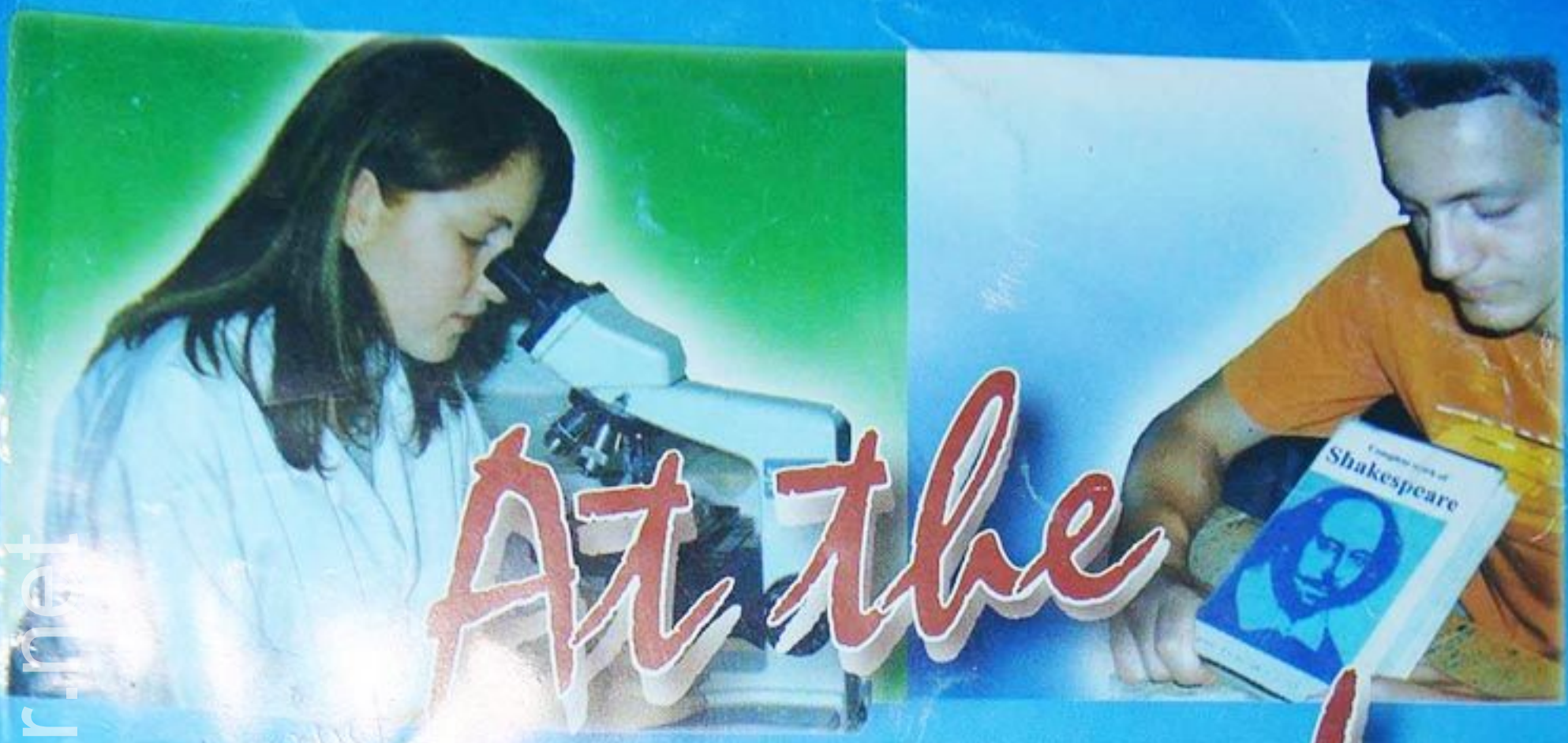
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وزارة التربية الوطنية



At the Crossroads

SE1



السنة الأولى من التعليم الثانوي

FIRST YEAR SECONDARY EDUCATION, YEAR ONE

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AT THE CROSSROADS

SECONDARY EDUCATION, YEAR ONE

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REVISED EDITION

الديوان الوطني للمطبوعات المدرسية

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BOOK MAP

UNIT: 1	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening to instructions and confirming understanding Stating point of view and justifying it	Instructing Comparing Expressing preferences Describing a process Expressing purpose	The imperative Sequencers: first, next, etc. Comparatives of adjectives and adverbs prefer something to something else, etc. in order to/so as to, etc.	Intonation in formal and informal requests Stress in two -syllable words
Sequence Two	Reading and interpreting an e-mail message Writing an e-mail message	Describing people's regular activities Describing a place	Frequency adverbs: rarely/seldom... Degree adverbs: very, quite,etc. Reflexive pronouns: myself...	
Sequence Three	Listening and responding to telephone messages Reading and responding to short written messages Writing a letter of enquiry	Expressing obligation Inviting/Accepting and Refusing invitation Apologising	Modals: have to/had to Prepositions of time and place : in /in the north.../on /at Link words: to/in order to... Neither ...nor / either...or Definite and indefinte articles have to / had to... from...to / until...	
Stop and Consider				
Sequence Four	Reading and responding to a an advert Filling a form and writing a letter of application Dealing with telephone conversation problems	Expressing obligation		

PROJECT : MAKING A JOB APPLICATION BOOKLET
MAKING AN INTERNET USER'S GUIDE FOR BEGINNERS

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UNIT: 2	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : WRITING A BOOK REVIEW
Sequence One	Listening and responding to a tale	Expressing literary preferences	Past simple tense keen on... fond of... Adjectives	Stress in three-syllable words	
Sequence Two	Reading and responding to an extract from a novel Writing a portrait	Describing people's physical appearance and personality features	Prepositions: with, in, etc. What was he/she like? What did he/she look like?	Pronunciation of final '-ed'	
Sequence Three	Reading : - literary extracts (setting and plot) -Writing a personal narrative	Locating places Comparing Narrating	Look like/similar to... past simple/continuous Time expressions and Adverbs: last week, ago, etc. Past simple/continous + while/when/as Who/whom/which		
Stop and Consider	Reading and writing a short biography	Asking for and giving directions	Beside and besides Time markers: at first/later...		
Sequence Four	Using a street map folktale Writing a folktale	Expressing point of view/opinion	Lexical and grammatical cohesive ties Punctuation/ capitalisation	Falling and rising intonation	

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UNIT: 3	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : CONDUCTING A SURVEY
Sequence One	Listening and responding to an interview Reporting orally what the horoscope says	Expressing likes and dislikes Expressing a point of view/opinion	Adjectives ending in '-ly' Degree adverbs: quite/ absolutely ...	Stress in compound words Stress shift (noun/ adjective)	
Sequence Two	Reading a graph / report Interpreting survey results writing a report	Reporting questions Asking for and giving information	Direct/reported speech: S/he asked if/where/when/ what/where...	Pronunciation of /h/ in stressed and unstressed syllables	
Sequence Three	Filling a questionnaire Conducting an interview/ Interpreting survey results Writing a report/diary	Giving advice Inviting Expressing orders, requests , advice and suggestions	Quotation marks Reporting verbs: suggested /ordered... Direct/reported speech: orders/requests...	Problem consonants: silent letters and pronunciation of final 's' in words.	
Stop and Consider			Direct/reported speech transformations Adverbs of manner Suffixes '-ful'/-'less	Pronunciation of suffixes '-ful' and '-less'	
Sequence Four	Writing an article to report about an accident Writing a memo to report about health problems	Making suggestions/ recommendations Narrating Expressing a point of view	Punctuation and capitalisation Adverbs of manner	Pronunciation of final '-s' and '-es'	

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Unit: 4	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY
Sequence One	Listening to a presentation of an invention Note taking Speaking from notes	Describing an object Questioning	Have you got any idea who... ?/ Can you tell me who...?	Intonation in indirect questions Stress shift (noun → adjective)
Sequence Two	Reading an article about the evolution of telecommunications Writing from a flow chart	Narrating Expressing concession	Link words: however, though, even though,etc.	
Sequence Three	Listening to and making a product presentation Writing a business letter from product specifications	Describing an object Comparing Contrasting Expressing opinion	What is its height/ width..? How wide/deep is...? Prepositions: in, with... articles: the, a, an, etc. So+adjective+that future perfect	
Stop and Consider				
Sequence Four	Drawing /writing a conclusion Summarising Reading a warning notice Taking sides in a debate	Narrating Expressing opinion and reporting facts Asking for and giving advice	Relative pronoun: who, whom and which The imperative Modal auxilliaries: should, shouldn't, etc.	Problem consonants: /n/, /ŋ/, etc.

PROJECT : MAKING THE PROFILE OF AN INVENTION

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UNIT: 5	SKILLS	FUNCTIONS	LANGUAGE FORMS	PHONOLOGY	PROJECT : DESIGNING A CONSUMER'S GUIDE
Sequence One	Listening to a radio interview about pollution Writing an SOS about pollution	Expressing opinion Expressing feelings Expressing condition	- If- conditional (1)	Intonation in yes/no questions and complex sentences Stress in words ending in'-tion'	
Sequence Two	Reading and responding to a magazine article Categorizing	Expressing cause and effect Describing	Link words: as a result, consequently Sequencers: firstly, secondly...		
Sequence Three	Conducting a meeting Writing minutes of a meeting Reading and interpreting an advert Writing an advert	Expressing suggestions Expressing opinions Agreeing and disagreeing Arguing for and against Polite requests/ interruptions	I think... I agree/I disagree,.. You're right... In my opinion, Could/can I ...?		
Stop and Consider			Conditional: types 0,1 and 2 Suffixes: -able/-al... Quantifiers: all, some, a few, etc.	Stress in words starting with prefixes	
Sequence Four	Reading articles about recycling and renewable energies Writing a letter of complaint Writing a memo	Describing Suggesting Arguing	Prefixes: il- , ir-,dis, etc.		

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TO THE TEACHER

AT THE CROSSROADS is designed for secondary education first-year students and complies with the relevant Ministry of National Education curriculum as laid down in January 2005. It is assumed that these students have completed the four years of English provided by the new Middle School E.F.L. syllabus. Therefore, they should be already familiar with the competency-based teaching and the learner-centred approach on which this book is based.

You will note, however, that we have gone back to more familiar ground in some methodological aspects. This is most evident in grammar, where the student is no longer induced to 'work it out' for himself but is given the relevant rules straightaway. Likewise, we have reverted to the good old **unit** as an all-inclusive didactic entity.

This book has five* units distributed on the basis of 20 hours' teaching load per unit. Each unit comprises **four** sequences and includes, in addition, three sections: a language reference section called **STOP AND CONSIDER**, a series of guidelines for the realisation of a project called **PROJECT WORKSHOP** and an evaluation section entitled **CHECK YOUR PROGRESS**.

The first two sequences are **LISTENING AND SPEAKING** and **READING AND WRITING**. These sequences follow the same pattern, each according to its own specificity. They aim to encourage students to **anticipate** before listening and reading, **check out** their predictions, communicate with the proper pronunciation, stress and intonation and practise language functions **before producing a reasonable stretch of oral or written discourse.**

The third sequence is called **DEVELOPING SKILLS**. Its aim is to get the students to 'perform with a purpose', i.e. to combine the four basic skills with attitudinal patterns in problem-solving situations, e.g. telephoning, conducting a meeting, writing a letter of application, making a group presentation, etc.

The **STOP AND CONSIDER** section that follows provides for a training in the use of English based on the implementation of **rules** (of grammar, syntax, phonology) that illuminate aspects of the language which the students have come across either in the unit under study or even in the Middle-School curriculum.

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The fourth sequence, which comes after this language use 'interlude', is called **CONSOLIDATION AND EXTENSION**. It consists of two rubrics, **WRITE IT OUT** and **WORK IT OUT**. Its aim is to elaborate and expand on the functions, language and social skills acquired earlier so as to flesh out, in writing, their communicative abilities. They combine knowledge and know-how to reach objectives conducive to a competency.

The **PROJECT WORKSHOP** and **CHECK YOUR PROGRESS** sections mentioned earlier are, naturally enough, positioned at the end of the unit. The former assigns to the students - working as a group, in pairs or individually - projects where they are expected to re-invest, in an integrative way, the functions and skills acquired earlier. The latter, for its part, provides the students with the opportunity to assess their attainments through a series of exercises generally devised around a master-text that encompasses the thematic and didactic components of the unit as a whole.

As it appears from this presentation, it has become clear by now - or so we hope - that ***At the Crossroads*** is meant to be 'taught from' rather than 'taught'. This makes the teacher's role as facilitator and guide all the more significant.

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TO THE STUDENT

Your English coursebook is called *AT THE CROSSROADS*. We hope you'll enjoy learning English through it. Here are some indications that will help you to do so.

There are five units in the book. Each unit consists of four **sequences**, two **sections** entitled one, **STOP AND CONSIDER** and the other, **CHECK YOUR PROGRESS** and also a **PROJECT WORKSHOP**. We shall explain what these three components are about at the end of the presentation. First let's begin with the sequences.

SEQUENCE ONE: LISTENING AND SPEAKING

The sequence is divided into four **rubrics:**

Anticipate: Here you're invited to look at pictures and answer questions. These will familiarise you with the spoken text you will hear shortly afterwards.

Listen and Check: As your teacher reads the **Listening Script,** check whether the answers you've made in the previous rubric are right or wrong. This will improve your listening comprehension and your ability to recognize the sounds of English.

Say it clear: This rubric will train you to pronounce correctly, mark stress and use the intonation appropriate to the context.

IT'S Your Turn: Now, you're on your own. Respond orally and in writing to life-like situations, re-using what you have learnt so far.

SEQUENCE TWO: READING AND WRITING

Here again, there are four rubrics.

Anticipate: You're given hints about the general idea of the text you will read presently. You are also encouraged to predict what is likely to happen next in the text you've just started to read.

Read and Check: Are your predictions correct? This is where you'll find out. But first, you must learn how to read the text, discover the information you want in it, grasp meanings, identify register (is it formal, informal, neutral?) and mood (is it funny, sad, gripping...?)

Discover the Language: You must now find out how the language works and practise the language structures you have come across in the text.

Write it Right: This is where you'll reuse what you have learnt in the sequence. You will do that through guided writing tasks.

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SEQUENCE THREE: DEVELOPING SKILLS

This sequence helps you to further develop the listening, speaking, reading and writing skills at the same time as it improves your ability to communicate in and outside school. You may also have to identify and practise aspects of language not covered in the previous sequences.

STOP AND CONSIDER

At this point in the unit you are given the rules of how the language 'works' in terms of grammar, spelling, sound system, sentence structure. Do the accompanying exercises; they will help you to acquire automatisms in language use and get ready for the next sequence.

SEQUENCE FOUR: CONSOLIDATION AND EXTENSION

This sequence has two rubrics: **WRITE IT OUT** and **WORK IT OUT**. The first will help you to consolidate and extend your writing skill. The second gives you the opportunity to solve problems related to the sounds of English as well as finding your way out of problem-solving situations.

PROJECT WORKSHOP

This section provides you with a sample project and with suggestions and guidelines on how to materialise it. The project can be done in groups, in pairs or individually. All you have learnt so far must be made visible for all to see and appreciate. Don't forget that the project runs in parallel with the sequences. So start work on it as soon as possible.

CHECK YOUR PROGRESS

As the end of the unit draws near, you must assess what you have really learnt to understand, to say, to write, to do. You will do this through a series of revision exercises which test you on most aspects of the unit studied. Your performance will be translated in the **Progress Portfolio** preceding the **Glossary** and the **Test your Word Power** rubric. Fill in the **Progress Portfolio** and do the vocabulary test and hand a copy of each to your teacher who will decide what components of the unit s/he will review with you. We hope there won't be too many.

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Phonetic Symbols

Vowels

You see	You say	You see	You say
sheep	/ʃ i:p/	hat	/hæt /
bird	/bɜ:d / or /bə:d/	ship	/ʃ ɪp /
car	/kɑ: /	cup	/kʌp /
horse	/hɔ:s/	water	/wɔ:tə /
shoe	/ʃ u: /	foot	/fʊt /
head	/hed /	sock	/sɒk /

Consonants

You see	You say	You see	You say
pen	/pėn /	the	/ðə /
tree	/tri: /	zoo	/zu: /
cat	/kæt /	television	/telɪvɪʒn /
fish	/fɪʃ /	jam	/dʒæm /
three	/θri: /	moon	/mu:n /
six	/sɪks /	no	/nəʊ /
sheep	/ʃi:p /	sing	/sɪŋ /
chair	/tʃeə /	yes	/jes /
book	/bʊk /	hand	/hænd /
dog	/dɒg /	look	/lʊk/
go	/gəʊ /	run	/rʌn /
van	/væn /	window	/wɪndəʊ /

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Diphthongs (two-vowel sounds)

You see	You say	You see	You say
ear	/ɪə/	nose	/nəʊz/
pure	/pjʊə/	boy	/bɔɪ/
plane	/pleɪn/	eye	/aɪ/
hair	/heə/	mouth	/maʊθ/

Pronunciation rules for final -ed and -s

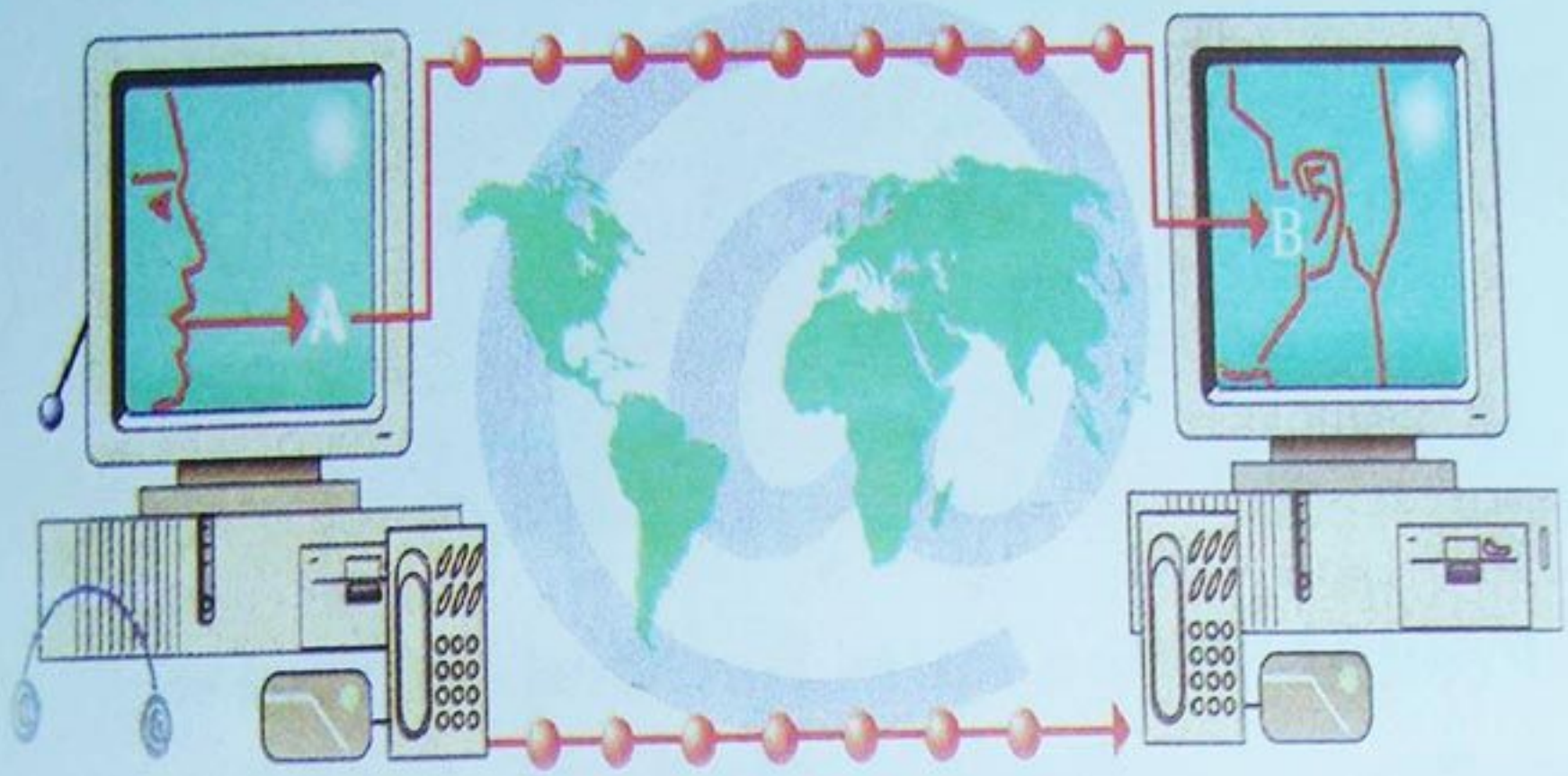
Pronunciation rules for final -ed

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

Pronunciation rules for final –s

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

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Internet chatline



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UNIT PREVIEW

In this unit you will learn to...

SEQUENCE ONE

- listen to, respond to, and give instructions using sequencers.
- express and justify a point of view.
- express preferences and purpose.
- make requests with appropriate intonation.
- pronounce two-syllable words.
- use the comparative forms of adjectives and adverbs.

SEQUENCE TWO

- read and respond to an e-mail.
- write an e-mail.
- describe a place and people's regular activities.
- use the simple present tense + frequency adverbs: rarely, seldom, etc.
- use degree adverbs and reflexive pronouns (myself, yourself...).
- use prepositions of place: in (the north), to (the east), etc.

SEQUENCE THREE

- listen and respond to telephone messages.
- read and respond to short messages.
- write a letter of enquiry.
- express obligation and necessity.
- write short notes (invitations, apologies, etc.).

STOP AND CONSIDER

- use link words **to**, **in order to** and **so as to**.
- use articles: definite, indefinite and zero articles.
- use **both... and...**, **either... or ...** and **neither ... nor ...** .
- use modal have to, must '**had to**' and
- use reflexive pronouns.

