO** .

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
limp; panic- stricken wear out ; wearily	The subjunctive It would be too bold of me to suggest he be retired . It is used mainly in formal, impersonal English. In more informal language we commonly use should.	<ul style="list-style-type: none"> • Predict content and events • Guess and check my guessing • Use the subjunctive • Write a summary

WHAT A WONDERFUL WORLD !

LISTENING, COMPOSING AND SINGING

LISTEN TO Louis Armstrong's Song

1. Circle the words you hear then fill in the gaps with the words you circled.

say - days - bloom - pretty - trees - think - cry -
much - blue - faces- shaking.

I see of green ...red roses too
I see them for me and for you
An I to myself what a Wonderful World.
I see skies of clouds of white
Bright blessed dark sacred nights
And I think to myself what a wonderful world



The colours of a rainbow so in the sky
Are also on the of people going by
I see friends hands saying how do you do
They're really saying I love you.
I hear Babies I watch them grow
And I think to myself what a wonderful world .



- 2/ Pick out the images showing that the singer sounds optimistic and fascinated by the marvels of nature.
- 3/ What atmosphere does it depict? Tick the most appropriate answer.
- gaiety and joy
 - sadness and sorrow
 - regret and remorse
- 4/ What does the image of growing babies symbolize ?
- 5/ a) Think of other images and add some lines to the song.
b) Show what you wrote to your classmates and ask them to comment upon it .

HOW GOOD A SINGER ARE YOU ?

Sing the song or part of it.

Listen to the second song “ **WONDERFUL LIFE** “ by Black .

1- Cross out the three odd lines that do not belong .

2- What are the elements of nature used in the song ? Do they represent hope or despair ?

Wonderful Life

*Here I go out to sea again
The sunshine fills my hair
And dreams hang in the air
Gulls in the sky and in my blue eyes
I see you are not there
You know it feels unfair
There 's magic everywhere*

*Look at me standing
Here on my own again
Up straight in the sunshine
No need to run and hide
It 's a wonderful wonderful life
No need to stand and try
No need to laugh and cry
It 's a wonderful wonderful life*

*The sun 's in your eyes
The heat is in your hair
They seem to hate you because you 're there
And I meet no friend
And I need a friend
Oh I need a friend to make me happy
Not stand here on my own*

*I need a friend
Oh I need a friend
To make me happy*

3- What do the two antonyms **laugh** and **cry** tell about life ?

Compare Black's song and Louis Armstrong's.

- What do the two songs have in common?
- Which is your favourite? Why?
- Which images in the two songs better illustrate the singers' attitudes?

PRONUNCIATION FOCUS

Sort out the following words in the appropriate column .

laugh - friend - magic - again - blessed - dark - stand -

/ ae /	/ a: /	/ e /	/ ai /

DEVELOP YOUR WRITING SKILL


WRITING A BIOGRAPHY

Develop these notes into a biography of Louis Armstrong .

- Louis Armstrong / born / poor section of New Orleans / August 4, 1901 /
- He / spend / first years / life / live / grand mother , Joseline / Armstrong /
- When / he be eleven / Louis / fire / a pistol in the street / celebrate New Years Eve / He arrest / nearby policeman / confine / the colored Waif's home for Boys
- After release / Waif's Home / Louis start / sell newspapers / help feed himself / mother / sister /
- 1919 / Louis hire / perform / river boats / travelled / the Mississippi/
- At 22 / make / first recording
- 1930 / perform / Chicago, Baltimore, Detroit, Pittsburgh and Washington DC
- 1932 / tour / Great Britain / 3 months
- 1954 / Publish / autobiography "My Life in New Orleans"
- 1968 / What a Wonderful World / Become / hit / Great Britain
- 6 July 1971 / Louis Armstrong / pass away / his sleep / his home / Corona

- Do not add any notes.
- Do not change the order of the notes.
- Use prepositions, relative pronouns, conjunctions...
- Use the right tense.
- Mind the punctuation.

MY NEW WORDS	WHAT I CAN DO NOW
bloom - blessed - sacred	<ul style="list-style-type: none"> • Complete the lyrics of a song • Appreciate imagery in a song • Identify extra parts in a song lyrics • Write a stanza • Discriminate between sounds



**CHECK YOUR
LANGUAGE
AND
SKILLS
2**

CHECK YOUR SKILLS

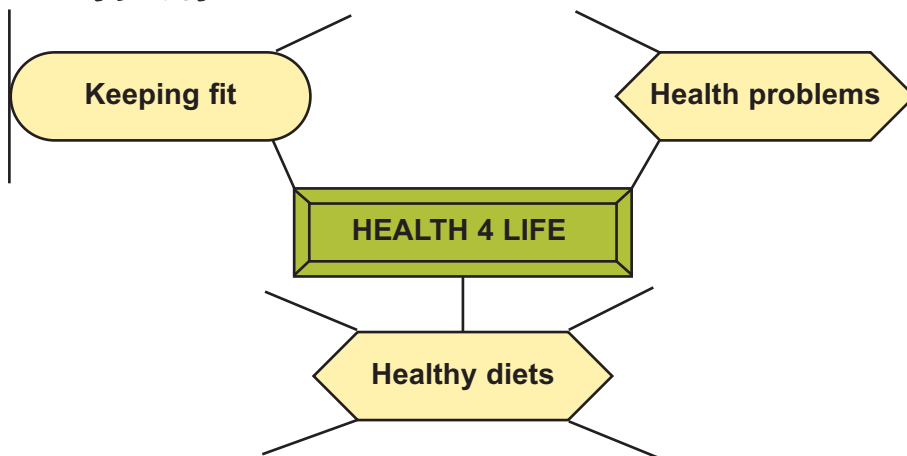
SPEAK and READ

IN GROUPS

1. Paraphrase the following saying. Do you agree with it?

The best doctors are Dr Diet, Dr Quiet and Dr Merryman.

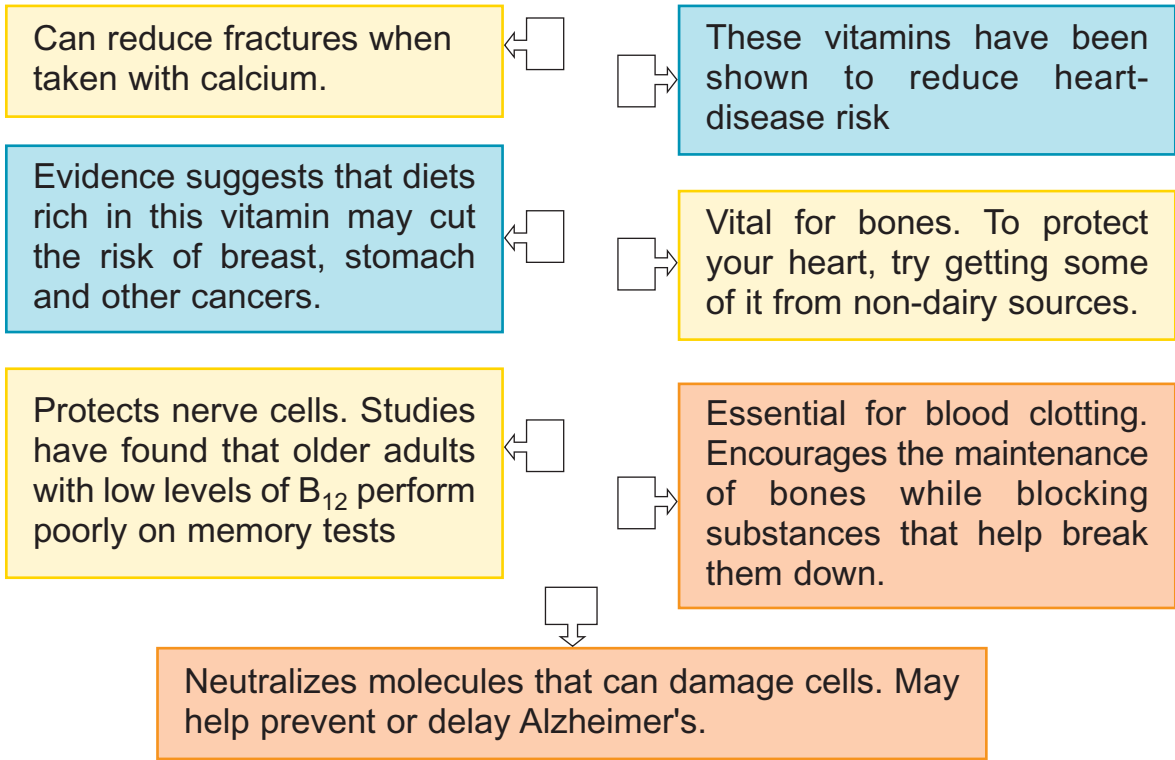
2. Complete the following spidergram with words or expressions related to **HEALTH**.



3. Four famous nutritionists made these statements which have been divided in sentence parts. Match each part in column A to its appropriate completion in column B to get the full statements.

A	B
(1) We all know vitamins keep the body running, but a growing list	a) help ward off depression . <i>Dr. Michael HOLICK</i>
(2) The fatty acids in fish may	b) you the license to eat whatever you want . <i>Prof Jo Ann Mansor</i>
(3) Maintaining a balance of microorganisms can help	c) of studies suggest they also help prevent conditions like cancer and heart disease . <i>Josh ULICK</i>
(4) It is silly to think taking a multivitamin gives	d) strengthen your overall health. <i>Dr. Mary CARMICHAEL</i>

4. The boxes contain information about vitamins B6, B12, C, D, E, K and Calcium. Label each box using the name of the corresponding vitamin.



5. Which food sources contain which vitamin? Match the food sources and the corresponding vitamin.

VITAMIN B ₆	VITAMIN C	VITAMIN D	VITAMIN B ₁₂
VITAMIN E	VITAMIN K	CALCIUM	

Food Sources

Found in fortified milk and cereals, plus some fish and margarine.
Meat, poultry, fish; legumes such as beans; noncitrus fruits such as bananas and watermelons
Milk, cheese and yoghurt. Non-dairy sources include broccoli as well as fortified orange juice.
Oranges, grape-fruits plus other citrus fruits and juices. Also, broccoli, cabbage and strawberries.
Green, leafy vegetables such as spinach and broccoli; dairy foods such as milk and eggs; also cereals, sprouts and liver.
Vegetable oils are the best source, including corn and cottonseed. Also found in leafy greens, nuts and grains.
Animal products such as meats and dairy, plus fortified cereal.

6. Identify the information you already know.
7. What new details do the extracts add?
8. Find out in your group if there are additional details to the role of vitamins.

CHECK YOUR LANGUAGE

1. Supply the correct form of the bracketed words.

The standard response to anticonsumerism is to make it seem as having less, to see it as a sacrifice, automatically meaning a drop in our quality of life. But 'lowering' our material standard of **(live)**, moving away from a culture dominated by always **(want)** more, does not **(inevitable)** mean lowering our quality of life: it may even improve it. Quality of life is not an inevitable result of a **(height)** income, and a lower income does not invariably result in a feeling of 'having less'. These things are **(relative)**, once our **(basis)** needs have been met. If as one lone individual we try and consume a fairer share of the world's resources, and no one else does, we are **(bind)** to feel ill-at-ease.

2. Read the paragraph below and cross out 2 irrelevant sentences.

Up until the late 19th century, a sprained ankle or a broken arm could only be diagnosed by means of physical examination. It all happened quite by accident, when Alexander Fleming discovered that mould had killed bacteria in a lab dish he had forgotten to clean.

It was W. Röntgen who first demonstrated the power of X rays in 1895. This important innovation made its ways into routine care a few years later and made the diagnosing of international problems easier, safer and less painful for patients.

When he presented his findings, nobody took notice of the potential benefits. All those scientists, who put their hearts and souls into research, took imaging technology one step further with the development of ultrasound and CAT scan, which now help to diagnose disease early. The truth is that if antibiotics did not exist today even a common cold could kill us.