SEQUENCE FOUR

- fill in an application form and write a letter of application.
- write a curriculum vitae

PROJECT WORKSHOP (See p.39)

You will...

- make a Job Application Booklet,
- or write an Internet User's Guide for Beginners.

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2 LISTENING AND SPEAKING

ANTICIPATE

❶ Match as many words and phrases (A- J) as you can with the parts of the computer (1-8) below.

A.screen	B. floppy disks	C. central unit (console)	D. keyboard	
E. monitor	F. mouse	G.printer	H. disk drive	I. speaker



❷ Find other words related to computers and the Internet and write them in your copybook.

❸ Listen and say aloud the e-mail address below. Then take turns to tell your e-mail address to your classmates. Invent one for the occasion if you haven't got an e-mail account (in-box).

Sihem2008@yahoo.com

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2 LISTENING AND SPEAKING

LISTEN AND CHECK

❶ The sentences below are not in order. Re-order them to get coherent instructions for accessing e-mail. Write letters 1-7 in the blanks.

A. Select an ISP (Internet Service Provider) from the menu. ___
B. Switch on the computer. ____
C. Click on e-mail. ___
D. Sign in. ___
E. Click on "read" or "send" to check or write your messages. ___
F. Enter your ID and password. ___
G. Wait for the connection to your e-mail (in-box). ___



A computer class

❷ Listen and check your answer to exercise 1 above. Then rewrite the instructions using these sequencers: **first, then, next, after that** and **finally**.

Start like this: In order to access e-mail, you need to do the following. ...

❸ The table below compares e-mail with snail-mail (ordinary letters). Listen to your teacher simulating an interview and tick (✓) what interviewees A and B think about e-mail and snail mail.

	Interviewee A		interviewee B	
Features	**E-mail**	**Snail-mail**	**E-mail**	**Snail-mail**
faster				
cheaper				
more interesting				
less personal				
less convenient				

❹ Do you agree with Interviewee A or Interviewee B? Justify your position.

❺ Write a short paragraph about your preferences using the information in the table above. Then read it to the class.

Start like this:

- **I prefer e-mailing** messages **to sending** them by ordinary e-mail./
- **I prefer to send** messages by snail-mail **rather than (send)** them by e-mail. /
- **I prefer** e-mail **(to** snail-mail). This is because.....

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LISTENING AND SPEAKING

SAY IT CLEAR

❶ Listen and use the appropriate arrow (↘ or ↗) to mark the intonation at the end of the resquests in the table below.

Informal requests	Formal requests
A.Can you speak louder, please?	A.Could you go less quickly, please?
B.Can you say that **more** clearly, please?	B.Could you speak more slowly, please?

❷ Transform the statements below into formal and informal requests and say them with the right intonation.

A. You want someone to type more / less **quickly** (than s/he does).
B. You want someone to press the key more / less **smoothly** (than s/he does).
C. You want someone to use the computer **more / less** frequently (than s/he does).
D. You want someone to arrive earl**ier** (than s/he does).

❸ Listen and write the words in the box below in column A or column B according to their stress pattern. What do you notice?

- browser
- modem
- erase
- cursor
- pointer
- escape
- windows
- floppy
- protect
- display
- icon
- keyboard
- remove
- connect

Column A	Column B
browser / ˈbraʊzə/	

The hidden message

- Decipher the message below and use the letters of the alphabet to write it.

/jɔ: ˈflɒpɪ dɪsk kənˈteɪnz ə ˈvaɪərəs. rɪˈmu:v ɪt frəm maɪ kəmˈpju:tə/.



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2 LISTENING AND SPEAKING

IT'S YOUR TURN

❶ Match clauses in column A (1-4) with clauses in column B (A-D) to get coherent sentences.

A	B
1. In order to start the computer,	A. you must click on the e-mail option in the menu.
2. If you want to create an e-mail account,	B. you have to switch on the central unit and the monitor.
3. To choose a site,	C. in order to open the page for personal details.
4. You need to click on the 'sign up' icon	D. you need to go to the address section.

❷ Now, re-order the sentences in exercise 1 above to get coherent instructions for creating an e-mail account.

❸ Pair work. Take turns to show your partner how to create an e-mail account. Use the instructions above and the modals **must**, **need to** and **have to** to emphasize what must be done at each step of the process.

Start like this:

A: You want to create an e-mail account, don't you? It is easy. First, you ***need to/have to****...*

B: What must I do next?

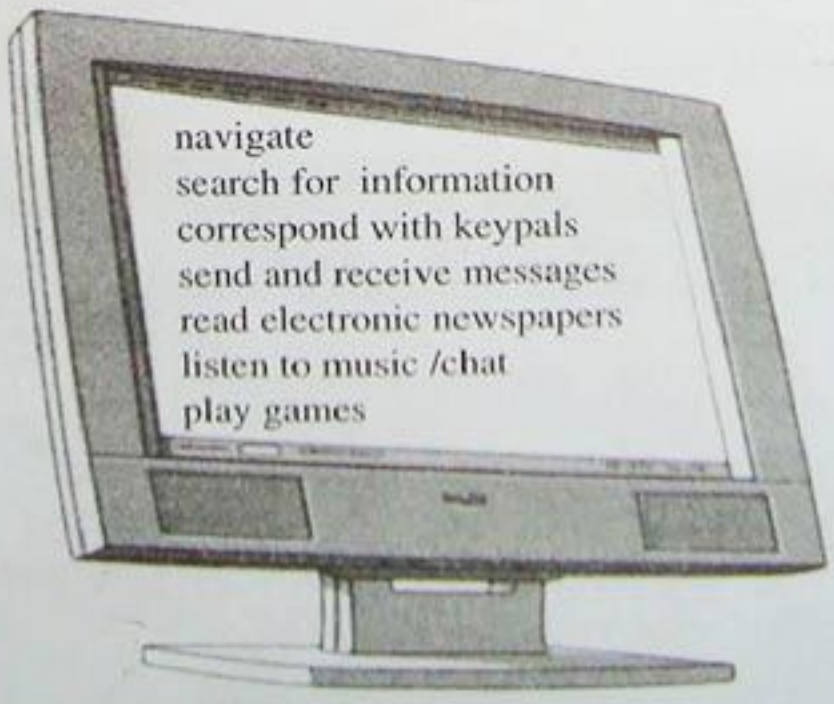
SAY IT IN WRITING

❶ Use the notes on the computer screen below to write a short speech about the usefulness of the Internet and its hidden dangers.

Start like this:

I think that the Internet is a very useful invention. First, _____. ... §1

The Internet can also be dangerous.. First, ___(Give examples of your own.). ...§2



❷ Correct your mistakes before reading your speech to the class.

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READING AND WRITING

ANTICIPATE

❶ Match icons 1-6 in the screenshot with their functions (A-F).

A. to return to your web browser's home page. ☐

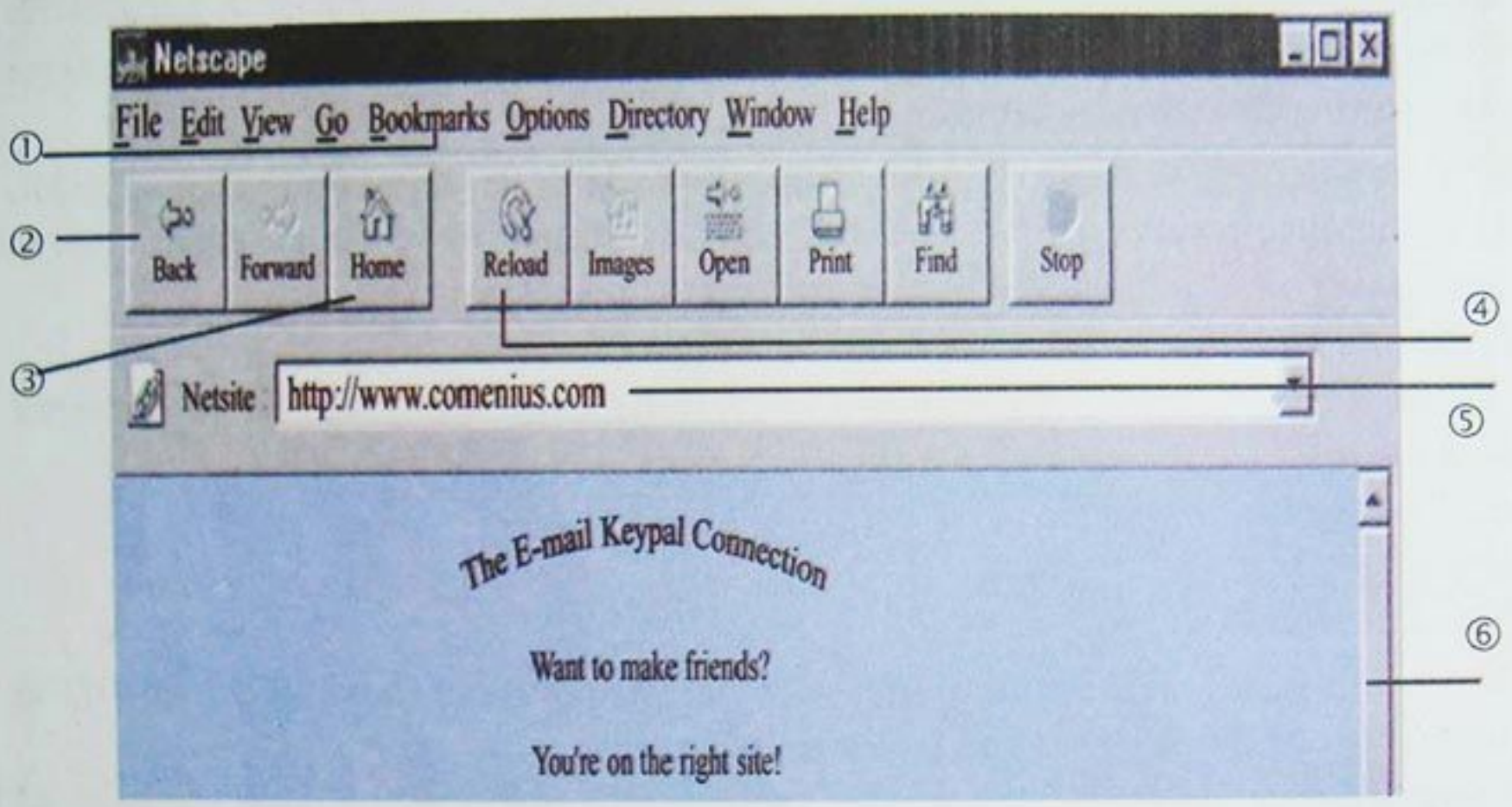
B. to mark a web site for future use. ☐

C. to move down the page. ☐

D. to connect to a web site giving information about keypals /penfriends. ☐

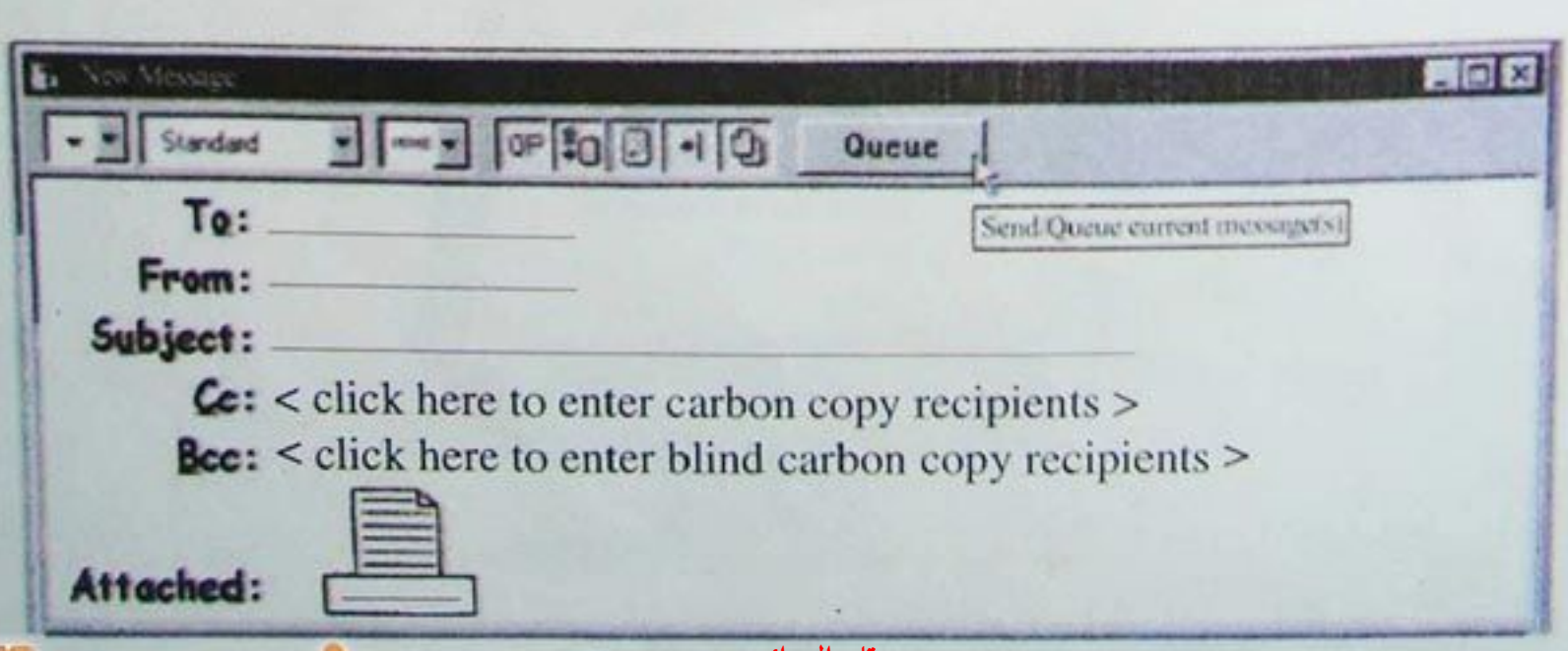
E. to type in a web site address or URL (*uniform resource locator*). ☐

F. to go back to the previous page. ☐



❷ Look at the screenshot above and guess what kind(s) of internauts are most likely to visit the advertised wesbsite.

❸ What is the screenshot below used for?



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READING AND WRITING

READ AND CHECK

❶ Read the e-mail below and check your answer to question 2 on the previous page.

Dear Amel,

I've found **your** address on the Internet. I'm writing because I want to know more about you and your **country**. But I have to introduce myself first. §1

My name's Kirsi. Kirsi is a name which is quite common in Finland. I'm sixteen years old. Nearly everyone my age goes to school in Finland. Children can finish school when they are 16, but no one really wants to do so, because without any serious training, they can't get a good job. I want to become a journalist later. So I will have to study for six more years. §2

On weekdays, I generally get up very early in order to prepare **myself** for school, which is a little bit far from my home. I always go there by bus so as not to arrive late. I have classes from 8:30 to 12 in the morning and from 2 to 4 in the afternoon. I have lunch either at the school canteen or at a fast-food restaurant. I revise my lessons until about 10 in the evening. I rarely go out at the weekend because I prefer to relax at home listening to music or watching TV. §3

My family is a typical Finnish family: Mum and Dad and two children (my brother Jari and me). Jari's fourteen years old. My mother is a housewife and my father is an electrician. Our house is rather small. We **all** love animals. We have a dog and a parrot, but neither of them really belongs to me. Both of **them** are Jari's **pets**. I'm always happy to hear the parrot repeating my name every time I come back home from school. The dog is sometimes furious at the talkative parrot. §4

We live in Central Finland in a tiny village called Tikkakoski. Tikakkoski has only about 4,000 inhabitants, and we all know one another. Jyvaskyla is our nearest town. **It**'s very nice. It isn't very big. It has only 63,000 people, but you know, we have about 7 million people in the whole **country**. §5

Finland is in the north of Europe, near the Arctic Circle. **It**'s very famous for its saunas and lakes. Winter is terrible. It's always freezing. But summer is fairly cool. In summer, I like going to public gardens in order to listen to elderly people telling funny stories about the time when they were young. §6

Well, I guess that's all for now! Keep in touch!

Kirsi

xxx

P.S Find my photo in attachment. Please, send me some information about Algeria.

❷ Use information from the e-mail above to fill in the blanks in the screenshot on the previous page.

❸ Read the e-mail above again and answer these questions:

A. What nationality is Kirsi?

B. Why does she want to correspond with Amel?

C. What is a sauna? What is the equivalent in your language?

D. Does she live in town or in the countryside? Justify your answer.

E. How often does she go out at the weekend?

What do the words in bold type in the e-mail above refer to?

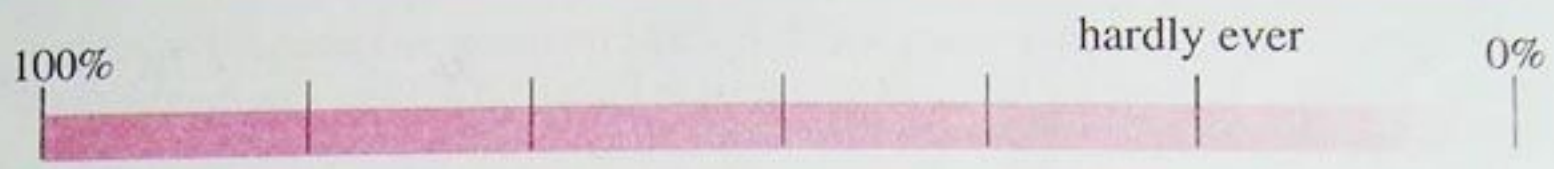
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READING AND WRITING

DISCOVER THE LANGUAGE

❶ Arrange the frequency adverbs in the box below on the line that follows according to the degree of frequency they express.

~~hardly ever~~	never	sometimes	often	usually	always	rarely



❷ Go back to the e-mail on page 21 and pick out the sentences with frequency adverbs from the text. Write the sentences in your copybook.

❸ Study the sentences you have picked out in exercise 1 above. Circle the item (**a** or **b**) that best completes rules A and B below. Then write 5 sentences of your own using frequency adverbs.

A. Frequency adverbs go __the verb (auxiliary) be.	a- before	b. after.
B. Frequency adverbs go __ other verbs.	a- before	b. after.

❹ Pair work: Take turns to interview each other using the questionnaire form below. Tick (✓) the answers given by your partner.

Example: **A:** Hello, I'm doing a survey about students' regular activities. Can you help me?
B: Yes, of course.
A: Well, my first question is. _____.

QUESTIONNAIRE

1. What time do you get up?
early in the morning ☐ late in the morning ☐ around 7 in the morning ☐ any other

2. How do you go to school?
on foot ☐ by bus ☐ by bicycle ☐ by train ☐ either by bus or taxi ☐

3. How often do you eat in the school canteen?
always ☐ often ☐ sometimes ☐ rarely ☐ never ☐ any other

4. How often do you revise your lessons ?
everyday ☐ more than twice a week ☐ less than once a week ☐ any other

5. How long do you study in the morning?
from 8 to 12 ☐ from 8:30 to 11 ☐ from 9 to 11 ☐ any other

6. How long are you staying in Secondary School?
Until: next year ☐ the *Baccalauréat* exam ☐ the summer holidays ☐ any other

❺ Now, report your findings about your partner's regular activities to the class. Start like this: Hamid (**frequency adverb**) gets up _____. He_____.

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READING AND WRITING

❻ Read the e-mail and pick out 4 'extreme' adjectives, i.e., which mean:
A. very angry §4 B.very small §5 C. very bad §6 D. very cold §6.

❼ Contrast the adjectives A-D with those you have picked out. What is the main difference between them? Ask your teacher about gradable/non-gradable adjectives.

❽ Pick out from the e-mail 4 ordinary adjectives with degree adverbs. Order the adverbs from the highest to the lowest degree.

❾ Match ordinary adjectives 1-8 with extreme adjectives A-H. Then use 4 ordinary adjectives with degree adverbs in sentences of your own.

1. good	A. huge	5. large	E. brilliant
2. hot	B. excellent	6. sad	F. hilarious
3. tired	C. tragic	7. funny	G. fascinating
4. interesting	D. exhausted	8. clever	H. boiling

WRITE IT RIGHT

❶ Read Kirsi's e-mail and write a short reply following the plan below.
Plan: A. Say thank you. Then introduce yourself briefly.
B. Describe your regular activities using frequency adverbs.
C. Introduce your family.
D. Use cues from the table below to introduce your country briefly using degree adverbs with adjectives.

Questions	Answers
1. Which continent/region is your country in?	It's in/it's situated in/located in...
2. Which country borders it to the east, to the west, to the south-east...?	To the east, it's bordered by...
3. What's its population?	There are/It has a population of...
4. What's its area?	It has an area of ...
5. How long is it from north to south and from east to west?	It's...kilometres long ...from...to..
6. What's the average temperature in summer/ winter?	The average temperature in summer/in winter is less/more than...
7. What is it famous for?	It's famous/well-known for...

❷ Correct your mistakes. Then exchange drafts with your partner for further error checking before writing a final version of your reply.

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DEVELOPING SKILLS

❶ What would you expect interlocutors on the phone to say in situations A-D below? Circle the right item **a**, **b** or **c**. Help yourself with the tactics summary on the next page.

A. The person at the receiving end says the number called (027322).

a. zero twenty-seven thousand three hundred and twenty-two **b.** zero - two - seven-three - double two. **c.** zero two seventy-three twenty-two.

B. The caller forgets to announce his/her identity; the person at the receiving end asks:

a. What's your name? **b.** Who's calling, please? **c.** Who are you?

C. The person at the receiving end asks the caller to wait for a moment in order to get connected to the person wanted.

a. Don't go away! **b.** Wait please! **c.** Could you hold on, please?

D. The person at the receiving end answers that the person wanted is not there.

a. Well, you can't talk to him. He isn't here.

b. I'm afraid, he isn't here at the moment.

c. Call later.

❷ Now, listen to telephone conversations 1 and 2 and check your answers to exercise 1 above.

❸ Exchange your phone numbers. In case you don't want to reveal your phone number, or you don't have one, just invent one for the occasion. **Example:**

A: I've bought a mobile phone.