3. Fill in the blanks with the words in the box.

that - across - expect - wonders - from - launched - achievements

The pace at which the world is progressing is stunning. The great ----- of the previous centuries are no longer the -----that amaze humans. Train engines do not rely on the blackening coal and shovel any longer. The electric power has made them so swift -----passengers don't have to spend weeks to get to Istanbul from Moscow. Invoices are no longer carried ----- the Atlantic waves to reach destination. CDs, books,

gadgets are on the market as soon as they are-----Just call at the nearest store -----your flat. You don't have to-----a lone rider to cross deserts and forests to hand you the order you asked for two or three years in advance.

4. Punctuate the following paragraph and capitalize where necessary.

In an unprecedented study based on information contained in the 2000 population census, conducted by the Brazilian institute of geography and statistics it is shown that migration is closely related to low levels of schooling and that the majority of people who migrate are successful and end up returning home and many simply prefer to remain in their regions of origin among the total of 5.1 million people who migrated between 1995 and 2000 66% didn't complete fundamental education Fernando albuquerque who is a specialist in the institute affirms in the current situation with qualification requirements and unemployment they are unable to find jobs.

5. Which syllable is stressed in these verbs and nouns?

Verbs

to produce - to compete - to
present - to project - to
record - to prefer - to refer -
to infer - to demolish

Nouns

product - competition -
present - project - record -
preference - reference -
demolition - inference

What do you notice ? Can you suggest more examples of nouns and corresponding verbs to check the shift of stress ?

6. Circle the correct alternative.

Sir Richard Branson has offered a 25 million US dollar prize to scientists to find a way to help save the planet from climate change. He called (**at - in - for**) scientists to come up with a way to (**extract - release - reject**) greenhouse gases from the atmosphere.

Describing the challenge as the largest prize (**never - ever - forever**) offered, Sir Richard compared it to the competition for a person to (**shift - confront - devise**) a method of estimating longitude accurately . Sir Richard said: "The earth cannot wait 60 years. We need everybody capable of (**discovery - discovered - discovering**) an answer to put their (**creations - minds - inventors**) to it today."

He said he (**has been - had been - had**) influenced by James Lovelock, who suggested that the world may already have crossed a "tipping point".

He said that most people's experience of the idea of a "planet under threat" came from (**science fiction stories - fiction science stories - stories fiction science**) in which a superhero steps (**in - out - from**) to save the day

7. Provide an appropriate topic sentence for the paragraph below

.....
The amount of pollution from car exhaust fumes is now unbearable, and we believe that the public must be protected.

Apart from this, the streets are crowded with cars, and our lives are at risk when we try to cross the road!!

There has been a huge increase in the amount of traffic recently and we just seem to put off the problem, instead of dealing with it. Unless we face up to the traffic problem, and seriously consider some of the solutions, life in our city will become uninhabitable.

DEVELOP YOUR WRITING SKILL

1.WRITE the LYRICS of a SONG you like singing .

2.WRITE YOUR OWN LYRICS .

Think of your favourite topic, person, place or hobby and produce your own song.

Check if any musician in the class can compose suitable music for it.

Share your song with other classmates: sing it for them.

Listen to the lyrics they produced and the music they chose.

Discover the best lyrics writer and the best musician in the class.

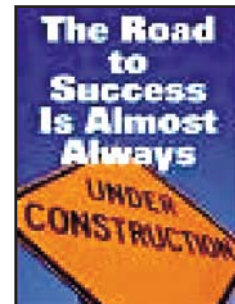
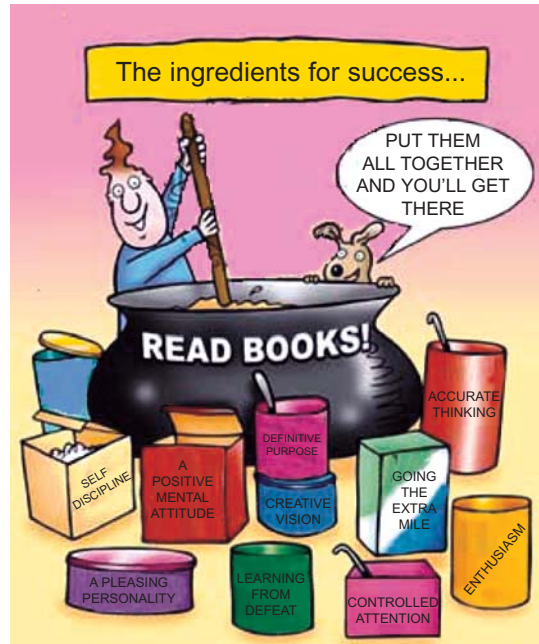
**BEFORE WE SAY
GOODBYE**

THE ROAD TO SUCCESS

IN GROUPS

Focus on the 2 cartoons.

1. Discuss the tips provided.
3. Paraphrase the tips in the cartoons and give students advice on how to achieve success.
4. Can you add any other tips that you think are essential for success?

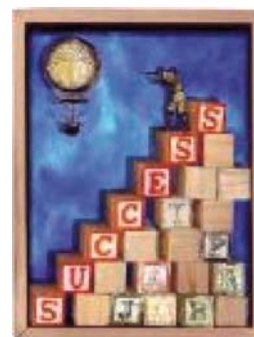


TOP TIPS FOR SUCCESS

Think, Pair, Share

1. Read the list of tips for success. Choose 3 tips that appeal to you.
2. Compare your Top Tips with those of a partner. Agree together on a new list of Top Three Tips.
3. Share your list with the rest of the class. Be ready to justify your choice.

Reorder the tips below and classify them in 3 categories. Just write numbers.



Physical	Mental	Organisational

1. **Plan your time to include study, revision and social commitments - a balance of having fun, taking breaks and studying is vital.**
2. **Use multi-coloured Mind Maps for your notes.**
3. **Review your notes regularly to reinforce your newly-acquired knowledge.**
4. **Before you do any revision, warm up by doing some gentle exercise to relieve any tension in your body and to get a rush of healthy oxygen flowing to your brain.**
5. **Do past papers under thorough exam conditions as often as possible to familiarise yourself with the format and the pressures of working under exam conditions.**
6. **In an exam, make sure you read the question completely and fully understand what the examiner wants before you allocate your time and begin answering the questions.**
7. **Select a productive study location.** Choose an area free from distractions (roommates, television, computer).
8. **Stay relaxed and confident**
Remind yourself that you are well-prepared and are going to do well. Don't talk to other students before the exam; anxiety is contagious.
9. **Leave time to review your answers.**
Make sure you have answered all the questions. Proofread your writing for spelling, grammar, and punctuation. Check your answers for careless mistakes.
10. **Reward yourself after the exam.**
Take some time to do something you like to do (read a magazine, exercise, see a movie).