B: Congratulations! Do you mind giving me your number?

A: It's _____.

B: Say it more slowly, please. I want to register it in my mobile repertory.

❹ Pair work: Use the tactics summary on the next page to prepare a telephone conversation. Act it out once you are ready.

Situation 1: You are at home and a friend of yours phones you to suggest that you go out for a football match. Accept or refuse the invitation.

Situation 2: You are a company secretary. The person the caller wants to talk to is not there. Take the caller's name and phone number and the message.

Situation 3: You phone a friend of yours, but s/he is not there at the time you are calling. Leave a message for him/her.

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DEVELOPING SKILLS

PHONE TACTICS SUMMARY

1. Caller (A) makes a phone call and waits for B to reply:

B. (At home): Hello.

B. (In business): Hello / Good morning/afternoon. 7214422.

(seven two one double four double two)

Can I help you?/
Hello, SEK Company…/
Hello, Bob Karl speaking.

2. A. announces her/his identity and asks for the person s/he wants to speak to:

A. Hello, is Karima there? It's her brother / I'm…/ My name's…

Hello, I'm…/ My name's… . { Can/may/could I speak to…, please? / I would like to speak to…, please.

3. B. asks for the caller's name in case it has not been announced:

B. Who's calling/ speaking please?

4. A. confirms the identity of the person on line in case s/he thinks that it is the person s/he wants to speak to:

A: Is that…?

B: Speaking/Yes, it's… . No, it isn't. You've got the wrong number.

5. B. asks the caller to wait when the person s/he wants to speak to is there:

A: Can I speak to… , please?

B: A moment, please / Hold on/hang on/ I'll see if he's in.

6. B. says sorry to the caller (A) and asks if s/he wants to leave a message:

B. I'm sorry, / I'm afraid, { s/he's on holiday. / s/he's out at the moment. / s/he's away for the weekend. } { Would you like to leave a message? / Can I take a message? }

A. Thank you. { Please, ask her to call me. My number's… / I'll call her/him later. / Can/could you tell her/him to… ,please? }

7. Saying goodbye.

At home:

A. Ok. See you on Monday, bye.

B. Goodbye.

In business:

A. Thank you. Goodbye.

B. Goodbye

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DEVELOPING SKILLS

1 Match texts 1,2,3 and 4 on the next page with messages A-D in the box below.

A. an informal invitation
B. an informal acceptance of invitation
C. a formal invitation
D. an informal refusal of invitation

2 Read text 1 on the next page again and answer these questions.

A. What is the meaning of "house warming"?

B. What day is the house warming?

C. What time is the house warming?

D. 'R.S.V.P' is a French abbreviation. What is the full expression in French? Why do you think the English use this abbreviation?

3 Read texts 5, 6 and 7 on the next page and match them with messages A-C in the box below.

A. a formal letter of apology
B. a formal note to ask for leave of absence
C. an informal note of apology

4 Pair work: Take turns to write invitations. Exchange your invitations. Then write thank-you notes. Use texts 1, 2, 3 and 4 as models.

5 Imagine you made a mistake. Write a letter of apology to whom it may concern. Use letters 5 and 6 as models.

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DEVELOPING SKILLS

November 2 nd, 2007

Tom and Edora Smith
would like to invite you to their
HOUSE WARMING
on Saturday 12 th November, from 7.00 p.m. to 9.00 p.m .
We look forward to showing you our new house.
R.S.V.P

①

May 14 th, 2008

Dear Peter,
We'll celebrate Anne's success at her exams on Thursday 21st, from 6 to 9 p.m. Come and share with us the celebration if you're free.
Regards,
Sam

②

September 9 th, 2007

Dear Mr George,
Thank you very much for your invitation. It will be a real pleasure for me to meet you again.
I am looking forward to seeing you on Friday at 8 p.m.
Yours sincerely,
John Smithson

③

Dec. 16 th, 2007

Dear Nora,
Thank you very much for your invitation. I'm afraid I can't come to the party because my father has the flu and I have to attend to him. I hope you'll have a good time anyway.
With my best wishes,
Maya

④

April 27 th, 2008

Dear Mr Johnson,

Please excuse Tim from school next week. He **will have** to spend one week in hospital in order to have an operation on his foot.
Yours sincerely,
Tom Jackson

⑤

June 10 th, 2008

Dear Sir / Madam,
I am writing to apologise for the absence of my daughter Melinda from school yesterday. She **had** to take care of her little sister because of her mother's unexpected absence.
Yours faithfully,
Lynn Roberts

⑥

Aug. 13 th, 2008

Dear Kenneth,
I'm sorry I haven't written **earlier.** I've heard about your accident from Henry. I hope that it's not serious and that you are following the doctor's advice and staying in bed. I'm coming to see you next week.
I hope the book will cheer you up. Get well quick!
Love,
Jenny

⑦

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DEVELOPING SKILLS

❶ Items 1-9 below are not in order. Reorder them according to the plan in the box on the left in order to get a coherent letter of enquiry.

A. Your address
B. Date
C. Name and address of language school
D. Re:
E. Salutation
F. Say why you are writing.
G. Introduce yourself.
H. Ask for information.
I. Closing + name

① Yours faithfully,
Meriem Djoual

② April 24 th, 2008

③ 12, Rue Colonel Chabani, Laghouat, Algeria

④ Summer courses

⑤ I am writing to enquire about your summer courses.

⑥ Please send me information about course dates and fees as soon as possible.

⑦ I am sixteen and I am a student at Emir Khaled Secondary School.
I would like to take a course in July or August of this year.

⑧ The Stratford School of English, 8 Tiddington Road,
Stratford-Upon-Avon, Warwickshire, England.

⑨ Dear Sir / Madam

❷ Imagine you are a secretary at the Stratford School of English. You have been asked to reply to Meriem Djoual. In which order would you write the following? Write numbers 1-4 in the boxes.

A. Saying you are enclosing an information prospectus. ☐
B. Thanking Meriem Djoual for her enquiry. ☐
C. Persuading her to follow summer courses at the Stratford School of English. ☐
D. Inviting further contact/enquiries. ☐

❸ Check your answers to exercise 2 above with your teacher.

❹ Follow the re-ordered plan in exercise 3 above to write a reply to Meriem Djoual's letter of enquiry. Use the information below.

- Please find enclosed here our latest information prospectus, which we hope will be of interest to you.
- Thank you for your enquiry about our summer courses.
- We're permanent. We're professional. We offer you a warm welcome here at our school.
- We look forward to hearing from you soon.

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STOP AND CONSIDER

❶ Read sentences A-D in the box below. Then answer questions A-C. Check your answers with the Reminder that follows.

A. I am writing **to** inform you that we are pleased to offer you the job of Computer Operator at a starting salary of £ 2,000 a month.
In order for us **to** process your personnel file, please fill in the job application form enclosed here and send it back to us as soon as possible.
B. This is just a reminder. **In order not** to lose the forthcoming game, you have to attend regularly all training sessions.
C. She has taken the bus **so as to** arrive at school earlier than usual.
D. So as not to repeat the year, the students are advised to work harder than they have done so far.

Questions

A. Which parts of the sentences in the box above express purpose? Underline them.

B. In which two positions can the link words in bold occur?

C. What are the negative forms of '**in order**' and '**so as to**'? What conclusion can you draw?

REMINDER I

We use '**to**' , '**so as to**' and '**in order to**' to express purpose.
Example: A: Why did you send her a message ?
B: I sent her a message **to/so as to/ in order to** congratulate her.
The negatives are: **not to, in order not to** , and **so as not to**.
Example: - I sent her a message **not to** invite her, but **to** congratulate her.
- **So as not to** be late for the party, you have to start now.
- You have to start now **in order not to** be late for the party.

❷ Fill in the blanks in messages (A-D) below with '**to**' '**in order to**', '**so as to**', or their **negative forms**. There may be several choices.

A. We are writing _____(1) congratulate you for your success in the competition.

B. _____ (2) complete your registration, you have to pay the fees before September 12.

C. I will go to university _____(3) study Mathematics, but_____(4) study literature.

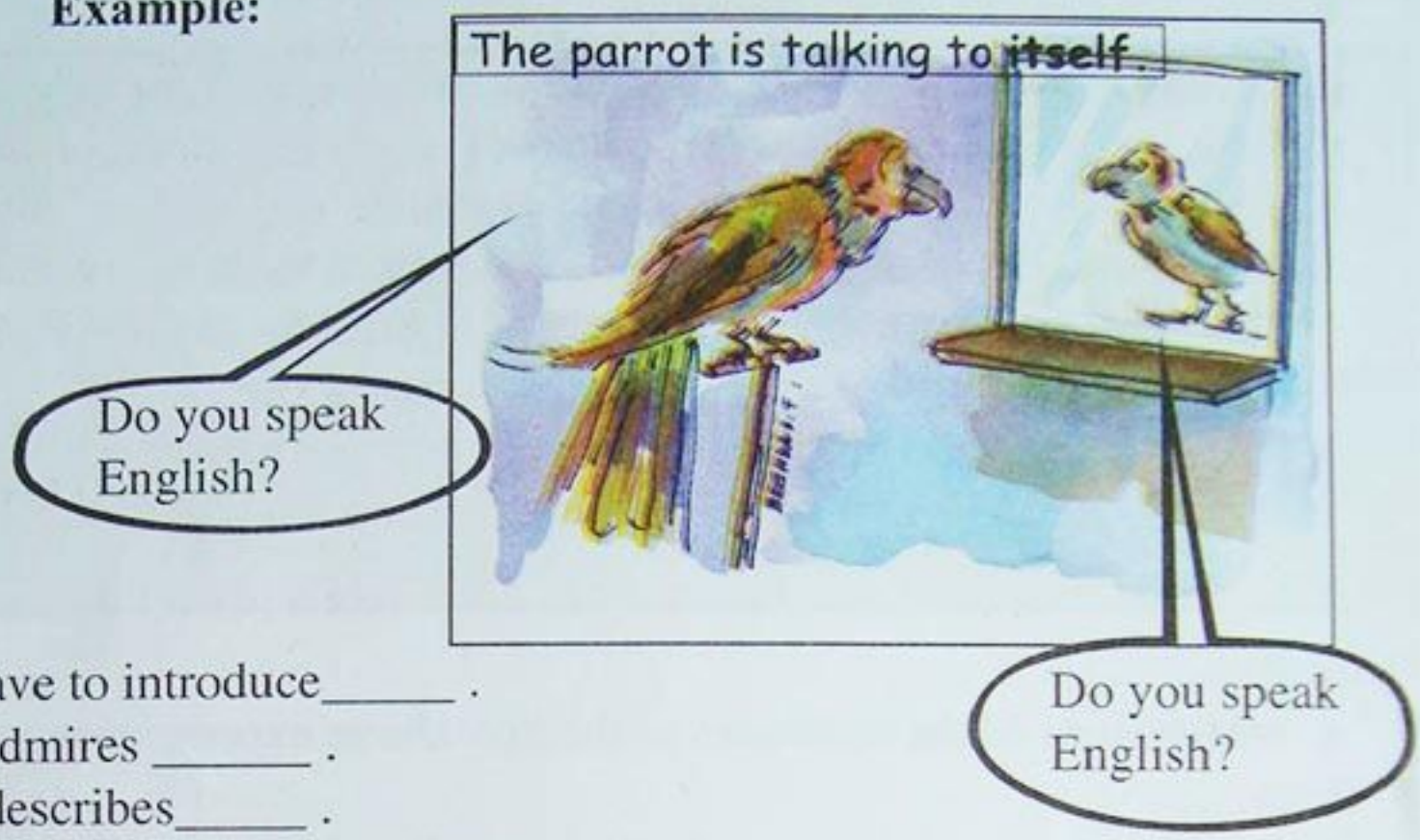
D. Read your message silently _____(5) disturb the other internauts.

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STOP AND CONSIDER

3 Fill in the blanks in the sentences below with reflexive pronouns (**himself, herself, itself, yourself, ourselves, themselves**).

Example:



A. You have to introduce_____ .
B. Farid admires _____ .
C. Amel describes_____ .
D. Karim and Rachid have to clean _____ .
E. My friend and I enjoyed _____ very much at the party.
F. The parrot is looking at _____ in the mirror.

- Check your answer to exercise 3 with the reminder below.

REMINDER II

Reflexive pronouns are used with some verbs in English when the **object** of the verb is the **same** as the **subject**.

Example: I have to introduce myself.

Personal pronoun subject	Personal pronoun object	Possessive adjective	Reflexive pronoun
I	me	my	my self
You	you	your	your self
He	him	his	him self
She	her	her	her self
It	it	its	it self
We	us	our	our selves
You	you	your	your selves
They	them	their	them selves

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STOP AND CONSIDER

● Read the Reminder below and do exercises 1 and 2 that follow.

REMINDER III

Have to, must and needn't

1- We use affirmative and question forms of '**must**' and '**have to**' to express **obligation**.
Example: You **must** start from here. Do I **have to** /hæf tə/ start from here?

2 - We use '**must not**'/ '**mustn't** ' to express **prohibition.**
Example: You **mustn't** switch on the computer before quitting the program.

3 - We use '**need not/needn't** ' and '**do/does not have to**' to say that there is **no obligation** to do something.
Example: You **needn't/ don't have to** send a message. Just phone them.

Note: There is no past form of **must**. We use '**had to**' and '**did not/didn't have to**' to express obligation and absence of obligation in the past.
Example: I missed the bus yesterday. So I **had to** /hæt tə/ walk to school.

School rules

❶ In groups, write some rules for the class and the school under three headings. You can include these subjects: punctuality, politeness, eating, studying, sport, uniform, telephone, homework, etc.

We must/ have to ..	We mustn't ...	We needn't/don't have to..
We must wear a uniform.		

❷ What were the school rules when your father was a student. Write 5 sentences using appropriate modals from Reminder III above.



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STOP AND CONSIDER

❸ Fill in the blanks in the letter below with an article (**a**, **an** or **the**). If you don't need an article mark the space with a zero article (Φ).

Hello,

I'm writing to say I'm happy to know that you want to be my keypal. Thank you for (1) photo. It's really very beautiful. It's my turn to inform you about myself, my country and my family.

My name's (2) Amel. In (3) Arabic, it means "(4) hope". I'm 16, and I go to (5) Secondary School. (6) subjects I like best are (7) Physics and (8) English. I'm average height, and I have (9) fair hair and (10) blue eyes.

I live in (11) Northeast of (12) Algeria. (13) Algeria is situated in (14) North Africa. Its capital is (15) Algiers.

We're a family of four. My father is (16) engineer and my mother is (17) housewife. I have (18) younger brother and (19) older sister. They're (20) students, too.

I look forward to hearing from you soon. Take care of yourself.

Best regards,

Amel

PS. You'll find my photo in attachment.

● Check your answers to exercise 3 above with the Reminder below.

REMINDER IV

Articles

● '**A**' and '**an**' are **indefinite** articles. We use them only before singular countable nouns.

● '**The**' is a **definite** article. We use it before common nouns (singular and plural, countable and uncountable nouns)

countable singular	countable plural	uncountable (singular)
a photo (first **reference**) **the** photo (**second reference**)	Φ photos (first **reference**) **the** photos (**second reference**)	Φ paper (**first reference**) the paper(**second reference**)

● When a noun has no article before it, we call this a *'zero article'*.

● **Some** and **any** are often used as the plural of **a/an.**

Example: I have received **an** e-mail.
I have sent **some** e-mails.
Have you received **any** e-mails?
I haven't received **any** e-mails.

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STOP AND CONSIDER

❹ Fill in the blank in the sentences below with one of the following: **in**, **on**, **off**, **for**, **up**, **at** and **down**.

A. To start the computer, you must switch _____ this button.
B. Click _____ the 'Mail' option.
C. In order to check your mail, you have to sign ____.
D. If you want to create an e-mail address you have to sign ___.
E. If you want to move ____the page, you have to use the cursor.

❺ Read the advert below. Then write a short note to a friend of yours using '**until**' and '**from... to**'. First, read Reminder V that follows the advert.

Start like this:
Just a short note to tell you that the Tower of London will be open for visitors...

Discover the Tower of London and experience some most extraordinary aspects of Britain's history. Admire the breathtaking Jewels of the Crown, stand on the execution site of queens and knights!

Opening Times

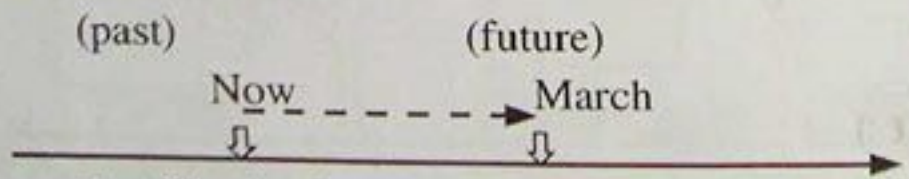
Until 31 Oct:
Tues- Sat 09.00- 18.00
Mon & Sun 10.00- 18.00

From 1 Nov:
Tues- Sat 09.00- 17.00
Mon & Sun 10.00- 17.00
(last admission 1 hour before closing)



REMINDER V

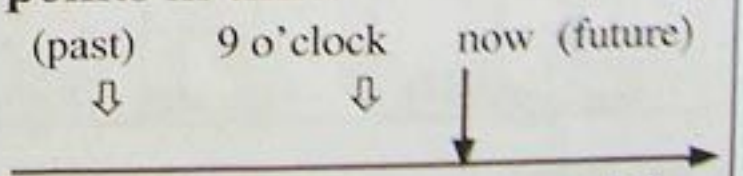
A. We use 'from ... to' to give periods of time.



e.g. It will take **from** now **to** next March to finish the work.

From...to are used with:
- years (from 1954 to 1962)
- months (from May to July)
- days (from Saturday to Thursday)
- dates (from May 1st to July 5 th)
- parts of the day (from dawn to dusk)
- hours (from 8 a.m. to 5 p.m.)

B. We use 'until' to give end points in time.



e.g. I waited for the message **until** 9 o'clock and I left.

Until is used with:
- years (until 2015)
- months (until December)
- days (until Monday)
- dates (until July 5 th)
- hours (until 5 o'clock)

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STOP AND CONSIDER

❶ Pick out examples from Kirsi's e-mail on page 21 to illustrate rules A and B in the Reminder below.

REMINDER VI

A.We use **both... and...** , **neither... nor...** and **either...or...** to talk about two things.

Example: _____ .

B.We can also use **both of..., neither of...,** and **either of** . When we use **of** we always need **the, these, those, my, your, them, us,** etc.

Example: _____ .

❷ Join the pairs of sentences below with **both... and ...**, **neither...nor...**, or **either... or...** . Make the necessary changes.

1. **A.**Hichem is not late for class. **B.** Fatima is not late for class.
2. **A.** Farid likes learning languages. **B.** Foued likes learning languages.
3. **A.**We can leave today. **B.** We can leave tomorrow.
4. **A.** Our classroom is clean. **B.**Our classroom is beautiful.
5. **A.** I don't smoke. **B.** I don't play cards.





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WRITE IT OUT

❶ Read the 'Help Wanted' ad below. Then write 4 sentences with **must** and **have to** to say what characteristics potential candidates are required to have.

Help wanted	Activities include: swimming, singing, dancing, cooking, drama, telling stories, sports.
Camp leaders for 7-10 years old during school vacation. The job requires tolerance, patience, open-mindedness, cheerfulness and understanding. Duties: dealing with children, organising and participating in daily activities.	Apply to: Mr Michael Armstrong, Director, Haryton Bay Summer Camp, 2187 Mountain Street Miami, Florida 60306 .

❷ Now, read the letter of application below and decide whether the applicant has a chance or not to be hired as a camp leader. Explain.

46 Regent Street
Madison 15026
Wisconsin
May 20, 2005

Mr Michael Armstrong
Haryton Bay Summer Camp
2187 Mountain Street
N. W. Miami, Florida 60306

Re: Camp leader

Dear Mr Armstrong,

I have seen your advertisement for camp leaders in USA TODAY and would like to apply for the job.

, I am a junior at Thomas Jefferson High School with good marks in arts and philosophy. I am a member of the photography and music clubs, and I enjoy meeting people. I often volunteer to work in infant hospital wards. So I think that I am suitable for the job.

I was born in Columbus and I am sixteen years old. I will turn seventeen next January. I have lived at the address above for the past ten years. I often look after my brothers and sisters when my mother and father are at work. So I think that I have quite a good experience in dealing with children.

I am ready to start work at the end of June, when the school summer vacation begins. I have asked two of my teachers, Mr John Clarke and Miss Emma Smithson, to send you two letters of reference for me.

Yours sincerely,

Joy J. Parfit

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CONSOLIDATION AND EXTENSION

❸ Fill in this résumé (curriculum vitae) with information from Joy's letter of application on the previous page.

RESUME



Name: _____ _____
first middle last

Address: _____

Place of Birth: _____

Age: _____

Education: _____

Languages: _____

Previous work experience: _____

Interests: _____

References: _____

❹ Match introducing sentences A-C below with the letters 1-3 that follow. Write the introducing sentences in the blank spaces of the letters that follow.

A. Thank you for offering me the post of camp leader.
B. I am writing to inform you that I am able to offer you the position as camp leader.
C. Thank you for your letter of June 6.

_____

You will get a salary of $ 50 a week. Would you please confirm that this is acceptable to you?
Can you also let us know the exact date when you are free to start work?

①

_____

I should like you to come for an interview on Friday June 12.
Could you please call number 888 547 to confirm this?

②

_____

I will be on vacation from June 30 to September 12. So I can start work on July 2.
I am looking forward to joining one of your camps.

③

❺ Make your own résumé/curriculum vitae. Then write a letter of application in response to the advert on the previous page. Use Joy Parfit's letter of application as a model.

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CONSOLIDATION AND EXTENSION

WORK IT OUT

❶ There is a problem to solve in dialogues 1-5 below. Identify the problems. Then complete the dialogues with replies a - e on the right.

A: Hello, can I speak to Nora Jones, please?
B: What number do you want?
A : 873291.
B : _____ ①
A : I'm sorry.

a. No, I can't. It's a bad line.