ORGANISING YOUR PORTFOLIO

You have plenty of material in your PORTFOLIO. You did produce quite a number of writing pieces, poems, summaries, articles, projects and so on.

Before you start revising your course for the exam, organise and sort out the material you assembled.

To do so, check which activities in your book required inserting in your PORTFOLIO.

Arrange your work into FOLDERS :

1. VOCABULARY FILES:
Synonyms, antonyms
Homophones, homographs
2. Differences between US and GB English.
3. Webquest findings
4. Cultural notes
5. Biographical notes
6. Poems
7. Summaries
8. Projects
9. Texts you produced
10. Texts you liked .

- **Add any other material that will help you prepare for your exam.**

- You might want to add punctuation marks and grammar notes.

You might also include the steps of the writing process

HOW GOOD ARE YOU AT THE FOLLOWING SKILLS AND STRATEGIES?

Use the 1 to 4 scale to evaluate your degree of mastery of the strategies.

1. Excellent
2. Good
3. Fair
4. Poor

Put a number in the box provided

Reading and Listening	Rank
*Recognising text genre, register and structure	
*Recognising text elements and their relationships	
Transferring information	
Building vocabulary	
Inferring information	
Managing Ideas and Information	
Analysing literary texts	

Speaking and Writing	Rank
Interacting	
Describing	
Paraphrasing	
Summarising	
Reporting	
Producing argumentative texts	

*Note : recognising (British Spelling)
recognizing (American Spelling)

WHAT HAVE YOU ACQUIRED THROUGH THIS BOOK? Tick the appropriate box .

You are / You have / You can	strongly agree	agree	disagree	strongly disagree
An active user of English				
At the core of learning				
Independent				
Self-confidence				
Social Relationships				
Interact and work with others				
Positive Values				
Critical Thinking				
Use ICT				
Make Webquests				
Conduct Project Work				
Use a PORTFOLIO				

WHAT DO YOU **NOW** THINK OF YOUR BOOK ?

1. Refer back to the Learning Quizz in the Introductory Unit and check if the impressions you had are still true.
2. Which activities did you like best ?
3. Which activities did you find uninteresting ?
4. What would you have liked to see more of ? or less of ?
5. Which Project Work did you like best ?
6. Did you like the idea of the PORTFOLIO ?



A QUESTIONNAIRE ABOUT YOUR BOOK

Tick where appropriate.

Which Unit in the book do you like most ?			
The Introductory Unit	Unit : 1, 2, 3, 4	The Concluding Unit	
Which text type do you appreciate most?			
Literary texts	Poems	Articles	Multi-extract texts
Are the texts in this book			
too easy ?	manageable ?	too difficult ?	
Which section (s) do you like ?			
In Groups?	Lexical Focus?	Pronunciation Focus?	Grammar Focus?
Are the instructions clear ?			
Yes	Not really	No	
Is there enough focus on developing the Writing Skill ?			
Yes	Not really	No	
Which skill has been given more importance ?			
Listening	Writing	Speaking	Reading

ADD-ONS

GRAMMAR REFERENCE

1. Verb + to + verb or + verb + gerund
2. The + Adjective
3. To be used to doing something
4. The subjunctive
5. Restrictive and non-restrictive relative clauses
6. Inversion
7. Needn't / Need
8. Could have + past participle
9. Clauses of contrast
10. Whom / of which
11. Parallelism
12. Timeline chart

More on metaphors, collocations and idioms

Verbs followed by Gerunds OR Infinitives (Similar Meaning)

can't bear	He can't bear being alone.	He can't bear to be alone.
can't stand	Nancy can't stand working the late shift.	Nancy can't stand to work the late shift.
cease	The government ceased providing free health care	The government ceased to provide free health care.
continue	She continued talking.	She continued to talk.
hate	He hates cleaning dishes.	He hates to clean dishes.
like	Samantha likes reading.	Samantha likes to read.
love	We love scuba diving.	We love to scuba dive.
neglect	He neglected doing his daily chores.	He neglected to do his daily chores.
prefer	He prefers eating at 7 PM.	He prefers to eat at 7 PM.
propose	Drew proposed paying for the trip.	Drew proposed to pay for the trip.

Verbs followed by Gerunds OR Infinitives (Different Meaning)

stop	<p>He stopped smoking for health reasons.</p> <p><i>"STOP" IS NORMALLY USED WITH A GERUND.</i></p>	<p>He stopped to rest for a few minutes.</p> <p><i>WHEN "STOP" IS USED WITH AN INFINITIVE, THE INFINITIVE TAKES ON THE MEANING OF "IN ORDER TO." IN THE SENTENCE ABOVE, HE STOPPED IN ORDER TO REST FOR A FEW MINUTES.</i></p>
-------------	---	---

THE + ADJECTIVE

We use the +adjective to refer to some groups of people in society.

We must help **the poor**.

Who looks after **the old** and **the sick**?

The poor means poor people in general. It cannot refer to just one person or to a small group.

The +Adjective takes a plural verb.

eg: the poor, the rich, the strong, the weak, the unemployed, the homeless, the deaf, the disabled, the living, the dead.

The adjective can be modified by an adverb:

The very rich / The severely disabled

Some adjectives normally take an adverb/

The more/less fortunate / The mentally ill

Abstract qualities

We can use some adjectives after “**the**” to refer to things which have an abstract quality.

He reads a lot of books on **the supernatural**.

The human race has a great thirst for **the unknown**.

USED TO + VERB / BE USED TO + VERB + ING

USED TO DO

We use 'used to' for something that happened regularly in the past but no longer happens.

I **used to** smoke a packet a day but I stopped two years ago.

Ben **used to** travel a lot in his job but now, since his promotion, he doesn't.

I **used to** drive to work but now I take the bus.

We also use it for something that was true but no longer is.

There **used to** be a cinema in the town but now there isn't.

She **used to** have really long hair but she's had it all cut off.

I didn't **use to** like him but now I do.

'Used to do' is different from 'to be used to doing' and 'to get used to doing'
TO BE USED TO DOING SOMETHING

We use 'to be used to doing' to say that something is normal, not unusual.

I'm **used to living** on my own. I've done it for quite a long time.

Hans has lived in England for over a year so he **is used to driving** on the left now.

They've always lived in hot countries so they aren't **used to** the cold weather here.

TO BE / GET USED TO DOING SOMETHING

We use 'to get used to doing' to talk about the process of something becoming normal for us.

I didn't understand the accent when I first moved here but I quickly got used to it.

She has started working nights and is still getting used to sleeping during the day.

I have always lived in the country but now I'm beginning to get used to living in the city.

THE SUBJUNCTIVE

FORM

Use the simple form of the verb : the infinitive without "to" with all the subjects (singular or plural)

USE

The Subjunctive is used to emphasize urgency or importance. It is used after certain expressions and in formal, impersonal English.

In more informal language we commonly use *should*.

This form is used more frequently in British English and is most common after the verbs "suggest," "recommend" and "insist."

Examples :

The police insisted the car should be moved / be moved immediately

I **suggest** that he **study**.

Is it **essential** that we **be** there?

We **recommended** that she **join** the committee.

Verbs followed by the Subjunctive

to command

to demand

to insist

to propose

to recommend

to suggest

EXAMPLES:

Dr. Dave **demanded** that John **prepare** his research paper before the end of the month.

Brian **proposed** that Frank **be** at the party.

The teacher **insists** that the students **arrive** on time.

Expressions followed by the Subjunctive

It is best (that)

It is crucial (that)

It is desirable (that)

It is essential (that)

It is imperative (that)

It is important (that)

It is recommended (that)

It is urgent (that)

It is vital (that)

It is a good idea (that)

It is a bad idea (that)

EXAMPLES:

It is crucial that you **be** on time for a job interview.

It is urgent that she **take** her son to the doctor.

It is imperative that he attend all the lectures.

RESTRICTIVE CLAUSE / NON-RESTRICTIVE CLAUSE

WHAT IS A RESTRICTIVE CLAUSE?

A **restrictive clause** provides **essential information** about the subject of a sentence : it **restricts** the meaning of a sentence by identifying the specific qualities of the noun or pronoun.

Example: The book **which is on the desk** is mine.

Here the restrictive clause "which is on the desk " tells **which** book is mine. There might be other books in other places, but this sentence is only concerned with the book that is on the bureau.

Do not use commas with a restrictive clause.

Correct: The book which is on the desk is mine.

Incorrect: The book, which is on the desk , is mine.

In this example, the restrictive clause identifies the subject of the sentence:

The girl **who is picking flowers** is beautiful.

The adjective clause tells **which** girl is in love; there could be a dozen other girls in the area, but only one is picking flowers.

Restrictive clauses do not need commas.

WHAT IS A NON-RESTRICTIVE CLAUSE?

Non-restrictive clauses provide descriptive information that isn't essential **to the** meaning of the sentence.

Examples:

The detective, **who was short and fat**, took down my statement.

The car, **which was brand-new**, was parked in the garage.

In these examples, the non-restrictive clauses, which are highlighted, provide extra information about the main subject of the sentence.

Non-restrictive clauses are enclosed with commas

INVERSION

Inversion refers to an irregular verb placement form.

Generally, an inversion is used to stress the uniqueness of an event and begins with a negative.

Use of Question Form

Inversion refers to the use of question form (**auxiliary + subject + main verb**) instead of the standard positive sentence structure (i.e. He goes to work every day) :

Examples

Not only do I enjoy classical music, but I also have a season ticket to the symphony.

Seldom has the boss been so upset!

In this case, the question form is substituted for standard sentence structure in a statement.

Negative Adverbials

Time expressions: never, rarely, seldom

These time expressions are used with a perfect form and often include comparatives:

Examples

Never has she been more successful !

Seldom has he seen anything stranger.

Time expressions: hardly, barely, no sooner, or scarcely

These time expressions are used when there are a succession of events in the past.

Examples

Scarcely had I got out of bed when the doorbell rang.

No sooner had he finished dinner, when she walked in the door.

After 'Only' Expressions such as 'only after', 'only when', 'only then', etc.

'Only' is used with a time expression.

Examples

Only then did I understand the problem.

Only after understanding the situation **does the teacher** make a comment.

After 'Little'

'Little' is used in a negative sense.

Examples

Little did he understand the situation.

Little have I read concerning nanotechnology.

Inverted Conditional Forms

Sometimes conditional forms are inverted as a means of sounding more formal.

In this case, the conditional 'if' is dropped and the inverted forms take the place of the 'if clause'.

Examples

Had he understood the problem, he wouldn't have committed those mistakes. (If he had understood the problem, he wouldn't have committed those mistakes.)

Should he decide to come, please telephone. (If he decides to come, please telephone.)

NEED / NEEDN'T/ NEEDN'T HAVE

Need + to + verb	= obligation / necessity
Needn't + verb	= absence of necessity in the present
Needn't + have + past participle	= absence of necessity in the past. You did something but it wasn't necessary

We use needn't and don't have to say that something is unnecessary

You **needn't come** early.

You **do not have to** make an appointment.

Need as an ordinary verb: used to express necessity, obligation.

We **don't need to leave now**.

I **need to get** some sleep.

Do you need to show your identity card?

Needn't have done / didn't need to: used to talk about an unnecessary past action. The action happened but we know that it was unnecessary.

You **needn't have cooked / you didn't need to cook** so much food. (You cooked much food but it wasn't necessary).

Didn't need to: means that the action didn't happen.

We **didn't need to make** any sandwiches. We knew that people were bringing their own. (We didn't make them because it wasn't necessary.)

COULD HAVE

We can use 'could have' to talk about something somebody was capable of doing but didn't do.

I could have gone to Oxford University but I preferred Harvard.