A: Hello, is that Hind Benmouloud?
B: Could you speak up, please? I can't hear you very well.
A: Can you hear me now?
B: _____. _____ ②
A: Don't worry. I'll call you back.
B: Sorry, what did you say? I didn't catch that...

b. My line was engaged.

A: Good morning. I'm Djamila.
B: Jane here.
A: Hello Jane. I tried to call you at about nine o'clock, but I couldn't get through.
B: What was the problem?
A: _____ ③

c. Sorry, you've got the wrong number.

A: Can I speak to Mr Jones, please?
B: I'm afraid he's not in the office. He won't be back till next week.
A: Sorry, I don't understand _____ ④.
B: He won't be back till next week. He's not here.
A: Oh, thank you.
B: Try his mobile phone.
A: Sorry?
B: I say he has a mobile phone.

d. Oh, I see. Our phones were out of order all morning.

A: Hello, James. I tried to call you earlier, but I couldn't get through.
B: What time did you call?
A: Just after ten.
B: _____ ⑤

e. My English is not very good.

❷ Pair work: Imagine you have one of the phone problems above. Act out a dialogue about it (books closed).

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❶ A wordsearch

Find and circle 10 words related to computers in the wordsearch below.

f	i	l	a	y	m	e	m	e	a
i	d	f	i	l	e	d	c	b	r
e	i	s	m	o	n	i	t	o	r
g	s	p	o	h	u	s	i	o	o
m	t	e	u	m	l	k	k	j	w
o	l	a	s	c	r	e	e	n	e
w	m	k	e	y	b	o	a	r	d
s	n	e	p	r	i	t	q	s	u
v	p	r	i	n	t	e	r	a	v
x	a	s	c	r	e	m	k	u	b

❷ A cartoon



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I- Making a job application booklet

Overall purpose: Designing a booklet intended for teenage job seekers

Your booklet should include the following items:

- adverts with job descriptions,
- phone enquiries about job vacancies,
- résumés or C.V.s,
- letters of reference,
- letters of application,
- replies (positive, negative) from administration/company,
- letters of acceptance.

PROJECT ROUND-UP (I)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your booklets.

II- Making an Internet user's guide for beginners

Overall purpose: Designing an Internet user's guide for beginners.

Your Internet User's Guide should include the following items:

- Description of a workstation / PC = (Personal Computer),
- A set of instructions for using a PC (opening an e-mail account/ homepage, etc.),
- Maintenance tips (eg. no smoking, protection from dust, etc.),
- Tips for solving problems when PC goes wrong,
- Manners to be observed when using the Internet.

PROJECT ROUND-UP (II)

- Correct your mistakes. Then exchange booklets with other groups for further error checking.
- Display your Internet User's Guide.

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CHECK YOUR PROGRESS

● Read the e-mail below and do exercises 1, 2 and 3 that follow.

Dear Sihem,

Last time you asked **me** to send **you** the recipe for the Indian Pudding I talked about in my previous e-mail. I'm sorry that I haven't **done it** earlier than this. Here **it** is. **§1**

Pour ¼ corn meal, a little at a time, into 2 cups of hot milk and cook over low heat or in the top of a double boiler, stirring constantly, for 15 minutes until it is thick. Remove from heat. Mix together ¼ cup sugar, 1/8 teaspoon baking soda, ½ teaspsoon salt, ½ teaspoon ginger, and ½ teaspoon ground cinnamon, then pour into the corn-meal mixture. Add ¼ cup molasses and 1 cup cold milk, mixing thoroughly. Pour into 1-quart casserole and bake in a preheated 275 degree F oven for 2 hours. Serve warm with whipped cream and a light sprinkling of freshly grated nutmeg. Serves 6 to 8. It is also preferable to serve **it** with vanilla ice cream. §2

Keep in touch.
Best regards,
Cheyenne

❶ Fill in the blanks with information from the e-mail above.
A. Sender of the message: _____. B. The addressee: _____.
C. Subject: _____.

❷ Make the list of all the ingredients required to make Indian Pudding.

❸ What do the words in bold in the e-mail refer to?

Grammar review

❶ Rewrite the recipe (§2) using sequencers **first, then, next, after that, finally** where appropriate in order to make the process of making Indian Pudding more explicit.
Start like this: The recipe for making Indian Pudding is as follows: __

❷ Put the frequency adverbs between brackets in the sentences below.

PERSONAL PROFILE
A. I am cheerful. (always)
B. I tell lies. (never)
C. I arrive late at school. (hardly ever)
D. I follow instructions well. (usually)

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CHECK YOUR PROGRESS

❸ Write questions to get the information in bold.

She **rarely** goes to school by bus.
She goes to bed at **10 p.m.**
They like playing **tennis.**
Algeria is situated in **North Africa.**
He **always** has dinner at home.

❹ Use the information in the ad and the modals **need to, don't need to, must, mustn't, have to** and **don't have to** to write 4 sentences.

Job for English Speakers Aged between 16 and 19

An International Summer Camp requires 12 Camp leaders for the Summer Vacation. Would suit someone who is well-organized, and with a good command of English. Driving licence not essential. Smokers not accepted.

❺ Fill in the blanks in the complaint letter below with in **order (not) to, to** and **so as (not) to**. Use each of the link words only once.

I am writing ____ (1) complain about bullying at your school. My son, a first-year student, is being bullied at break time in the school yard.

____(2) let the situation worsen, I suggest that you convene the members of the Parent- Teacher Association __(3) discuss the problem and try to solve it.

❻ Rewrite the newspaper headlines below to make them more attractive. Use extreme adjectives instead of ordinary ones.

A. Very Good Result for Manchester United

B. Very Cold Temperatures in the North

C. Very Nice Places to Visit in the Sahara

D. Reading and Writing Standards 'Very Bad', Says Inspector.

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CHECK YOUR PROGRESS

❼ Fill in the blanks in the interview report below using **both…and** , **either…or**, **neither…nor**, or **both of**, **either of**, and **neither of**.

The good thing about Foued is that he speaks___French___ English. He ___smokes___ gambles. _____ these qualities are essential for the two vacancies that our company has advertised. I have the impression that we can recruit him ___ as a secretary ___as a guide. In ___these positions, he will do well.

❽ Turn the informal requests below into formal ones. Then mark the intonation at the end of each formal request with an arrow (↘ or ↗).

A. Can you dictate me the message, please?

B. Pass me that book, please.

❾ Match each of the beginnings of e-mail messages (1-3) below with the sentence (middle) (A-D) that continues each of them.

1. Dear Hichem,
   This is just a note to ask if we can't postpone the time of our tutorial from 10.00 a.m. to 10.30 a.m. tomorrow.
2. Dear Ryan,
   Sorry for not having replied to your message earlier than this. I'm still having problems with my computer. In answer to your question, I remembered to return your library books on Monday.
3. Dear Sihem,
   Thanks for your e-mail and for returning the books for me. I got a really bad cold on Wednesday, but I'm feeling a bit better today.

A. Can you do one more thing for me? When you bring the photocopies, can you also bring the book you have promised to lend me? Thanks a lot.
B. I also did the photocopies for you. I'll bring them round as soon as I can.
C. The dean wants a meeting with me at 8 a.m, and it will probably continue until 9.30 a.m.

❿ Write a short ending to each of the e-mails in task 9 above.

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CHECK YOUR PROGRESS

⓫ Write a letter of about 15 lines to a pen-friend of yours following the plan below.

- Introduce yourself.
- Mention three things you like doing, and the times of the day at which you like doing them.
- Mention three other things you don't like doing. Explain why.
- Talk about your preferences in matters of clothes, food, etc.
- Talk about your ambition. (What you would like to be later?)
- Include an appropriate ending.

Tick (✓) the things you can do in the Progress Portfolio below. Hand a copy to your teacher. Do not write your name on your assessment sheet.

I can	Very well	Fairly well	A little
describe people's regular activities using frequency adverbs.		✓	
describe a process using sequencers.			
express obligation using 'have to' and 'had to'.			
read and write short notes to invite, refuse and accept invitation.			
read and write short notes to express sympathy and apology.			
write a short letter of enquiry.			
fill in a résumé form.			
write a letter of application.			
hold a telephone conversation.			
pronounce two-syllable words with the right stress.			
express purpose using 'in order to', 'so as to' and 'to'.			
use stress in two-syllable words			
use degree adverbs (very, extremely ...) and extreme adjectives.			
send messages through the Internet.			

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CHECK YOUR PROGRESS

GLOSSARY

ENGLISH	ARABIC	ENGLISH	ARABIC
Abbreviation (n)	اختصار	Glad (adj)	مسرور
Afraid (adj)	خائف	Hard (adv)	بجد ونشاط
Apology (n)	إعتذار	Hold on (v)	ينتظر (هاتف)
Application (n)	ترشح	Housewife (n)	ربت منزل
Average (n)	متوسط	Informal (adj)	غير رسمي
Breathtaking (adj)	باهر، خلاب	Jewel (n)	جوهرة
Cashier (n)	صراف، امين الصندوق	Keypal (n)	صديق بالمراسلة
Check (v)	يتحقق (من)	Obituary (n)	نعي في جريدة يعطي لمحة عن حياة المتوفى
Cheer up (v)	يبتهج، يُبهج	Open-minded (adj)	مستعد لتقبل افكار جديدة، متفتح العقل
Cheerful (adj)	بشوش، مرح	Option (n)	حرية الاختيار، خيار
Congratulations (n)	مبروك ، تهانينا	Parrot (n)	ببغاء أو دزة
Connect (v)	يتصل، يربط،يوصل	Pass away (v)	ينتقل إلى رحمة تعالى
Convenient (adj)	ملائم، مناسب	Password (n)	كلمة سرية (كمبيوتر)
Course (n)	دورة دراسية	Press (v)	يضغط على، يكبس
Crown (n)	تاج	Process (n)	عملية
Deal (v)	يعامل، يتعامل مع	Prospectus (n)	دليل
Deep (adj)	عميق	Purpose (n)	غاية، هدف
Definitely (adv)	بكل تأكيد	Reminder (n)	تذكرة
Delighted (adj)	مسرور جدا، مبتهج	Reply (n)	جواب، إجابة
Disturb (v)	يزعج، يقاطع	Ring up (v)	ينادي بالتليفون
Enclose (v)	يحصر	Save (v)	يدخر، يوفر، يبقي
Enquiry (n)	إستفسار، إستعلام، تحقيق	Screenshot (n)	كتابة أو صورة على شاشة
Enter (v)	يسجل، يدون	Snail (n)	حلزونة
Event (n)	حدث، واقعة	Softly (adv)	برفق، بنعومة
Faithful (adj)	مخلص	Stamp (n)	طابع بريدي
Fee (n)	أجر، رسم	Stick (v)	يلصق، يلتصق
Forget (v)	ينسى	Suitable (adj)	ملائم، مناسب
Formal (adj)	رسمي	Tolerant (adj)	متسامح
Funeral (n)	جنازة	Vacant (adj)	شاغر، خال
Generous (adj)	كريم	Warm (adj)	دافئ

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CHECK YOUR PROGRESS

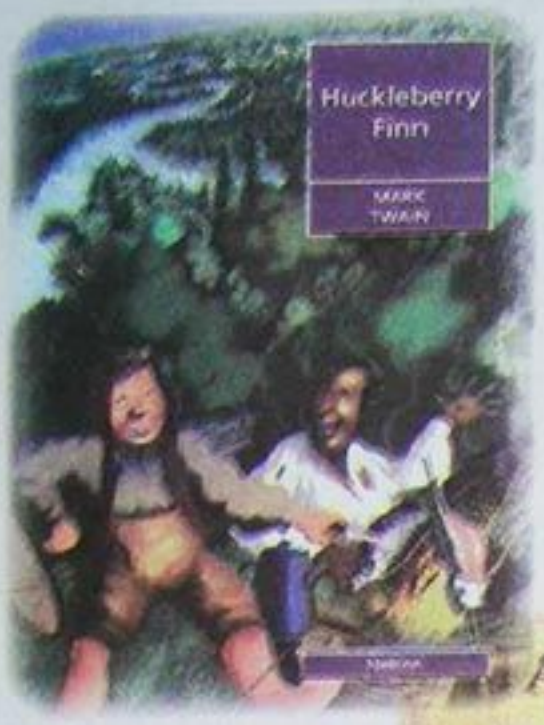
TEST YOUR WORD POWER

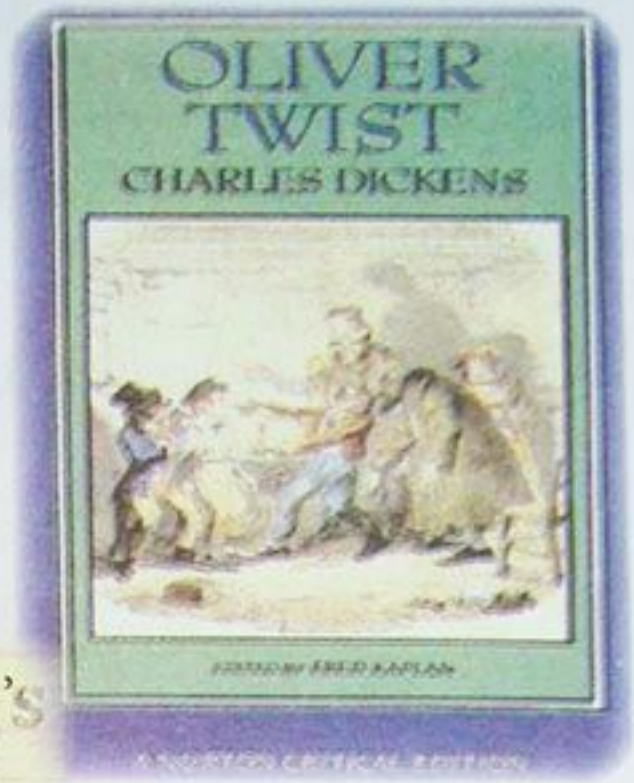
Supply each of the sentences below with the appropriate word from the glossary on the previous page. Make the necessary changes (plural form/ verb conjugation).

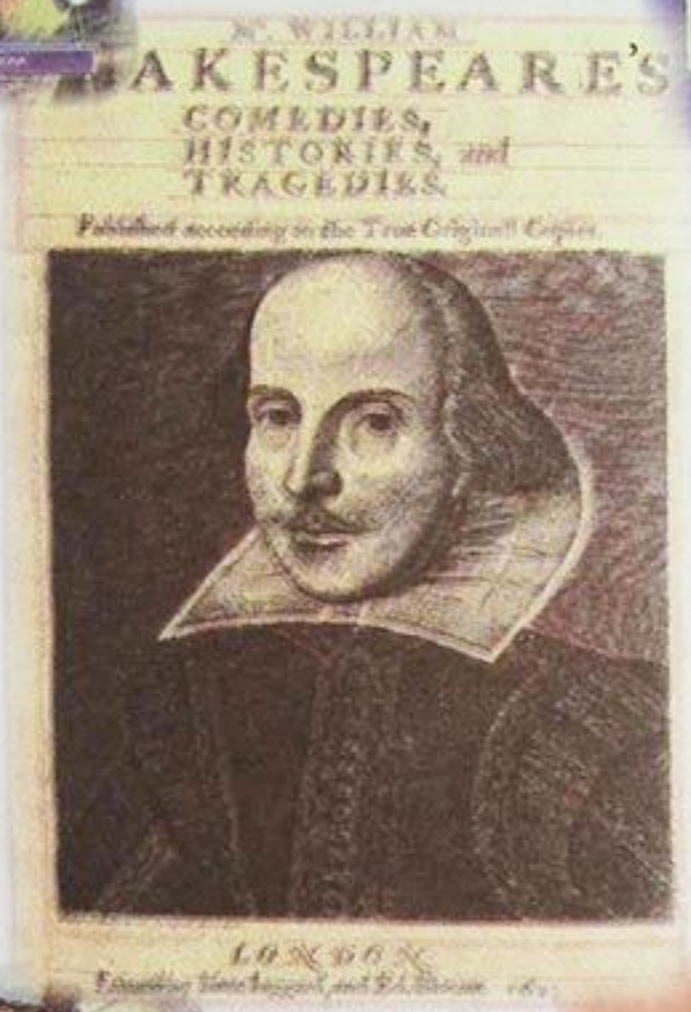
1. In the dictionary '*sth*' is the _____ for '*something*'.
2. Please accept our _____ for taking so long to reply to your letter.
3. Switzerland provides the visitor with a _____ mountain scenery.
4. A few pictures would _____ this room ___ a bit.
5. The printer is not _____ to the computer.
6. At some universities the _____ lasts for four years.
7. A: How do you feel about winning today?
   B: _____ .
8. After weeks of _____ , he finally found what he was looking for.
9. He was always _____ to his boss.
10. It was very _____ of your parents to lend us all that money.
11. He worked _____ all his life.
12. Peter's mother is a _____ .
13. The necklace he offered her is made of valuable _____ .
14. Wassila is always willing to accept new ideas and opinions. She is an _____ _____ person.
15. Please enter your _____ to have access to the website.
16. Foreigners wishing to work in Britain have to go through the complicated _____ of getting a work permit.
17. The main _____ of this meeting is to discuss the report.
18. We try and _____ £ 50 a month.
19. This film is not _____ for children.
20. I jumped up and down to keep my feet _____ .

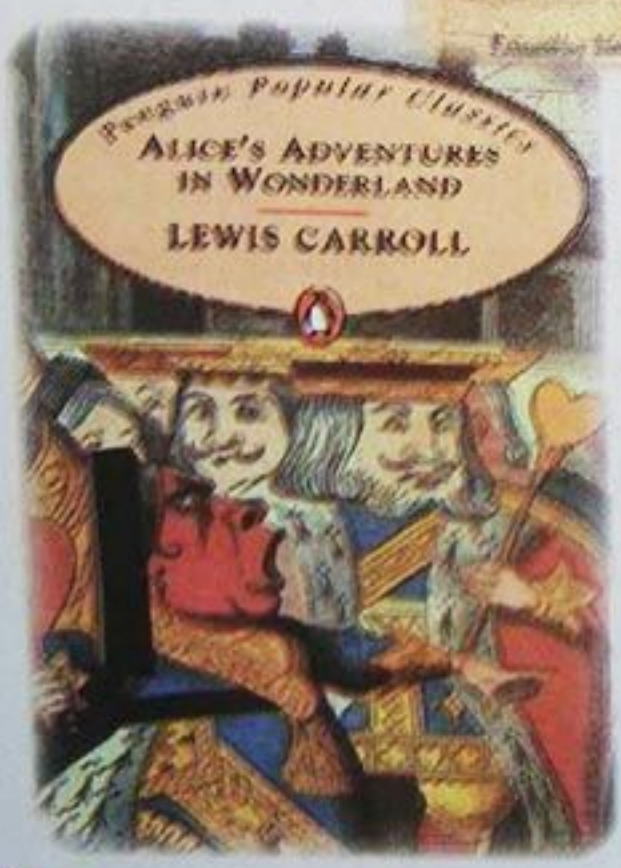
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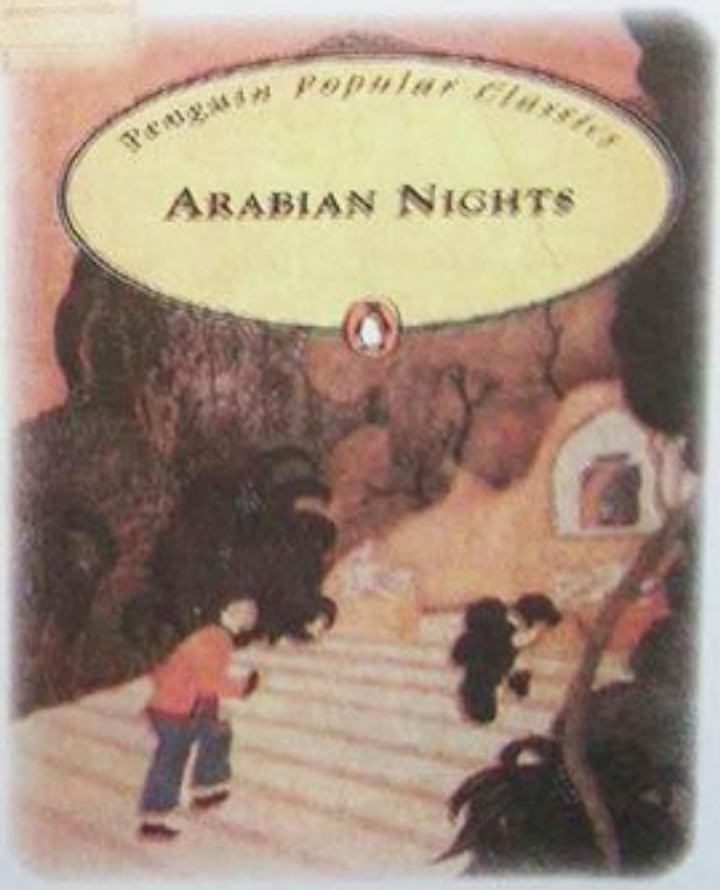
UNIT TWO : ONCE UPON A TIME











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UNIT PREVIEW

In this unit you will learn to...

SEQUENCE ONE

- listen and respond orally and in writing to a tale.
- express likes and dislikes about literary works.
- recognise stress in three-syllable words.
- recognise and pronounce inflected endings (verb+ed).

SEQUENCE TWO

- read and interpret a blurb.
- read and interpret a literary portrait.
- describe people's physical appearance and personality features.
- recognise corrective stress.

SEQUENCE THREE

- read and interpret a street map.
- read and respond to a short narrative.
- ask for and give directions and locate places.

STOP AND CONSIDER

- use the past continuous and the **past simple** + '**when**' and '**while**'.
- use '**besides**' and '**beside**'.
- use relative pronouns '**who**', '**whom**' and '**which**'.

SEQUENCE FOUR

- read and write a short biography.
- read and interpret a short poem / a folktale.
- read and use a street map.
- write a folktale.

FOR YOUR PROJECT (See p.69.)

You will write...

- a book review, a writers' sketch book, a family history project or a story book.

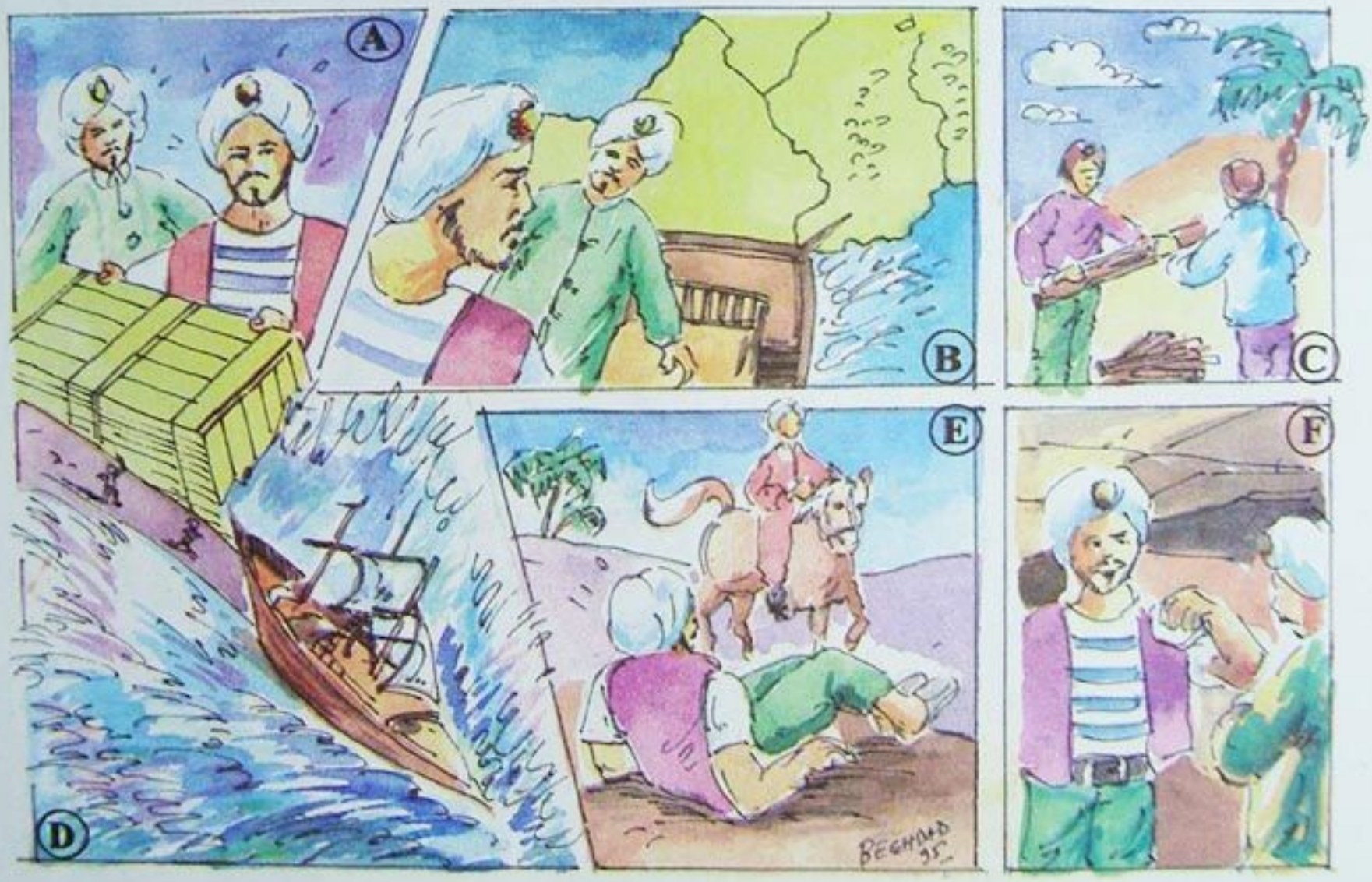
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LISTENING AND SPEAKING

ANTICIPATE

❶ Look at the pictures below and guess which of the following tales from the *Arabian Nights* they illustrate. Justify your answer.

A. *Aladdin and the Magic Lamp*
B. *Ali Baba and the Forty Thieves*
C. *The Voyages of Sindbad the Sailor*
D. *The Fisherman and the Jinnee*
E. *The Story of King Shahryar and his Brother*



❷ Look at the characters in the pictures above again and guess who the hero is.

❸ Now, look at picture B and guess which part of the world the map represents. Circle the correct letter. Justify your answer.

A. China
B. North Africa
C. The Middle East
D. Iran

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2 LISTENING AND SPEAKING

LISTEN AND CHECK

❶ Listen to the first part of the tale and check your answers to exercises 1, 2 and 3 on the previous page.

❷ The pictures on the previous page are not in order. Re-order them to get a coherent picture story. Match letters 1-6 in the box with picture numbers A-F .

1	2	3	4	5	6

❸ Listen to the second part of the tale and check your answer to exercise 2 above.

❹ Here is the picture story in words. The sentences and paragraphs below are not in order. Re-order them to get a coherent story.

1	2	3	4	5	6

A. The king's horseman took me to a shelter of a cave and gave me food to eat and water to drink.

B. I inherited a lot of money when my father died. I spent it all very quickly and became poor. So I decided to become a merchant sailor in order to make money.

C. One day, I went to the harbour and saw boxes on one of the ships at anchor. My name was written on them.

D. I travelled in a merchant ship from Baghdad to Basra, and from there I sailed down the Shatt Al-Arab and through the Gulf to the Far East.

E. On our way to the Far East we needed fresh water. So we stopped to get some in an island. Actually, it was not an island. It was a whale.

F. I reached an island. It was a real island this time. There, one of the king's horsemen helped me.

❺ Now, close your books and tell Sindbad's tale to your classmates.

Start like this:

I'm Sindbad the sailor. You probably know about me if you've read ***Arabian Nights***. I've made seven voyages. Today, I'll tell you about my adventures during my first voyage. Well, ...

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2 LISTENING AND SPEAKING

SAY IT CLEAR

❶ Tick (✓) in the right box to show how the final **-ed** of the verbs in the tables below is pronounced.

Verbs	/t/	/d/	/ɪd/
travelled			
sailed			
stopped			

Verbs	/t/	/d/	/ɪd/
started			
landed			
climbed			

❷ Now, listen and check your answers to exercise 1 above. Then take turns to pronounce the verbs.

❸ Listen and tick (✓) in the right boxes to show the stress pattern of the adjectives. Circle the stressed syllables. What do you notice?

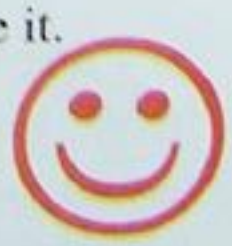
Adjective	o 0 o	0 o o
dramatic	✓	
saddening		
magical		
wonderful		
fantastic		
relaxing		
exciting		
depressing		

❹ Pair work: Prepare a short dialogue using the adjectives above and act it out.

Example: A: I saw/read a detective film/book...

B: What was it like?

A: It was wonderful/depressing. You should read/see it.



The hidden message

- Decipher the message below and use the letters of the alphabet to write it.

/ aɪ laɪk ðə bʊk bɪ'kɒz ɪt hæs gʊd 'kærəktəz /.

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2 LISTENING AND SPEAKING

IT'S YOUR TURN

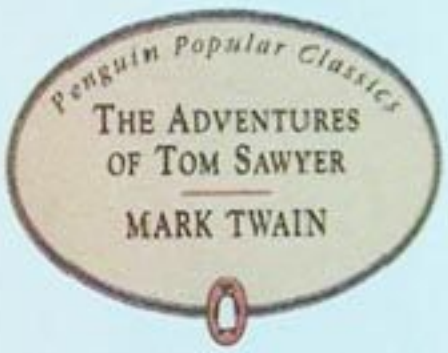
● Respond favourably or unfavourably to one of the books advertised in the ovals on the right. Use the information in the table that follows.

Example:

Student A: What's your favourite book ?
Student B: My favourite book is Stoker's *Dracula.*
Student A: Why do you like it?/Why are you fond of it / keen on it? …
Student B: I like it because it tells an absorbing story/ it has powerful characters. …
Student A: I like it too./ Personally, I don't like it. It …









Favourable response	unfavourable response	Aspects
a/an absorbing	aggressive	
powerful	inconsistent/flat	characters
exciting	confusing	
delightful	lazy	
enjoyable	careless …	
charming	boring	
striking	conventional	
superb	sentimental	narrative
fascinating	depressing	
lively	appalling	setting
gripping	saddening	
	difficult	

SAY IT IN WRITING

● Write a review of a book or a film of your choice. Use the book review below as a model. Correct your mistakes and exchange drafts with your partner for further error checking before writing a final version of your review.

MS WIZ LOVES DRACULA
By Paul Stewart and Chris Riddle
(Macmillan, £12,99.)
ISBN: 0333947991)
Review by Alice Collier



Daily Mail
BOOK REVIEW

I have read lots of books about the magic teacher Ms Wiz, but this is my favourite. Ms Wiz goes to a fancy dress party and falls in love with someone dressed up as Dracula. I like the story very much because it is full of suspense. Besides, its characters are very funny. I recommend the story to every reader who is fond of magic.

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READING AND WRITING

ANTICIPATE

❶ Look at the picture of the book cover below and answer these questions.

A. Which side of the book cover does the picture show? The front side or the back side? Justify your answer.

B. Who is the author of the book?

C. Which country is he from?

D. The text is called a blurb. Why do you think it is included?





Nigerian author Chinua Achebe is among the most powerful and original writers in English fiction today.

'... The story is the tragedy of Okonkwo, an important man in the Igbo tribe in the days when white men were first appearing on the scene... Mr Achebe's very simple but excellent novel *Things Fall Apart* tells of a series of dramatic events which turn around the central hero Okonkwo. Its setting is wonderful. Each description adds a different kind of magic to the traditional life in the hero's village Umoafia before the arrival of the white coloniser.'

THE OBSERVER

FICTION/LITERATURE

Heinemann

ISBN 0-435-90988-6



❷ Read the blurb again and guess how the novel will start. Circle the right letter A, B or C.

The novel will start with the...

A. description of the setting (the place where and the time when the story takes place).

B. portrayal of the hero.

C. narrative of the hero's resistance to the white colonisers.

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READING AND WRITING

READ AND CHECK

❶ Read the text below and check your answer to exercise 2 on the previous page. Did you guess right or wrong? Explain?

Okonkwo was well-known throughout the nine villages. He was tall and huge. He had a very dark complexion, a wide nose and bushy eyebrows which gave him a fierce look. At the age of eighteen he won a wrestling match against Amalinze the Cat. Amalinze was the greatest wrestler of the time. He was called the Cat because his back never touched the earth. It is this man whom Okonkwo threw to the ground twenty years ago. His victory against Amalinze made him very famous in his village, Umuofia. In addition, Okonkwo was a very hard worker. During the planting season, he worked daily from cock-crow until the chickens went to roost. He became a wealthy farmer and one of the greatest men of his time. §1

Unoka was Okonkwo's father. He was a thin, handsome man with a gentle look. He was always in his *agbada*. In his day, he was lazy and improvident and was incapable of bringing food to his wife and children who were always hungry. He spent most of his time playing on his flute. Unoka was never happy when people talked about war. In fact, he was a coward and preferred to talk about music. §2

Okonkwo was different from his father. He was a man who liked action, so he was the first to take up arms in defence of his village. His courage against the British invaders won him a place among the heroes of his tribe. … §3

(Adapted from *Things Fall Apart*)

❷ Complete the table below with information from the text above.

CHARACTER TRAITS	OKONKWO	UNOKA
PHYSICAL APPEARANCE A. What did he look like ?		
PERSONALITY B. What was he like?		
LIKES AND DISLIKES? C. What did he like/dislike?		

❸ What tense is used in the text above? Why?

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READING AND WRITING

❹ Find the synonyms, the antonyms and the explanations of the following words and phrases from the same text.

A. well-known = __ §1
B. his victory (explanation) = __§1
C. hard worker (explanation)=__ §1
D. improvident (explanation) = __ §2
E. gentle ≠ ___§2
F. coward ≠ _____§2

DISCOVER THE LANGUAGE

❶ Re-write sentences A and B from the text using the verbs **have** and **wear**. Make the necessary changes but keep the same meaning.

A. He (Unoka) was a thin, handsome man with a gentle look.
B. He was always in his *agbada* (Type of Nigerian dress).

❷ Join each of the pairs of sentences below with the prepositions **with** or **in** to form one meaningful sentence.

A. She was a pretty girl.She had a round face and a little turned-up nose.
B. They were clever high school students. They always wore a uniform.
C. He was an intelligent boy. He had a little scar on the left cheek.
D. She was an elderly lady. She was wearing a pink dress.

❸ Write 5 sentences using the adverbs, the time expressions and conjunctions in the box below.

Example:

At the age of eighteen, he won a wrestling match against Amalinze.

- Yesterday
- (Two days/months/years/centuries) ago
- Last (days of the week/last weekend/months/year/century)
- In (November), (1954) / In (the nineteenth, twentieth) century
- On (July 5th), (1962)
- At the age of ___
- Three/Four/… (days/ months/ years/ decades/centuries) later
- When

WRITE IT RIGHT

- Read the summary tactics on the next page. Then do the tasks on page 56.

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TACTICS SUMMARY: DESCRIBING PEOPLE

- **Age:** e.g. She was in her late/early twenties.
  She was about thirty years old. /She was a middle-aged women.
- **Height:**

He was tall/small/average height. /He was about 1 m 50.

- **Build:** e.g S/he was plump/overweight/athletic/powerful/stocky/ skinny/ slim/ long-legged/ short-legged/ broad-shouldered/ a well-built man/
- **Hair:** Length, style and colour (in this order)

e.g. He has got long curly(wavy/straight) black (hennaed) hair.

- **Eyes: Size, shape and colour; eyebrows and eyelashes**

e.g. She had small round grey eyes and long dark eyelashes.

We can also use **sparkling, twinkling, flashing, brilliant, cold, calm, dreamy, inquisitive, worried** to describe someone's eyes.

e.g. She is a pretty girl, with cold grey eyes

- **Clothes**

Mention in this order the **age**, **shape**, **colour**, **origin**, **material** and **make** of the garment.

e.g. He was in old skin-tight blue Italian nylon trousers.

Don't forget to mention jewellery and make-up.

- **Face**

A long thin face with narrow/thick lips and high cheekbones

A round/square/oval face with a long/short nose and chubby pink cheeks

A bald man with a huge/small forehead and pointed chin.

- **Skin:Clear/greasy skin**

Colour: White/pale/tanned/suntanned/olive/dark/black skin

Complexion: A fair/white/pale/dark/smooth complexion

- **Distinguishing features**

A man with long whiskers, a short mustache

A man with a scar/a birthmark/ a mole/ a beard/a tatoo/ glasses/a cane

Speech: stutter/ stammer/lisp/deep/ a soft/ a squeaky voice

- **Character and impression**

Anxious/ cheerful/arrogant/relaxed/sensual/aggressive…

e.g. He looked like a Holywood star.

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DEVELOPING SKILLS

Guided story telling

❶ The sentence in italics below is the beginning of a story. Use the guidelines that follow A-C to develop it.

A long time ago, there was an elderly lady living in a cottage in the forest with her granddaughter.

A. Describe the elderly lady in a paragraph of 4 sentences.
B. Describe the granddaughter in another paragraph of 4 sentences.
C. Describe the cottage and the forest in a third paragraph of 4 sentences.

❷ Here is the first sentence of the middle of the story: *One day, a young horseman stopped at the cottage.* Develop it by writing a descriptive paragraph that includes the following information about the young horseman:

A. What he looked like,
B. Who he was,
C. Where he came from,
D. Why he stopped at the cottage,
E. What happened when he saw the granddaughter.

❸ Correct your mistakes and swap drafts with your partner for further error checking. Then read your revised story to the class.

▶A STORY



The lion was walking through the jungle looking for trouble. It seized a passing tiger and asked, "Who is the king of the jungle?"

"You are, oh mighty lion," answered the tiger.

The lion then grabbed a bear and asked, "Who is boss of the jungle?"

"You, oh mighty lion," answered the bear.

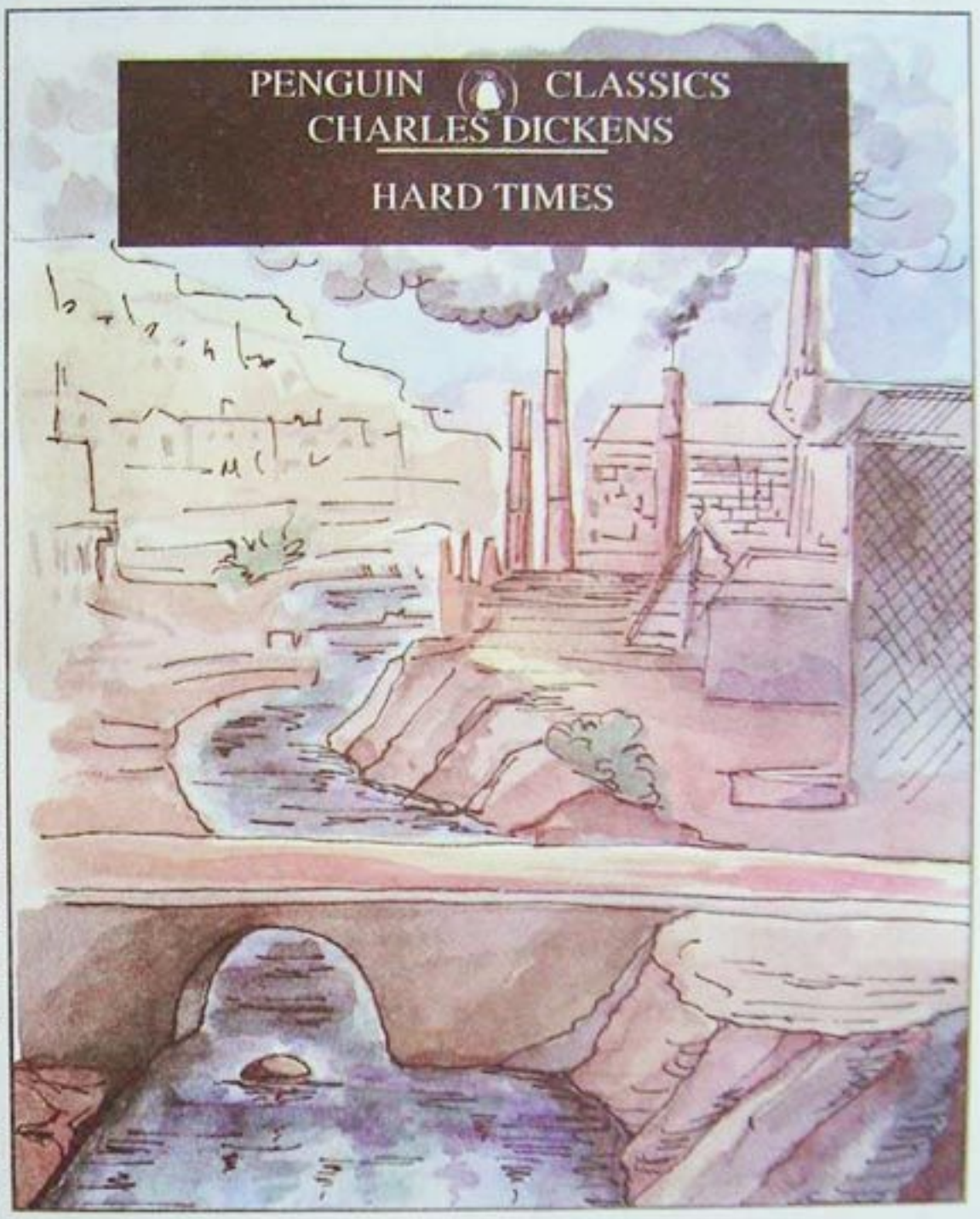
Next the lion met an elephant and asked, "Who is boss of the jungle?"

The elephant grabbed him with its trunk, whirled him around and threw it up against a tree, leaving it bleeding and broken. The lion got up feebly and said, "Just because you don't know the answer is no reason for you to get so rough."

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DEVELOPING SKILLS

1. Look at the book cover below and answer these questions:
   A. Who is the author of the book?
   B. What is its title? Do you expect the story to be cheerful or depressing?
   C. What does the picture illustrate? Tick (✓) in the appropriate box. Justify your answer.
   a. a beautiful village ❒ **b.** an industrial town ❒ **c.** a tourist resort ❒
2. Read the text below and check your answers to questions B and C above.



Coketown was a town of red brick. It was a town of unnatural red and black like the painted face of a savage. It was a town of machinery and tall chimneys, out of which interminable serpents of smoke trailed themselves for ever and ever, and never got uncoiled. It had a black canal in it, and a river which ran purple with ill-smelling dye. Vast piles of building full of windows trembled all day long because of the piston engines of the machines, which worked up and down monotonously like a melancholy elephant.

Coketown contained several large streets all very like one another, and many small streets still more like one another. The people who lived there were also like one another. They all went in and out at the same hours to work in the textile factories near their homes.

You saw nothing in Coketown but some rare facilities. The infirmary stood next to the town hall. The library was opposite the M'Choakumchild school. The bank was between the Old Church and the prison. All public inscriptions were written in black and white. So all the buildings looked like one another. There was neither a leisure centre nor a public library where children could go.

(Adapted from Charles Dickens' ***Hard Times***)

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DEVELOPING SKILLS

❸ Read the text on the previous page again and answer the questions below. Give evidence from the text.

A. What does the author compare Coketown to?
B. Why was the canal black?
C. What did most people in Coketown do for a living?
D. Was Coketown a peaceful or a noisy town?
E. Was it a good place to live in? Why or why not?

❹ Complete the sentences below with information from the text.

A. The smoke from the factories resembled ... .
B. The piston engines were similar to ... .
C. The people who lived in Coketown looked like... .