She could have married him but she didn't want to.

They could have bought a house here 20 years ago but chose not to.

Often, there is a sense of criticism.

You could have phoned me to let me know.

They could have helped me instead of just sitting there.

I could have done more to help you. Sorry.

We can use 'couldn't have' to talk about something we were not capable of doing.

I couldn't have managed without you.

I couldn't have got the job. He was always going to appoint his nephew.

I couldn't have enjoyed myself more. Thank you for a lovely day.

We can use 'could have' to speculate about what has happened. (We can also use 'may have' or 'might have' in these situations.)

She could have taken the earlier train.

Simon could have told her.

They could have overheard what we said.

We can also use 'could have' to speculate about something that didn't happen.

You could have broken your neck, jumping out the window like that.

He could have hurt somebody, throwing a bottle out of the window like that.

I could have done well in my exam if I'd worked harder.

You can also use 'could have' to talk about possible present situations that have not happened.

He could have been Manager now but he got involved in a big financial problem.

They could have been the market leaders now if they had taken his advice.

I could have been earning a lot as an accountant but the work was just too boring

CLAUSES OF CONTRAST

Clauses of Contrast give information that contrasts with or opposes the facts in the main clause in an unexpected way. These clauses can be introduced with conjunctions such as **although, (even) though, however, etc.** some of these words and phrases introduce the known or background information; others introduce the unexpected contrast.

Even though it was much too hot, I went out.

Everyone played well. **However**, we still lost the game;

While can replace although:

While I see your point, I still think you're wrong.

The prepositions in spite of and despite are followed by a noun phrase or -ing form :

In spite of the price, I've decided to buy the car.

Despite feeling dreadful, Max went swimming.

WHO , WHOM , OF WHICH

Who and whom as relative pronouns.

A relative pronoun must refer to a noun preceding it.

The man **whom** she most admires will be here tonight.

In this example whom is a relative pronoun to MAN.

The candidate will choose **who** will act as campaign director.

In this example **who** is a personal pronoun.

Correct usage of the who/whom pronouns presents difficulties. The following guidelines and examples may help you determine which one to use.

If a pronoun (he, she, it, they) could serve as the subject of the **who/whom** clause, use **who** .

John Smith, **who was respected by all the pupils**, was the best teacher in the school.

In the example above, who is part of a clause that modifies the subject of the sentence, John Smith. If who were replaced with he or John Smith, the clause would make sense and reinforce the idea that who not only refers to the subject of the sentence but could also replace it.

When a pronoun functions as the object of a clause, use **whom**.

John Smith, **whom all the pupils respected**, was the best teacher in the school.

In the example above, the *whom* clause modifies the subject of the sentence. It differs from the first example, however, in that *whom* functions as the object of the clause in which it exists. '*All the pupils*' is the subject in the clause, while *whom* (referring to John Smith) is the object the verb respected refers to.

When a preposition (in, of, on, without, at, from) precedes the pronoun, use whom or which.

- The anonymous donor, **of whom we speak**, gave ten million dollars to help the refugees.
- The lady **to whom I made the promise to work hard** is my English teacher.
- The book, **from which I took the information**, is a thesaurus.
- The secondary school, **to which they go**, was built in 1965.

PARALLELISM

When two elements of a sentence are similar in meaning, you should express them in parallel form. In other words, all linked words should match in form.

By using parallel structure, we both clarify the meaning of our writing and add symmetry to it. Parallel structure joins and emphasizes equally important ideas.

1. Co-ordinating conjunctions (and, or, but, for, so, yet).

She likes dancing and swimming

He wanted to buy a new car or a small apartment.

2. Correlative Conjunctions (either ...or, neither...nor, both...and, not only ...but also, whether...or)

We can either watch a film or listen to music.

Neither my mother nor my father speaks English fluently.

My brother is not only intelligent but also hard-working.

You will need both English and German for this job.

3. Words in a series

She reads novels, short stories and plays.

They bought a laptop, a webcam, a flash disk and a mouse.

4. Comparisons and contrasts using than or as (i.e., more than, as much as)

I don't like French as much as I like English.

We practise basketball more than we practise volleyball.

5. Function words:

A function word that begins one clause must begin the others.

prepositions (to, by, in, for) : They take part in debates and in forums.

articles (a, an, the) : The documentary was about the Native Americans and the Aborigines.

the infinitive (to) : She decided to be serious, to work hard and to attend all the lectures.

introductory words (that, who, which, because, when) : I believe that she is innocent and that she deserves our apologies.

This timeline tenses chart provides a handy reference sheet to English tenses and their relationship to one another and the past, present and future. Conjugated verbs are highlighted in bold. Tenses which are rarely used in everyday conversation are marked by an asterisk (*).

		TIMELINE		
SIMPLE ACTIVE	SIMPLE PASSIVE		PROGRESSIVE / CONTINUOUS ACTIVE	PROGRESSIVE / CONTINUOUS PASSIVE
		PAST TIME		
We had already eaten when they came.	The car had been sold twice before I bought it.	PAST PERFECT	I had been waiting for four hours when the doctor arrived..	
I saw him at the station last week.		PAST	I was reading a book when she arrived.	
She has lived in London for many years.	The firm has been managed by Steve Watters for the last two years.	PRESENT PERFECT	She has been working at the supermarket for six months.	
He attends school five days a week	Those carpets are made in Kairawan.	PRESENT	I am learning English at the moment.	The work is being done by Sarah.
		PRESENT MOMENT		
		FUTURE INTENTION	They are going to fly to Jerba tomorrow.	The reports are going to be completed by the secretary.
The weather will be fine tomorrow.	The books will be brought later.	FUTURE SIMPLE	She will be travelling tomorrow at six o'clock.	
I will have completed the revision by the end of next week.	The research will have been finished by tomorrow afternoon.	FUTURE PERFECT	She will have been working here for two months by the end of next week.	
		FUTURE TIME		

COLLOCATIONS, METAPHORS AND IDIOMS

COLLOCATIONS

1. What is collocation ?

Collocation is the way in which particular words tend to occur or belong together.

We say that words that occur together frequently « collocate ». Words that do not collocate almost never occur together. If we try, they sound unnatural and wrong :

Time speeds / travels / rides / moves (= they don't collocate).

Time flies / goes by / wears on / passes (= they collocate).

There are no rules or logical explanations for why some words collocate and others don't. For example, we can talk about an academic year but not a studying year.

Discussions can be productive or fruitful but not prolific.

METAPHORS

A metaphor is a combination of vocabulary items used in an imaginative way to describe something or someone , in order to show that the 2 things have the same qualities and to make the description more powerful.

For example, her sunny smile, have a big head, purr with delight, a sun drenched beach, pull strings.

1- Words used metaphorically:

Here are some examples of words being used metaphorically:

I hope this will have cushioned your loss.

Seeing him on stage fired my enthusiasm.

She just froze when she saw her ex-boyfriend.

He's always trumpeting his own successes.

2- Compound adjectives and nouns as metaphors:

Some compounds are always metaphorical - they have a meaning that each part of the compound doesn't have a bloodbath is never 'a bath full of blood'; the compound has only the meaning of 'a massacre'. Other examples of compounds that are always metaphorical include:

**mind games mind-reader narrow-minded warm-hearted bone-dry
hard-bitten**

IDIOMS

An idiom is a group of words whose meaning is different from the meanings of the individual words.

Examples :

The life and soul of the party: the most amusing or interesting person at a party.

Make it to the top: be successful.

Meeting of minds: a close understanding between people with similar ideas.

All of a sudden: quickly and unexpectedly.

IRREGULAR VERBS

3 IDENTICAL FORMS

BASE FORM	PAST	PAST PARTICIPLE
bet	bet (betted)	bet (betted)
burst	burst	burst
broadcast	broadcast (-ed)	broadcast (-ed)
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
set	set	set
shut	shut	shut
split	split	split
spread	spread	spread

2 IDENTICAL FORMS

BASE FORM	PAST	PAST PARTICIPLE
bend	bent	bent
lend	lent	lent
send	sent	sent
spend	spent	spent
smell	smelt / smelled	smelt / smelled
spell	spelt / spelled	spelt / spelled
burn	burnt / burned	burnt / burned
learn	learnt / learned	learnt / learned
build	built	built
spill	spilt / spilled	spilt / spilled
spoil	spoilt / spoiled	spoilt / spoiled
have	had	had
lay	laid	laid
make	made	made
pay	paid	paid
say	said	said
deal	dealt	dealt
dream	dreamt / dreamed	dreamt / dreamed
lean	leant / leaned	leant / leaned
leap	leapt / leaped	leapt / leaped
mean	meant	meant

read	read	read
lead	led	led
leave	left	left
bleed	bled	bled
breed	bred	bred
feed	fed	fed
flee	fled	fled
speed	sped / speeded	sped / speeded
creep	crept	crept
keep	kept	kept
sleep	slept	slept
weep	wept	wept
feel	felt	felt
meet	met	met
dig	dug	dug
stick	stuck	stuck
win	won	won
cling	clung	clung
string	strung	strung
swing	swung	swung
wring	wrung	wrung
hang	hung / hanged	hung / hanged
strike	struck	struck / stricken
seek	sought	sought
teach	taught	taught
bring	brought	brought
think	thought	thought
catch	caught	caught
buy	bought	bought
fight	fought	fought
sit	sat	sat
spit	spat	spat
stand	stood	stood
lose	lost	lost
shoot	shot	shot
light	lit / lighted	lit / lighted
slide	slid	slid
bind	bound	bound
find	found	found
wind	wound	wound
shine	shone	shone
get	got	got
sell	sold	sold
tell	told	told
hold	held	held
hear	heard	heard
run	ran	run
come	came	come

3 DIFFERENT FORMS

BASE FORM	PAST	PAST PARTICIPLE
begin	began	begun
drink	drank	drunk
ring	rang	rung
sing	sang	sung
sink	sank / sunk	sunk
spring	sprang / sprung	sprung
stink	stank	stunk
swim	swam	swum
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
break	broke	broken
choose	chose	chosen
rise	rose	risen
drive	drove	driven
ride	rode	ridden
write	wrote	written
bite	bit	bitten
hide	hid	hidden
draw	drew	drawn
blow	blew	blown
grow	grew	grown
know	knew	known
throw	threw	thrown
fly	flew	flown
shake	shook	shaken
take	took	taken
forget	forgot	forgotten
tread	trod	trodden
bear	bore	borne / born
tear	tore	torn
swear	swore	sworn

VOCABULARY STRATEGIES

Tips for understanding unfamiliar words

Guessing unknown words can be achieved through:

a- Using word parts

example: un / believ(e) / able



The meaning I get is approximately: something I do not believe.

The word parts (un + verb + able) represent clues of the meaning of the whole word.

b- Suffixes indicate what type of word it is. (noun, adjective, adverb, etc...)

Example: (verb) motivate, (noun) motivation, (adjective) motivating/motivated

Suffixes	Meaning	Sample words
-age	act of	passage
-ance	action	resistance
-er	one who	teacher
-dom	quality	freedom / kingdom
-en	make / made of	darken / soften / golden
-ese	language of/ native of	Chinese / Japanese
-fy	make	simplify
-ion	state of	reflection / inspection
-sion -tion	act of	
-ty	state of	creativity
-less	without	fruitless
-ness	conditions	darkness

c- Prefixes also indicate the meaning of unfamiliar words based on the root word.