❺ How does the author convey the following ideas:

A. dirtiness in paragraph 1 (§1)?
B. monotony in paragraph 2 (§2)?
C. boredom in paragraph 3 (§3)?

❻ Imagine you are a novelist. Set the first scene of your novel by writing a short description about an imaginary town or village. Use the text on the previous page as a model.

Make the best use of the information below.

A. What's the name of your village/town? What was it like? (Use analogies to make the introduction interesting.)

B. Where was it situated, and what did it look like?

- It was in the east / south-east / centre... of the country.
- It was on the Mediterranean coast / the Shlef River... / hills / in the mountains / the Soummam Valley / the Sahara desert...
- It was hilly / flat ...
- The land was rocky / sandy / good for farming ...
- It was about 40 / 50 / ... kilometres away from ...

C. What facilities were available in the town / village ?

- It had a beach / market / Town Hall / hospital ... (Use prepositions of place and emphasize sensory details, i.e. what we can see, hear, touch, smell and taste in your village/town.)

D. How many people were there in the town / village, and what did they do for a living? What were they like?

E. What was life like there? Was it boring, exciting, depressing, etc?

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DEVELOPING SKILLS

❶ Conjugate the verbs in the box below into the simple past.

be	find	have	see	get	feel	think	understand	take	go

❷ Read the story below and check your answers to exercise 1 above.

It was spring, and Alice was sitting in the garden. She had nothing to do. Her sister was reading while her cat Dinah was mewing. But Alice did not find the book interesting. "How stupid!" she thought, "a book with no pictures or conversation in it." §1

The weather was very hot, and Alice felt she was going to sleep. She was just considering what to do when suddenly a white rabbit passed near her. §2

That was not very extraordinary, and Alice did not think it was very strange when she heard the rabbit say to itself, ''Oh dear! Oh dear! I shall be too late.'' She understood later that it was not real; it was just a bizarre dream. But then the rabbit took a watch out of its pocket and looked at it. She was very surprised and curious. She got up and hurried after it. "Rabbits don't have pocket watches!", she told herself.§3

She went after the rabbit into its hole, running very fast. Before she could stop, she found herself falling, falling, falling. But how strange! There were cupboards and bookshelves, pictures and maps, all down the sides of the hole. She was looking at all the objects when she saw a little bottle on one of the shelves. It was marked 'DRINK ME'. §4

(Adapted from Lewis Carroll's ***Alice's Adventures in Wonderland***)

❸ Read paragraphs 1 and 2 of the story above and complete the table below.

Who are the characters?	What were the characters doing?	Where and when did the action take place?	What was the weather like?

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DEVELOPING SKILLS

❹ Pick out all the verbs from the paragraphs 1 and 2 of the story on the previous page. Then say what their tenses are. Why did the author use these tenses?

❺ Read the story on the previous page again and indentify the narrator. Circle the right letter.

The narrator is ...

A. Alice **B.** Her sister **C.** A third person (an unknown narrator)

❻ Rewrite paragraphs 1 and 2 of the story from Alice's point of view. Make the necessary changes.

❼ Join the three pairs of sentences in the table below with 'while' or 'when'. Make the necessary changes. Don't look at the story for the moment.

Sentence 1	When or While?	Sentence 2
1. A.Her sister was reading.		B. Her cat was mewing.
2. A.She was considering what to do.		B. A rabbit suddenly passed near her.
3. A.She was looking at the objects.		B. She saw a little bottle.

❽ Make the best use of the information in the table below to write a personal story.

Setting the scene	The weather	Your actions	Happenings around you	Unexpected happening
It was... year/ season/ month/time of the day ...	cold/hot sunny/ rainy / windy/snowy sun shining/ it raining/ wind blowing	What were you doing?	Narrate what other people were doing. Use link words.	Say what happened suddenly.

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STOP AND CONSIDER

● Study the Reminder below and do the exercise that follows.

REMINDER I

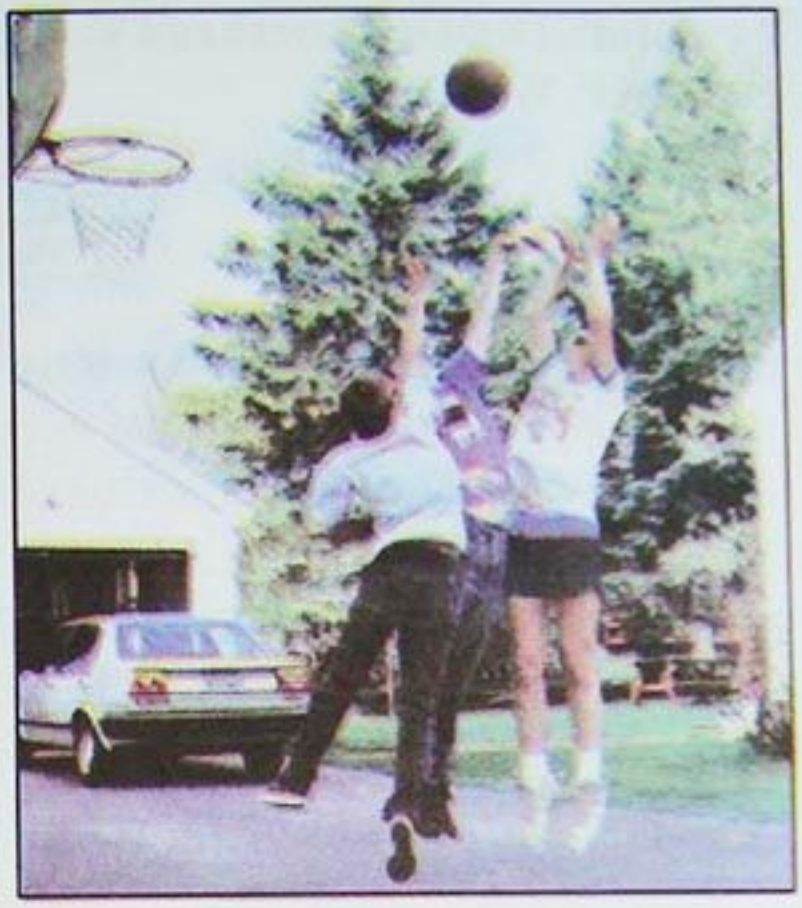
Jim, Bob and Jack played basketball from 2 **p.m.** to 4 **p.m.** yesterday.

What **were** they do**ing** at 3 **p.m.**?
They **were** playing basketball.

'They **were** play**ing**' means that they were in the middle of playing basketball. The action of playing was in **progress** at 3 p.m. It was not finished.

This is the **past continuous** tense of the verb 'to play'.

I / he / she / **was** } play**ing.**
we / they / you **were** }



Jim, Bob and Jack playing basketball

1 Pair work: Take turns to ask and answer questions about what you/your friends were doing at a paticular point of time yesterday.

Example: **You:** What were Rachid and Karim doing at 7:45 **a.m.** yesterday?
Your partner: They were jogging.

2 Pair work: Imagine your partner and you are respectively John and Peter. Use the information between brackets in the dialogue below to write meaningful sentences with the conjunctions **when, while** and **as**. Check your answers with Reminder II on the next page.

John : I had a terrible day yesterday.
Peter: Really? What happened?
John : (I have a beautiful dream/the telephone ring.)
Peter: Then what happened?
John: (get up/hit my foot on the bed.)
Peter: What next?
John: (have a bath/phone ring.)
Peter: And then?
John : (just lift the receiver/phone stop ringing.)
Peter: Did anything else happen?
John: (walk in the park/dog bite me.)
Peter: Incredible! What then?

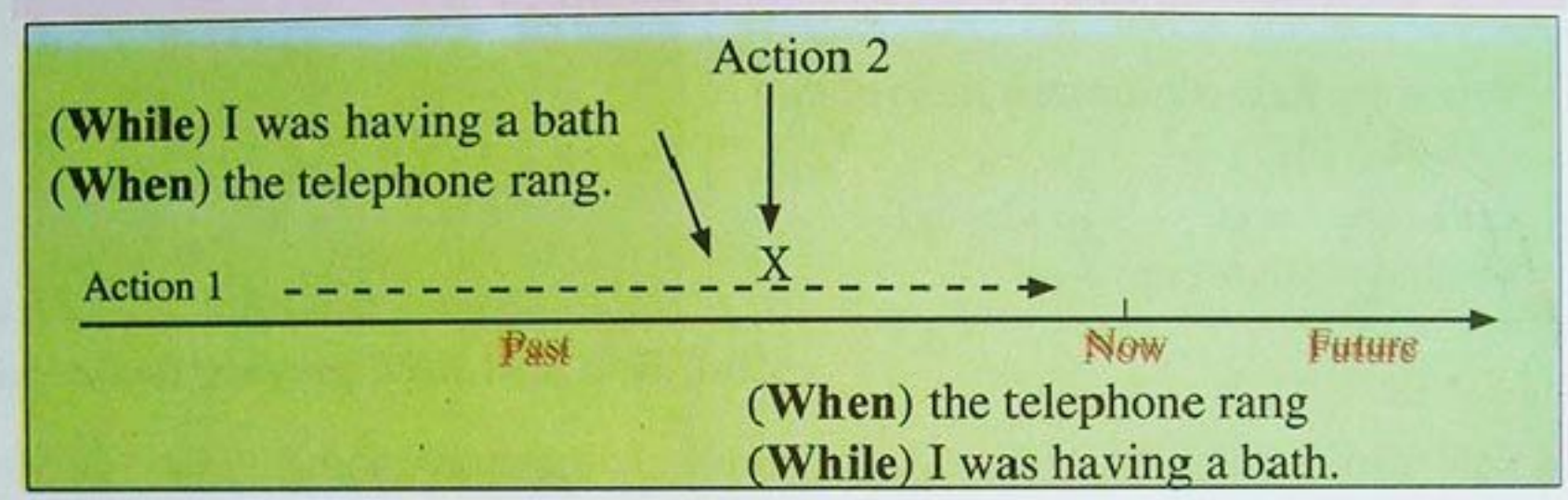
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STOP AND CONSIDER

John: (run for the bus/fall over.)
Peter: Oh no! What did you do in the evening?
John: (watch television/TV set go out of order.)
Peter: What next?
John: (read a book/light go out/ and let myself fall asleep.)

REMINDER II

We often use the **past continuous/progressive** (I was doing) and the **simple past** (I did) together in order to say that an action (Action 1) was in progress when another action interrupted it (Action 2).



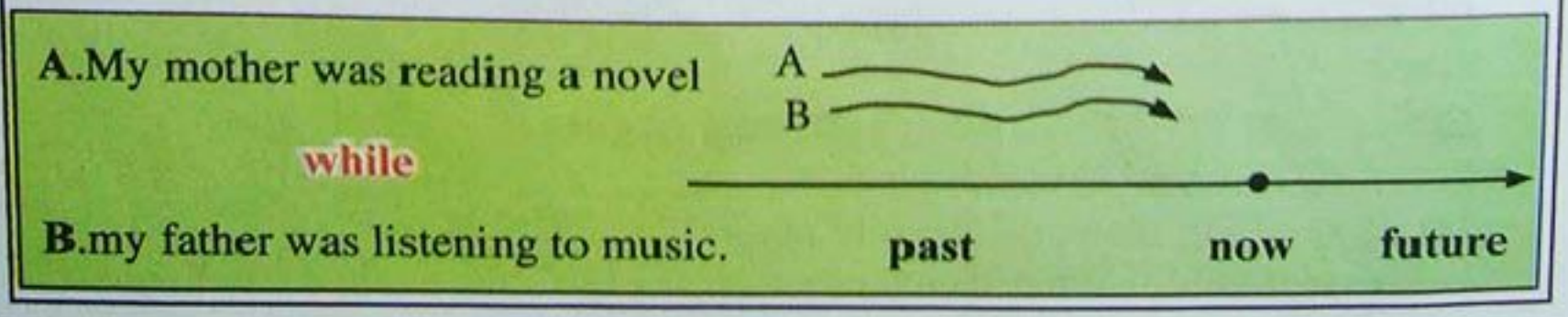
3. Pair work: Act out the dialogue in exercise 2 on the previous page.
4. Read the Reminder below and do the exercise on the next page.

REMINDER III

We use the past progressive/continuous for both actions (A and B) when they were occurring simultaneously, i.e., at the same time in the past.







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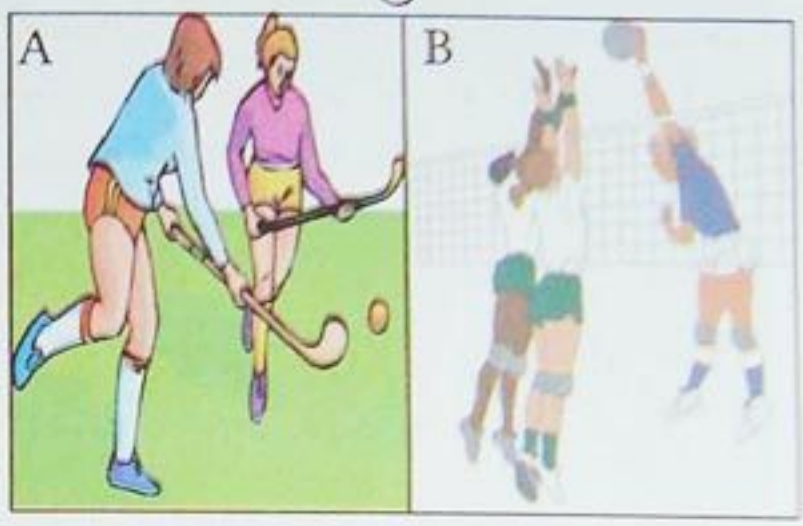
STOP AND CONSIDER

● In each of the pairs of pictures below, two actions A and B were taking place simultaneously in the past. Give names to the people and write complex sentences with '**while**'.

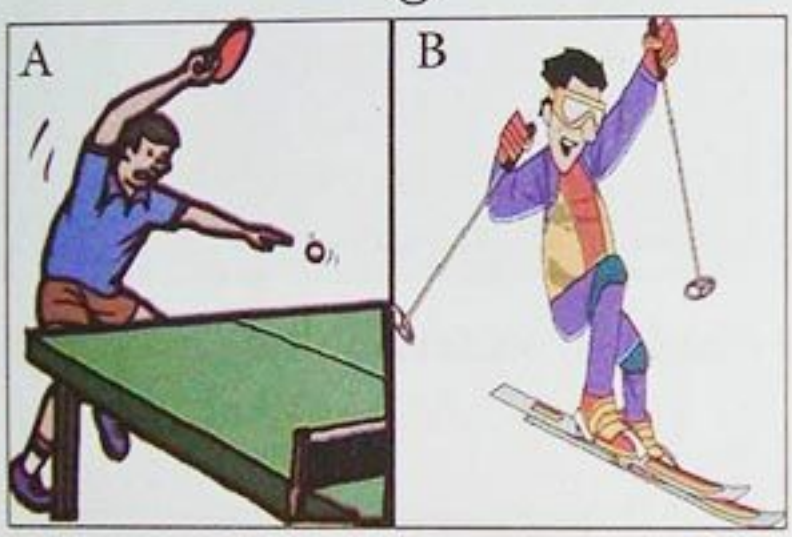
①



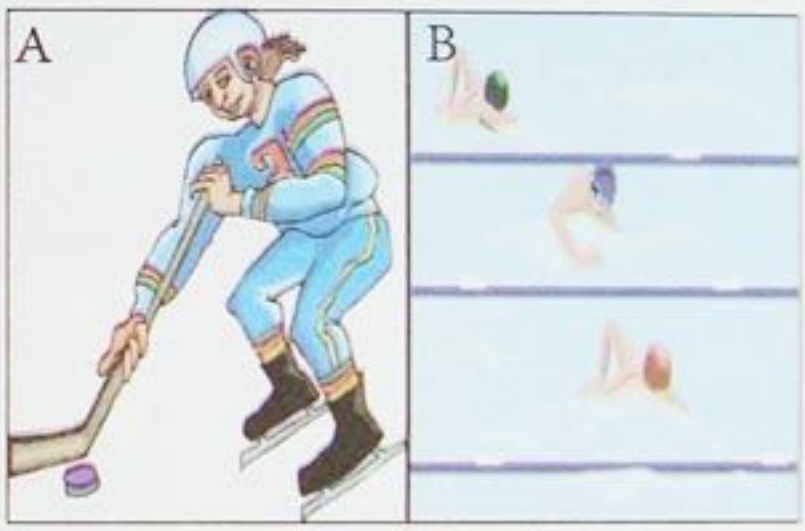
②



③



④



❺ Use **who**, **which** and **whom** to join the pairs of sentences (1-8) in the table below into complex sentences. Make the necessary changes. Check your answers with Reminder IV on the next page.

A. Charles Dickens was born on February 7th, 1812 in **Portsmouth**. **B. It** is a naval town on the south coast of England. ①	**A.** When Dickens was twelve, the police arrested **his father**. **B.** He missed **him** very much. ⑤
A. Charles Dickens' father was **a clerk**. **B. He** worked for the navy. ②	**A.** Dickens left school and went to work in a factory. **B. It** was far from his home. ⑥
A. In 1814 Dickens' family moved to **London**. **B. It** was the financial and industrial centre of the world at that time. ③	**A.** He experienced the life of **exploited children.** **B.** He portrayed **them** in his books. ⑦
A. After that, his family moved to **Chatham**. **B. It** is a small town to the east of London. ④	**A.** One of these books is ***Oliver Twist.*** **B.** Dickens published **it** in 1836. ⑧

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STOP AND CONSIDER

REMINDER IV

1. When talking about objects animals or ideas, we can sometimes use '**which**' to join two sentences. '**Which**' always refers to the noun which it follows, and it can replace personal pronouns '**it**', '**they**' and '**them**'.

Example:

One of these books is ***Oliver Twist***. Dickens published **it** in 1836.

One of these books is ***Oliver Twist,*** **which** Dickens published in 1836.

2. When talking about people, we can sometimes use '**who**' to join two sentences. '**Who**' can replace personal pronouns **subject** '**he**', '**she**' and '**they**'.

Example:

Charles Dickens' father was **a clerk. He** worked for the navy.

Charles Dickens' father was **a clerk,** **who** worked for the navy.

3. When talking about people, we can also use '**whom**' to join two sentences. '**Whom**' can replace personal pronouns **object** '**him**', '**her**' and '**them**'.

Example:

He experienced the life of **exploited children.** He portrayed **them** in his books.

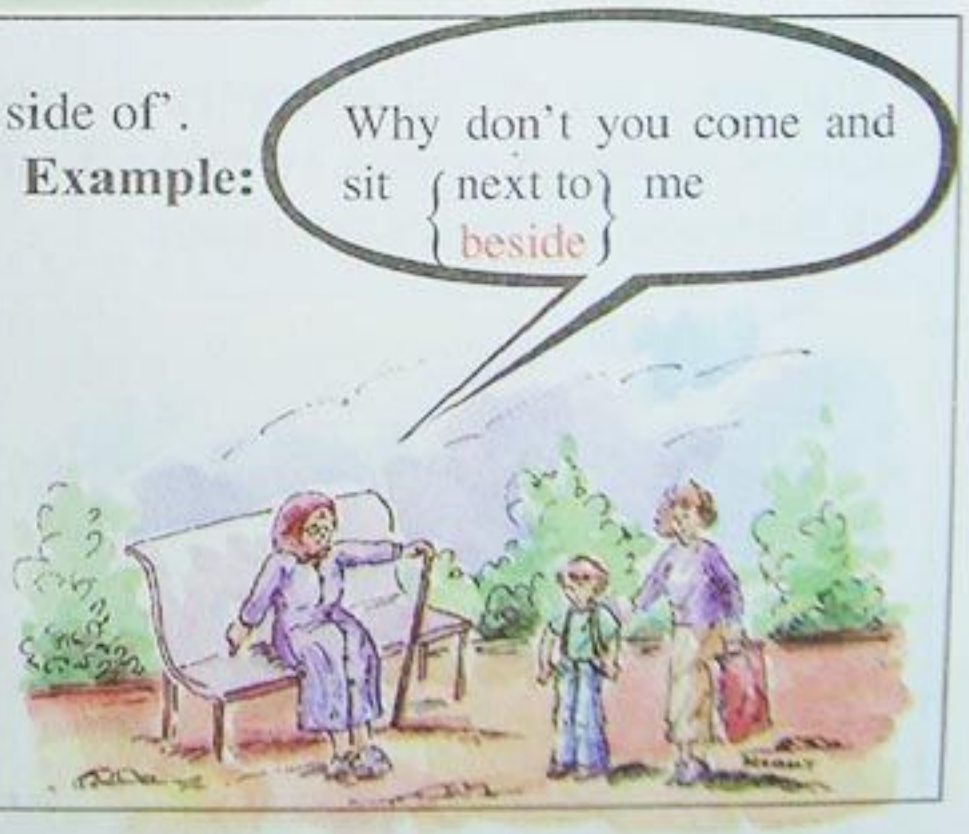
He experienced the life of **exploited children** **whom** he portrayed in his books.

❻ Read the Reminder below. Then fill in the blanks in sentences A-F that follow with '**beside**' or '**besides**'.

REMINDER V

1. Beside means 'next to' or 'at the side of'.
It is a preposition of place.

Example:



2. Besides is a link word. It means 'moreover' or 'in addition'.

Example: I won't go out.

The weather is bad.

Besides, I'm sick.

A. Come here. Sit _____ me.
B. I won't go out. The weather is wet and miserable. _____ , I have a sore throat.
C. I would like to live _____ the sea.
D. I'm going to plant these yellow roses _____ the red ones.
E. I think adventure stories are boring. _____ , they are very expensive.
F. _____ the captain and the crew, there were 60 passengers on the ship.

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CONSOLIDATION AND EXTENSION

WRITE IT OUT

❶ Read the information in the box below. Then ask and answer questions about William Shakespeare. Use the question words: '**who**', '**when**' and '**where**'.