Prefixes	Meaning	Sample words
bi-	both, double	bilateral, bicycle
co-	together, with	coexist
dis-	not, reverse	dissatisfied
dia-	between	dialogue
extra-	beyond	extraordinary
mis-	incorrect	misuse
un-	not, reverse	unkind

WORD LIST

Lexical Items	Unit	Lesson
A.		
accountable	3	5
accurate	2	8
acronyms	2	2
acute	2	8
addictive	4	1
admission	1	6
affluent	4	Arts 8
alien	Intro.	
alienating	4	4
alliteration	3	8
anguish	2	Arts 3
appeal	2	3
appliances	4	5
approach	4	7
assess	2	6
assets	4	8
attachment	3	1
at the expense of	3	5
B.		
badly-off	4	Arts 8
banish	3	Arts 6
beg	1	9
be broke	4	Arts 8
be keen on	4	8
bill	4	5
billionaire	1	2
biodata	4	9
biographer	2	9
blessed	4	Arts 10
blessing	3	2
blisters	4	2
bloom	4	Arts 10
booming	4	6
browser	3	1
bullying	2	3
bustle	2	3
C.		
cancelled	4	7
casualty	4	7
check in	1	6
cite	3	5
collocation	Intro.	
commitment	3	4

Lexical Items	Unit	Lesson
confined	2	7
constituent	1	5
consumerism	4	4
contentious	3	6
contest	1	6
convene	1	4
cosmopolitan	1	5
coward	4	2
creativity	3	4
crippled	4	7
crumble	2	Arts 3
culprit	4	8
cuppa	Intro.	
curriculum vitae	4	9
cybertrip	1	8
D.		
daffodils	3	8
deadline	4	9
deal (n.)	1	2
decade	4	6
dedication	3	7
delay	3	3
depicted	2	8
deposit	1	7
dietician	4	1
disguise	3	2
distinction	3	4
drizzle	4	7
dumped	4	7
E.		
ecodriving	4	5
embrace	4	4
emerging	1	2
emission	4	5
emoticon	3	1
enrolment	2	2
entrance	3	Arts 6
entrepreneur	3	4
evil	1	9
envision	3	3
envy	4	2
executives	4	8
exhibition	1	6
exit	3	Arts 6
expertise	3	6
exodus	4	6

Lexical Items	Unit	Lesson
F.		
face-off	1	2
Fahrenheit	4	7
faith	1	4
FAQs	3	1
farewell	Intro.	
fate	1	4
feel tense	4	1
fit in	4	3
flee	3	Arts 6
foes	4	3
foolish	4	4
foothold	1	2
former	3	Arts 6
founder	3	4
foyer	1	3
frugally	4	Arts 8
G.		
gaze	3	8
giant	3	3
give way to	4	3
glance	3	8
global warming	4	5
go green	4	8
go on strike	4	8
greenhouse effect	4	5
grieve	4	Arts 8
H.		
hampered	4	7
have credit for	3	7
heading to	1	8
hint	4	4
hire	4	Arts 8
holy	3	Arts 6
homograph	Intro.	
homophone	Intro.	
honouring	3	4
host	3	8
hypertext	3	1
I.		
ICT	3	1
ignore	4	1
illuminate	4	5
immortality	1	4
impact	3	2
impediments	2	9
impostor	4	3
impoverished	4	Arts 8
incentive	3	6
ingredient	3	4
initial	3	3

Lexical Items	Unit	Lesson
inspiration	3	7
interactive	1	3
intrusive	3	2
inventive	3	4
iron-fisted	3	2
issue	4	1
J.		
jail	2	Arts 3
jar	4	1
K.		
kettle	Intro.	
L.		
landscape	2	8
life-and-death	4	1
life expectancy	4	6
lifeless	4	1
lifelike	4	1
lifelong	4	1
lifestyle	4	1
limp	4	Arts 9
loathe	4	3
log on	2	3
M.		
magnify	3	7
make allowance for	4	3
make ends meet	4	7
manslaughter	2	Arts 3
maturity	2	7
maybe	3	3
merely	2	7
metaphor	3	8
misfortune	2	9
mist	4	7
mistaken for	4	1
mortgage	1	4
myth	4	4
N.		
naturalness	3	8
netiquette	1	1
newscast	3	7
nostalgia	1	4
numeracy	4	6
nutritious	2	1
O.		
occur	2	2
oil refinery	3	3
omnipresent	4	4
on the calendar	4	4
outlive	2	2
outstanding	2	2

Lexical Items	Unit	Lesson
P.		
pace	3	6
package holiday	1	7
package tour	1	6
palpable	2	8
panic- stricken	4	Arts 9
patent	3	7
path	3	5
peak	4	6
penniless	4	Arts 8
penurious	4	Arts 8
per annum	4	9
pinpoint	3	2
plummet	4	7
portal	3	1
potential	4	9
primetime	3	2
priority	2	1
proficient	4	9
profound	4	2
prowess	1	4
Q.		
queer	2	Arts 3
quit	4	1
R.		
race (v.)	4	Arts 8
rationally	2	Arts 3
realm	3	2
reap the harvest	4	Arts 8
reckon	4	8
recognition	3	4
refund	1	7
release	3	3
relief	4	7
renown	1	4
S.		
sacred	4	Arts 10
sag	4	2
scheduled	1	7
search engine	3	1
shallow	4	4
shamefully	1	9
shiver	4	7
shortage	3	6
shuttle	1	2
sightseeing	1	8
significant	3	5
simile	3	8
smoothly	4	5
soles	4	2

Lexical Items	Unit	Lesson
sonnet	3	Arts 5
sorrow	1	4
soul	1	4
spaceport	1	2
spaceship	1	2
spamming	3	1
sparingly	4	5
sparkle	3	8
spectacular	1	5
staff	4	8
stage	1	8
staggering	Intro.	
standby	4	5
stanza	3	8
stardom	1	4
steam	4	1
stream	2	6
stroke (n)	4	1
superb	1	7
supply	3	6
switch	2	6
T.		
tablespoon	4	1
tackle	2	6
texting	2	3
thesaurus	Intro.	
threatened	4	7
throne	3	Arts 6
tight of	4	Arts 8
timeless	2	9
tough	4	1
trends	3	6
tribute	3	4
triumph	4	3
twinkle	3	8
typhoon	4	7
U.		
ultimate	3	2
unfaithfulness	2	9
unforgettable	2	8
unseasonally	4	7
unwilling	3	Arts 6
usurped	3	Arts 6
utterly	4	8
V.		
valiant	4	2
valued	3	5
venture	2	7
venue	1	5
via	3	3

Lexical Items	Unit	Lesson
vibrant	4	6
vice	4	3
virtue	4	3
W.		8
wander	3	Arts 9
wear out	4	Arts 9
wearily	4	2
well-to-do	1	2
whistle	4	
Y.		
year round	1	5