15 64 – Born in Stratford-upon-Avon
Father – a wealthy glove maker
1582 - Married Anne Hathaway
1583 - Birth of Susanna, his first child
1585 - Birth of twins

1589 - Wrote his first play ***Henry VI***
1594 - Went to London/became an actor
1599 - Built his own theatre, **The Globe**

1612 - Returned to Stratford-upon-Avon
1613 - **The Globe** burnt down
1616 - Died in Stratford-upon-Avon.



❷ Use the information in the **box above** and the items in the **box below** to fill in the blanks in Shakespeare's biography that follows.

at first	at the age	when	later	in	on	after

William Shakespeare was born _____(1) April 23rd, 1564 _____(2), a town in the centre of England. His father was _____(3). _____(4)__ of eighteen he married _____(5). Their first child, _____(6), was born_____ (7). Two years _____(8) his wife gave birth to twins. _____(9)Shakespeare wanted to become only a playwright. He wrote his first play ***Henry VI*** in (10)__. _____(11) he moved to London in _____(12), he also became an actor. With an associate, he built his own theatre, _____(13), in Southwark, on the south bank of the Thames.

Shakespeare returned to his hometown _____(14). One year _____(15), his theatre burnt down. _____(16)his death in 1616, Shakespeare became famous. Strangely, we know very little about his life today.

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WORK IT OUT

❶ Guess the order in which you must do actions A-E below in order to find your way in London. Put numbers 1-5 in boxes A-E.

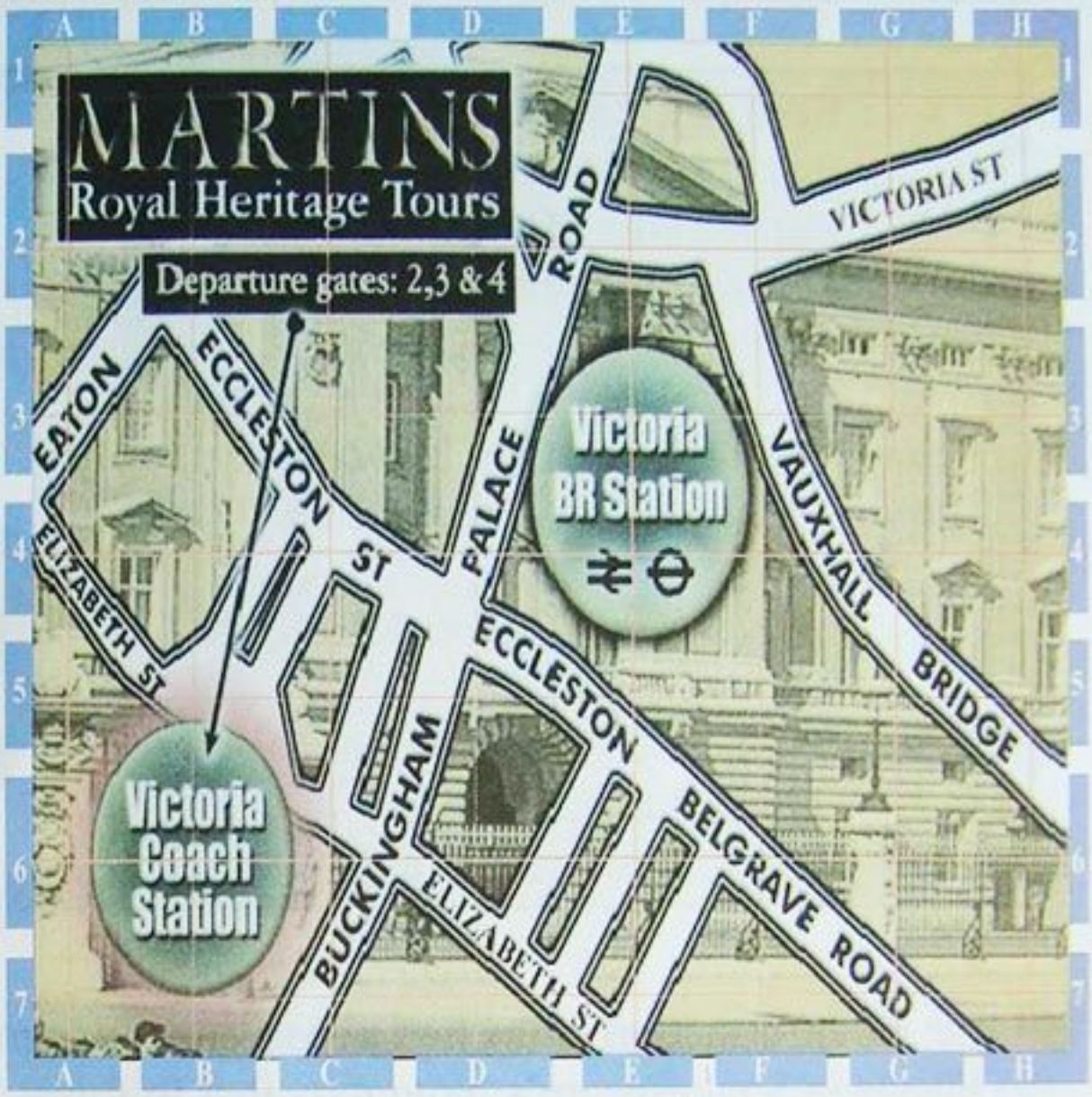
A ☐ I have to read the key.

B ☐ I have to use the index to locate the area where I want to go.

C ☐ I have to situate my position on the map.

D ☐ I have to see which direction I should go by looking at the compass rose.

E ☐ I have to look at the scale of miles to see its approximate distance.



Scale of miles 1 mile

Car Parking
Buses
Underground
British Rail

Index
Victoria Coach Station.... B6
Victoria BR Station E3

N W E S

❷ Now, read the dialogue below and check your answers to exercise 1 above.

A: Can you show me the way to Victoria Coach Station, please?

B: Yes, of course. Let's see the street map. We are here in Vauxhall Bridge Street. You said you wanted to go to Victoria Coach Station, didn't you?

A: Yes, that's right.

B: Well, let's have a look at the index first. Victoria Coach Station is in area B6. So go along this road and turn left into Buckingham Palace Road. Then go straight ahead. It's the third turning on the right.

A: Is it far from here?

B: Let's look at the scale of miles. No, it isn't. It's about two miles away.

❸ Pair work: Situate yourself on the map above (e.g F4, F5, etc.). Then ask for and give directions either to Victoria Coach Station or Victoria Railway Station. Help yourself with the tactics summary on the next page.

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CONSOLIDATION AND EXTENSION

TACTICS SUMMARY (ASKING FOR AND GIVING DIRECTIONS)

Passer-by A addresses passer-by B.
Excuse me ...

A asks for directions.
Can you show me the way to ...?
Is there a bank / a taxi rank... near here ? Where is Oxford Street, please? How do I get to Madame Tussaud's / the museum?

A asks about distance and time.
How far is it? Is it far from here?
How long does it take to get there?

A thanks him/her.
Thank you./thanks.
Thanks a lot.
Thank you very much.

Passer-by B answers.
Yes ...

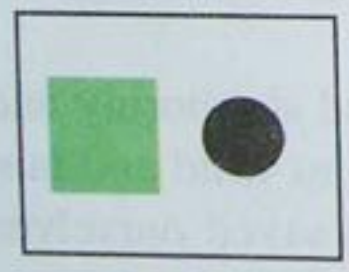
B doesn't know the direction.
Sorry, I don't know. / I have no idea. /
I can't say. / I can't tell you.

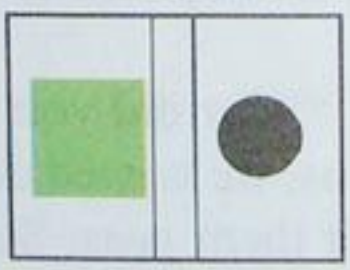
B gives directions.
- Go straight ahead / along this road. / Cross the street / Go past ...
- Take the second turning on your right / left.
- Turn right / left into Oxford Street.
- Turn right / left at the roundabout/ at the corner/traffic lights ...
- Keep walking until you get to the park....

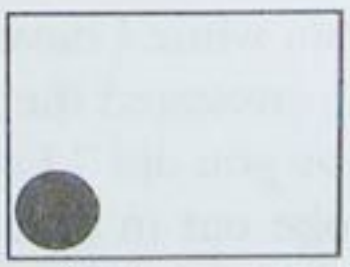
B indicates the distance and time.
- It's about forty-five minutes' walk.
- It's about half a mile.
- It's not far/quite near.

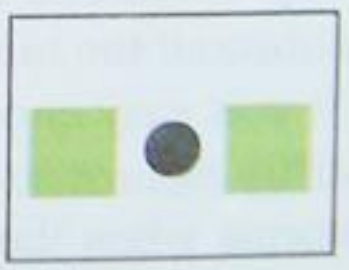
Oh! It's a long way from here.

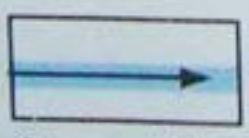
B indicates the location.
- It's on the corner of ... / behind ... / in front of... / next to... / between... / opposite..

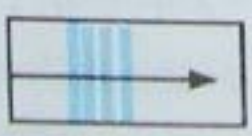

next to

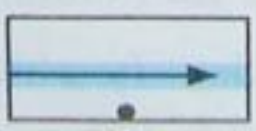

opposite

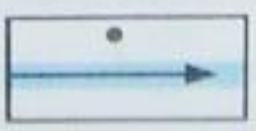

on/at the corner of...


between ...


Go straight


Cross ...!


on your right


on your left


Turn right


Turn left

❹ Write a short note or an e-mail to a friend of yours. Give him/her directions where to meet you starting from the bus station of your town/village.

Start like this:
Meet me at ...

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CONSOLIDATION AND EXTENSION

❶ Discuss these sayings in class and try to find their equivalents in your own culture.

A. One good turn deserves another.
B. Necessity is the mother of invention.
C. It is easier to make a suggestion than to carry it out.
D. It is better to bend than to break.

❷ Now, read the two folktales below and find out which **two** of the sayings A-D above they illustrate. Then write them at the end of the folktales as a moral.

THE STORK AND THE PITCHER

Once upon a time there was a stork which was almost dying of thirst. Suddenly, it saw a pitcher nearby. The stork ran towards it, but when it came up to the pitcher, it found that it was almost empty. There was just a little water in it. So it could not reach it with its beak. It tried in vain to break or to overturn the bottle with its beak in order to get to the water.

At last, it saw a number of small stones close by. An idea flashed in its brain. It took the pebbles and put them one by one into the pitcher until the water rose to the brim. It drank until it was full and it flew away carrying some water in its beak to its chicks in the nest up on an electricity pole.

THE OAK TREE AND THE REEDS

Once upon a time there was a giant oak tree, which grew beside a river. One day a rainstorm broke out and uprooted it. While it was floating down a river, it noticed some reeds which were growing near the bank, and cried out to them. "My Goodness! How did it come that such small plants as you have managed to withstand the rainstorm, while I haven't?"
"It was easy enough", answered the reeds. "Why did you stand stubbornly and stiffly against storms as you did ? Look at us, we bowed down to wind and rain storms when they broke out in order to let them pass. So we saved ourselves from their violence." "You had only yourself to blame," the reeds added.

*(*Adapted from Jean de La Fontaine's ***Fables****)*

❸ Read the folktales above again and identify which of the following parts they contain.

A. Description of a situation (problem)
B. A little story about what happened because of the situation (problem)
C. A comment from another character on the central character's action
D. The moral of the story

❹ Think of a well-known folktale from your own culture and write it down using the folktales above as models.

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PROJECT WORKSHOP

WRITING A BOOK REVIEW

TASK ONE: Select your book

Check what books of fiction are available in your school library and decide which one you will read for your review. It does not matter whether the books are in English or not. What is important is that all of the group members like the author and her or his book(s).

TASK TWO: Allocate the tasks among yourselves.

The review will consist of the following parts. Allocate them, but all of you must read the book.

A. A short biography of the author.
B. A short reminder of the context in which the author wrote his book.
C. A short summary of the book.
D. A short portrayal of the characters, especially that of the hero or heroine.
E. A short description of the setting (place and time).
F. A short appreciation (why you like the story and what lessons it teaches you).

PROJECT ROUND-UP

- Correct your book review. Exchange drafts with the other groups for further error checking.
- Write a new version of your book review and hand it to your teacher.

The love of field and coppice,
Of green and shaded lanes,
Of ordered woods and gardens
Is running in your veins;
Strong love of grey-blue distance,
Brown streams and soft, dim skies-
I know but cannot share it,
My love is otherwise.
I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains;
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror-
The wide brown land for me.



***(MY COUNTRY* by** Dorothea Mackellar)

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CHECK YOUR PROGRESS

● Read the blurb below and do the tasks that follow.

Gandhi: A Story of a Life by Y. Chadha is a book about the life of Gandhi Mahatma (Sanskrit 'Great Soul), one of the most representative figures in the history of twentieth-century India. It begins with information about his life like where he was born and how he studied law in London before settling in South Africa where, until 1914, he led the Indian Community in opposition to racial discrimination. It also tells the story of how he returned to India to become the leader of the fight for his country's independence from the British. He organized hunger strikes and pacifist marches, and campaigned for social reform. He also fought for religious tolerance and for an end to discrimination against the so-called untouchable caste. Today, his policy of non-violence has become a worldwide model of political protest. §1

Ghandi did not live to see the independence of his country in 1947. In 1946, he was assassinated by a Hindu nationalist in the violence that followed the partition of British India and Pakistan. Gandi: ***A Story of a Life*** tells a story of heroism and integrity in a style easily accessible to both the ordinary and the learned reader. Highly recommended. §2

❶ What type of book is advertised in the blurb above? Circle the right item A, B, C, or D. Justify your choice.

A. A history book B. A biography C. A short story D. An autobiography

❷ Fill in the blanks below with information from the blurb.

Title of the book: _____

Author: _____

Four main events: _____

Setting: (Time and place): _____

Your reaction to the blurb: Would you like to buy the book or not? Why? _____

❸ Find in the text the words that are closest in meaning to the following:

A. starts = _____ §1 B. moving to = _____ §1 C. racism = _____ §1

D. division = _____ §2 E. courage = _____ §2 F. comprehensible = _____ §2

Grammar

❶ Put the verbs between brackets into the past simple or past continuous to get a grammatically correct news story.

Yesterday morning at 6.30, there (to be) an accident between a bicycle and a

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bus at the junction beteween Colonel Amirouche Boulevard and Colonel Lotfi Street. It (to rain), but visibility (to be) good. The bus (to travel) up Colonel Amirouche Boulevard when the cyclist suddenly (to emerge) round the corner at Colonel Lotfi Street. Fortunately, neither the bus driver nor the cyclist (to be) injured. …

❷ Complete each of the sentences below with three sentences of your own to get a coherent narrative. Use the past simple or past continouus.

The first time I went to school was in _____. It _____.
The last time I saw a film was___ _____ ago. It _____.

❸ Join the sentences in column A with sentences from column B using the conjunction **when** to get complex coherent sentences. Use the past simple.

Column A	Column B
1. The rain stops.	A. It runs away.
2. He sees the lion.	B. She tears it into pieces.
3. She finishes reading the letter.	C. He panics.
4. The mouse sees the cat.	D. We go out to play football.

❹ Use the information in the table below to write a diary entry of six coherent complex sentences talking about your own desires.

I would like a car	where	I can trust totally.
I would like to live in a city	which	you showed me yesterday.
I would like to have a friend	that	all the people are friendly.
I would like the book	who	is safe and energy saving.
I would like to meet someone	when	tells the truth at all times.
I would like to go back to the times	whom	life was so simple.

❺ Complete one of the sentences below with three sentences of your own to set the scene for an imaginary story. Use the past simple, the past continuous and the conjunctions **while** and **when**.

A. When we left home that morning, the sun_____ .
B. It was one of those beautiful spring afternoons in May._____.

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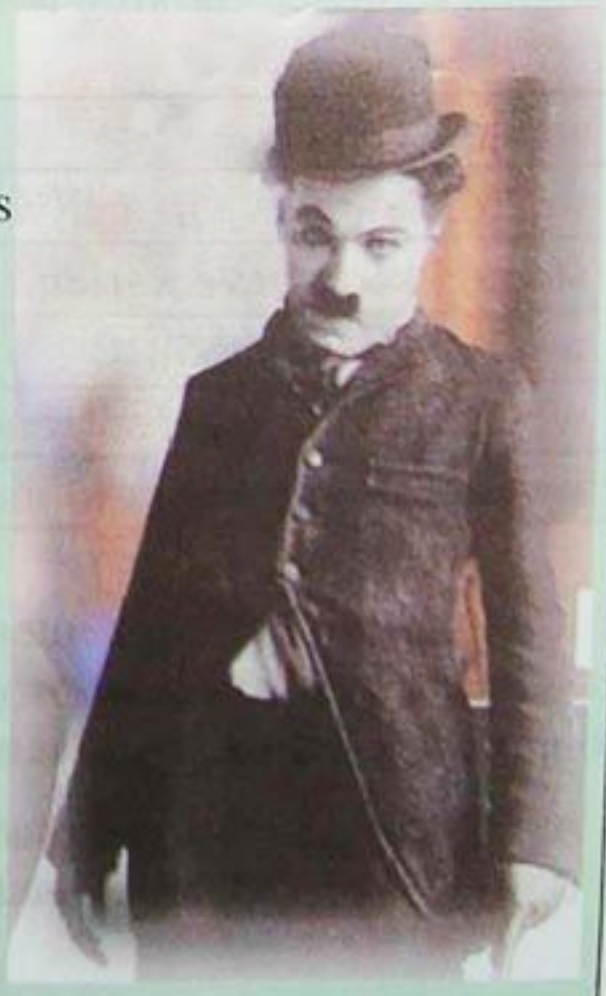
CHECK YOUR PROGRESS

⑥ The parts of the story (A- F) below are not in order. Re-order them to get a coherent story.

A. So the eagle lived and died a chicken, for that's what he thought it was.
B. All its life the eagle did what the backyard chickens did, thinking it was one of them. It scratched the earth for worms and insects. It clucked and cackled. And it would thrash its wings and fly a few feet into the air.
C. "That's the eagle, the king of the birds," said its neighbour. "It belongs to the sky. We belong to the earth – we're chickens."
D. A man found an eagle's egg and put it in the nest of a backyard hen. The eaglet hatched with the brood of chicks and grew up with them.
E. Years passed and the eagle grew very old. One day, it saw a maginificent bird far above in the sky. It glided majestically hardly moving its strong golden wings.
F. The old eagle looked up in admiration. "Who's that?" it asked.

⑦ Use the notes about Charlie Chaplin in the box below to write a short biography. Use link words such as '...**later**', '**at first**', '**after**' , '**before**', etc. and the simple past tense. End your biography with your appreciation of Chaplin's films.

1889 –Born April 16, in London
Mother, Father } very poor / music hall performers
1894 - Started clog dancing and singing for money
1904 - Joined a travelling theatre company and emigrated to America
1910 - A film director offered him a role in a film.
1914 - Became a film director himself
Made funny films
1977 - Died in Switzerland



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CHECK YOUR PROGRESS

● Tick (✓) the items you can do in the Progress Portfolio below and hand a copy to your teacher. Don't write your name on it.

I can	Very well	Fairly well	a little
understand and respond to a tale.			
pronounce the final '–ed'.			
pronounce three-syllable adjectives with correct stress.			
express my literary preferences using 'like', 'dislike', 'fond of', etc .			
read and respond to a literary portrait.			
describe people's physical appearance and personality features.			
read and understand an extract from a short story.			
write a short paragraph to narrate a personal experience.			
ask for and give directions.			
locate a place on a map.			
use the past continuous and past simple with 'as', 'while' and 'when' in narratives .			
use the relative pronouns 'which' and 'whom'.			
write a short biography.			
summarise a literary work.			
read and interpret folktales			



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CHECK YOUR PROGRESS

GLOSSARY

ENGLISH	ARABIC	ENGLISH	ARABIC
Absorbing (adj)	مستحوذ على الذهن	Jinnee (n)	جنّ
Anchor (n)	مرساة	Keen [on] (adj)	مولع بـ، متلهّف
Appalling (adj)	فظيع، شنيع	King (n)	ملك
Arabian Nights	الف ليلة وليلة	Melancholy (adj)	مكتئب، حزين
Bald (adj)	أصلع	Mew (v)	(الهرة) تموء
Blurb (n)	خلاصة اشهارية لكتاب	Miss (v)	يشتاق أو يتوق إلى
Boring (adj)	مضجر، يبعث على السأم	Novel (n)	رواية
Cave (n)	كهف، مغارة	Pitcher (n)	إبريق
Character (n)	شخصية (في قصة)، طبيعة	Relaxing (adj)	مريح الأعصاب
Climb (v)	يصعد، يتسلّق	Roost (n)	مجثم، مكان مبيت الطائر
Conventional (adj)	تقليدي، ممسك بالتقاليد	Roundabout (n)	دوّار
Delightful (adj)	مُمتع، مُبهج	Saddening (adj)	مُحزن
Depressing (adj)	مُكدّر، مُحزن	Sailor (n)	بحّار
Dye (n)	صبغة	Setting (n)	عيار
Earthquake (n)	زلزال	Shelf (n)	رف
Eyebrow (n)	حاجب	Shine (v)	يلمع، يتألق
Fancy (n)	غير عادي، تنكّري	Stork (n)	لقلق
Fascinating (adj)	ظريف، خلاب، ساحر	Striking (adj)	لافت للنظر
Fetch (v)	يجلب	Surroundings (n)	بيئة، محيط، جوار
Fiction (n)	قصص، روايات	Suspense (n)	ترقّب قلق
Float (v)	يطفو	Sweet (adj)	حلو، لطيف، ودود
Folktale (n)	قصة شعبية	Trail (v)	يتدلى، يجرجر
Fond [of] (adj)	مُحبّ لـ، مولع بـ	Tribe (n)	قبيلة
Gripping (adj)	خلاّب، مثير	Truth (n)	صحة، حقيقة
Harbour (n)	مرسى، ميناء	Twin (n)	توأم
Horseman (n)	فارس، خيّال	Uncoiled (adj)	غير ملتف
Ill-smelling (adj)	ذو رائحة كريهة	Wealthy (adj)	ثري
Improvident (n)	مهمل بأسرته	Whale (n)	حوت
Inherit (v)	يرث	Whiskers (n)	لحية (جانبية)
Invader (n)	غازٍ، معتدٍ	Withstand (v)	يحتمل، يصمد

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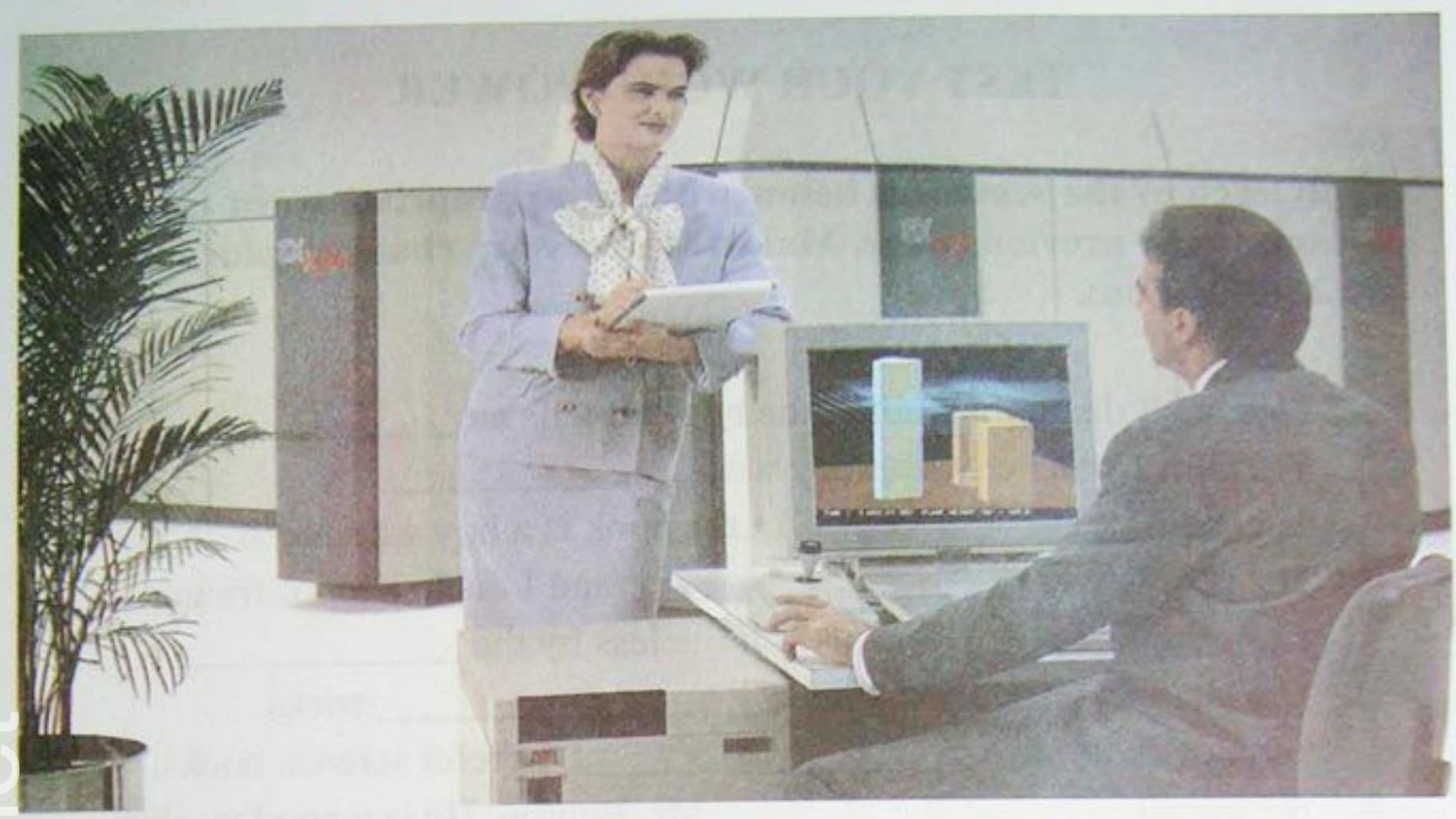
TEST YOUR WORD POWER

Supply each of the sentences below with the appropriate word from the glossary on the previous page. Make the necessary changes (plural form/ verb conjugation).

1. I spent all the night reading the book. It tells an _____ story.
2. The film I watched yesterday was _____ .
3. The main _____ in the book is a boy who meets an alien.
4. The people were _____ and I made a lot of friends.
5. Thousands of people were left homeless by the _____ .
6. The magician performed some _____ tricks.
7. I do not read much _____ . I prefer science books.
8. We are all _____ Mr. Benton. He is a good teacher.
9. The weather was too rough for the fishing boats to leave _____ _____ yesterday.
10. Ryan _____ quite a lot of money from his grandmother. She left him £ 10,000 when she died.
11. I am not very _____ the idea of going camping.
12. Mr. Simpson has become a _____ person since his wife's death.
13. Sabrina _____ her grandmother so much that she decided to phone her.
14. Last year I had a quite _____ holiday in Bejaia.
15. The story was so _____ that my little sister burst into tears.
16. When I gave him the toy, the boy's eyes _____ with happiness.
17. Don't keep us in _____. Tell us what happened.
18. Nelson Mandela comes from one of the Zulu _____ of South Africa.
19. She can buy the car in spite of its high price. She is a _____ person.
20. The ship was too old to _____ the storm it was caught in.

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UNIT THREE: OUR FINDINGS SHOW...



At the office, a secretary taking notes



Reporter

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UNIT PREVIEW

In this unit you will learn to ...

SEQUENCE ONE

- listen and respond to an interview.
- read the horoscope and report orally and in writing what the stars say.
- mark stress in compound nouns and shift stress from noun to adjective.

SEQUENCE TWO

- read and interpret a graphic display.
- report questions.
- pronounce the sound /h/ in unstressed syllables.
- use direct speech and reported speech.

SEQUENCE THREE

- conduct an interview.
- read and interpret a newspaper article.
- summarise what people say: orders, requests, greetings...

STOP AND CONSIDER

- to transform direct into reported speech.
- use reported speech with statements and questions.
- use adverbs of manner.
- form and pronounce adjectives ending in '-ful' and '-less'.

SEQUENCE FOUR

- write a report.
- identify silent letters.
- pronounce final '-s' and '-es' in different words.

PROJECT WORKSHOP (See p.100)

You will conduct a survey about...

- newspaper reading habits.
- different uses of the computer;
- or TV viewing habits.

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LISTENING AND SPEAKING

ANTICIPATE

❶ What does the picture on the right show? Use words from the box on the left.

- weather forecast
- adverts
- problem page
- magazines
- horoscope
- TV programmes
- game pages
- letters to the editor
- newspapers
- sports pages
- news-stand



❷ Look at the British and American newspaper titles below. Which Algerian newspapers have similar titles?









❸ In your view, the main purpose of a newspaper is …

A. to inform us. **B.** to educate us. **C.** to entertain us.

- Justify your choice.

❹ Circle the item (A-B or C) that best completes the following:

When I read newspapers, I...

A. believe everything I read because journalists are well-informed.

B. check the information because there are "serious" newspapers as well as sensational newspapers.

C. do not believe everything I read because some journalists are poorly informed.

- Justify your choice.

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2 LISTENING AND SPEAKING

A. Where do you think the people in the picture are?
B. What are most of them doing?
C. Where do you think they are going?
D. Are any of them talking?
E. Do people in our country do the same as those in the picture?
F. If not, what do they usually do?
G. What about you? What do you do when you travel?

SAY IT CLEAR

❶ Match words from column A with words from column B to form compound words.

Column A	Column B	Column A	Column B
NEWS	LINE	BOOK	SHOP
BROAD	SELLER	POST	MAN
HEAD	PAPER	NEWS	CASTER
NEWS	AGENT	SPORTS	WORD
BEST	CAST	CROSS	CARD

❷ Listen and underline the stressed part of your compound words.
Example: **news**paper

❸ Listen and circle the stressed syllable of the words in the boxes below.

atom	atomic	drama	dramatic
civil	civilian	grammar	grammarian
colony	colonial	operate	operation
comedy	comedian	proverb	proverbial
curious	curiosity	strategy	strategic

The hidden message

Decipher the message below and use the letters of the alphabet to write it.



/ˈtæblɔɪdz ˈjuːʒəlɪ rɪˈpɔːt ˈskændlz ənd juːz senˈseɪʃənl ˈlæŋgwɪdʒ/.

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2 LISTENING AND SPEAKING

LISTEN AND CHECK

❶ Listen and check your answer to question 4 on the previous page.

❷ Listen again and tick (✓) the information you hear. Report the information you have ticked to the class.

Type of newspaper the interviewee reads	Frequency	Reasons for choosing this type	Reasons for not choosing others
tabloids quality newspapers serious papers	monthly weekly daily yearly	subjectivity objectivity sensational stories reliable information	objectivity subjectivity half-truths

❸ Circle the synonyms /explanations (a-c) close in meaning to words A-C.

A. sensational = **a.** boring **b.** shocking **c.** honest

B. half-truth = a statement that is...
a. false. **b.** true. **c.** true but not complete.

C. tabloids = newspapers that...
a. tell sensational stories. **b.** are objective. **c.** are published weekly.

❹ Look at the picture below. Then discuss the questions that follow on the next page.



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2 LISTENING AND SPEAKING

IT'S YOUR TURN

Pair work: Use the information in the horoscope page below to act out short dialogues.

Example:

Ali: Tell me Ryan. What's your star sign?
Ryan: It's …. What does it say?
Ali: Well, it says that…
Ryan: Oh! That's absolutely / completely / quite / totally right / wrong!

Your star signs



AQUARIUS 21 st Jan.-18 th Feb.
You like to be free and different. Children and animals love you.



PISCES 19 th Feb. - 20 th Mar.
You are friendly and kind. You tend to dream a lot.



ARIES 21 st Mar. - 20 th Apr.
You like jokes and loud music. You hardly ever ask for advice.



TAURUS 21 st Apr. - 21st May
You work hard. You are good at making money.



GEMINI 22 nd May - 21 st Jun.
You love surprises. You like learning English and chatting with your friends.



CANCER 22 nd June - 22 nd Jul.
One minute you are happy, and the next minute you feel sad. You like collecting things.



LEO 23rd Jul. - 23rd Aug.
You want to be rich and important. You like buying presents for your friends.



VIRGO 24 th Aug. - 22 nd Sep.
You work hard. You are very tidy. Your homework is always perfect.



LIBRA 23 rd Sept. - 23 rd Oct.
People like you because you say nice things. You hate quarrelling.



SCORPIO 24 th Oct. - 22 nd Nov.
You are a very strong person. You always get what you want. You are a good friend.



SAGITTARIUS 23rd Nov.-21st Dec. You spend money like water. You always tell the truth. You love adventure.



CAPRICORN 22 nd Dec.-20th Jan.
You are a quiet and hardworking person. Exams are very important to you. You want to have a good job when you finish your studies.

SAY IT IN WRITING

1. Ask your partner to tell you what his/her star sign is. Then write down what the stars say about him/her. Start like this:
   The stars say that (partner's name) …
2. Correct your mistakes before reading what you have written to the class.

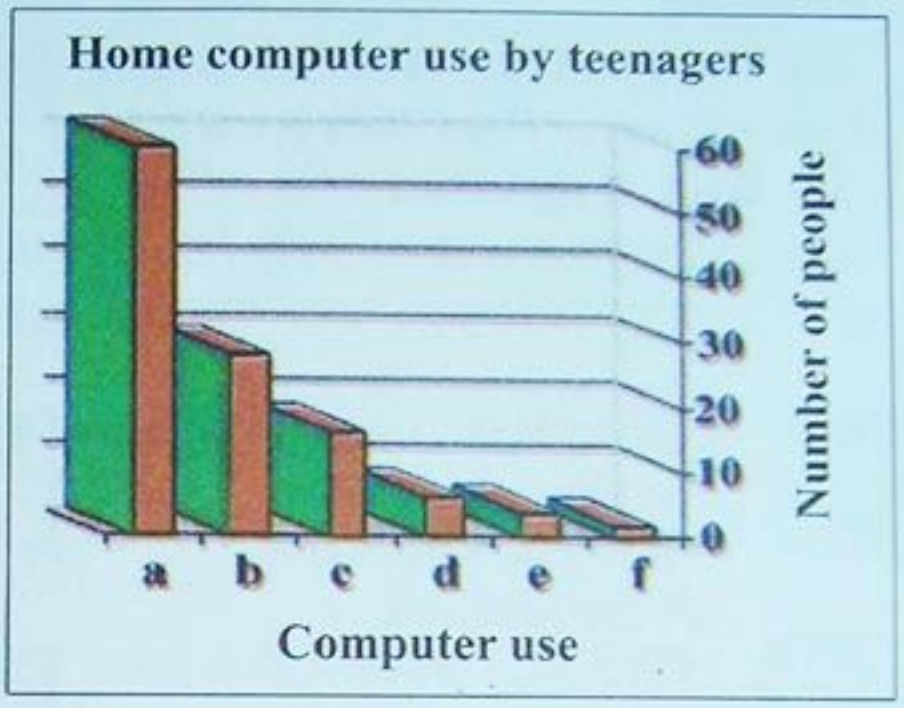
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READING AND WRITING

ANTICIPATE

● Look at the graphic display on the right and answer questions A-E on the left.

A. What type of graphic display is it?
Choose one item.
a. a pie chart
b. a line graph
c. a bar graph



B. What does it display?
a. numbers
b. percentages
c. degrees of change

C. What do you think it describes?
a. the author's suppositions about the different uses of the computer
b. the results of a survey about the different uses of the computer
c. changes of computer use over time

D. Number 60 at the top of the graphic display represents...
a. the total number of people questioned.
b. the number of old people who use the computer.
c. the number of computers used by people.

E. Look at the graph above again. Then guess and write in the boxes the exact number of each group of informants (a-f) who use the computer...

1. to keep addresses and phone numbers.	
2. to learn programming.	
3. to play games.	
4. as a calculator.	
5. for their studies.	
6. to do some word-processing at home.	

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READING AND WRITING

READ AND CHECK

❶ Read the report below and check your answers to questions C, D and E on the previous page.

THE TIMES SATURDAY, SEPTEMBER 13 th, 2004

This report presents details about computer use by a sample group of 60 young people. Everybody thinks that teenagers today know about computers and are familiar with using them. I decided to do a survey to find out if this was true. §1

I questioned sixty young people between 13 and 19 in order to know what they use the computer for. When I asked how many of them had computers, all the teenagers I chose said they **had** one at home. I asked them how much time they spent on their computer in a week, but my main interest in fact was in what they used their computers for. §2

All the people questioned said that they regularly **used** the computer to play games. Twenty-eight told me they did some **word-processing** at home, but not very much. Only 4 of the informants said that their computers helped them **with their studies**, while 16 of them told me they kept **addresses and telephone numbers on their computers** - or **used them as diaries**. Two of them said that they **used them as calculators**. When asked if they used computers to learn to programme them, only 6 people said they did. The graph gives the overall findings in detail. §3

❷ Read the text above again and answer the questions below.

A. How many teenagers did the reporter question about computer use?

B. Why did s/he decide to do a survey?

C. What does the survey show? Circle the letter of the correct answer.

The survey shows that teenagers …

a. really know how to use the computer.

b. don't really know how to use the computer.

c. don't know anything about computers.

D. Questions 1-4 below are some of the questions that the reporter asked his/her informants. Write 5 other questions that the reporter asked his/her informants in order to get the information in bold in paragraph 3?

1. How much time do you spend using your computer?
2. How many of you have computers?
3. Do you play games on the computer?
4. Do you use the computer to learn to programme it?

E. What are the verbs the reporter uses to report his findings/results?

F. In which tense are the verbs used for reporting?

G. In which tense are the verbs that follow the reporting verbs?

H. Do you notice any difference in the word order in the reporter's questions in "D" and the way s/he reports them in the text? What conclusions can you draw?

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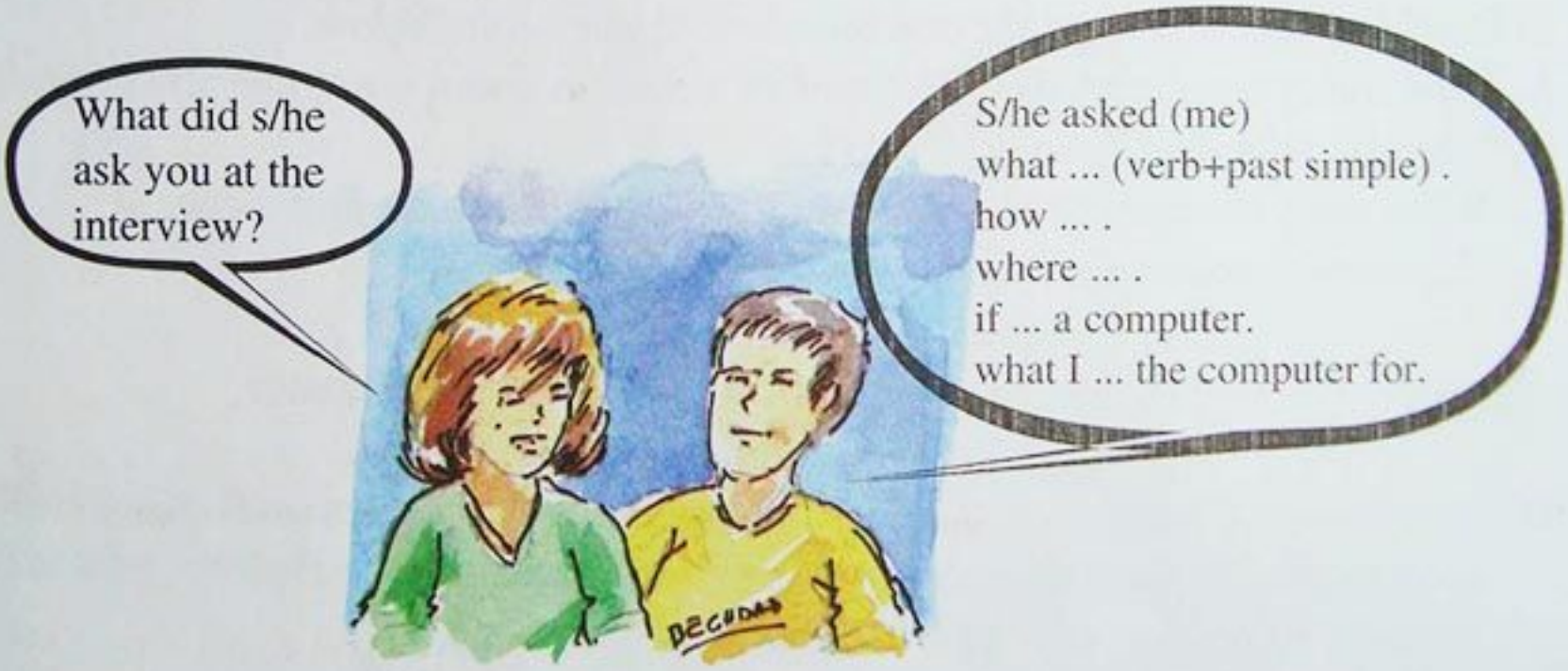
READING AND WRITING

DISCOVER THE LANGUAGE

❶ Pair work: Imagine you are one of the 60 informants interviewed about computer use. Take turns to interview each other.



❷ Pair work: Act out a dialogue reporting the questions that the interviewer has asked. Use the cues below.



❸ Imagine the same questions are asked to one of your classmates. With your partner, ask and answer questions as in the example below. Pay close attention to your pronunciation of **him** and **her**.

A: What question(s) did the reporter ask him /ɪm/ /her /ɜ: / ?

B: She asked him/her what she used the computer for.

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WRITE IT RIGHT

● Read the results of the sports questionnaire below and complete the report that follows. Use the report on page 83 as a model.

Sports Questionnaire Results

Number of informants: 80 (male and female)
Age: 15 - 17 (High School Teenagers)

A. Do you like practising sport ? Yes (80) No (00)

B. If yes, say **why**. challenge (12) good fun (60) good exercise (08)

C. Which sport do you like practising? football (50) handball (18) basketball (12)

D. What is your favourite football team ? USMA (28) MCO (26) JSK (26)

E. Say why? sportsmanship (60) teamwork (15) grit (05)

F. Do you like watching sport? Yes (80) No (00)

G. If yes, why? relaxing (55) exciting (25)

H. What do you say when your favourite team wins the game? Well, we are just lucky (70). We are the champions (10).

REPORT

HOW SPORTY ARE OUR TEENAGERS ?

In present-day Algeria, sport is the teenagers' favourite pastime. But people keep complaining that the good sportsmanship of the old times is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders. _____.

A. Say who your informants are and make clear the purpose of your survey.

B. Report the results.

- What is the most popular sport?
- Why is it popular?
- How many of your informants play and watch it?
- Are they good or bad losers?

C. Draw a conclusion.

As expected, I found out that _____.
Surprisingly, my survey showed that _____.

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DEVELOPING SKILLS

❶ Look at the form below and guess what type of form it is. Circle the right item.

A. an application form **B.** a hotel booking form **C.** a questionnaire form

Name: _____

Put a cross in the appropriate box: BOY ❒ GIRL ❒

Which of these activities do you enjoy doing?

Tick (✓) in the appropriate column.

ACTIVITY	YES	NO
Listening to music		
Surfing on the Web		
Going to concerts		
Watching TV		
Taking part in team sports		
Camping		
Bicycle Riding		

Please write down any other activities you enjoy.

_____

_____.

❷ Listen and fill in the form above. In cases where you don't have to write, just tick (✓) yes or no.

❸ Draw the form above on your copybook. Then use it to conduct a survey about your classmates' leisure time. You can put your own items in the form.

❹ Group work: Now, collect the forms and interpret the results of your survey. Then complete the report below.

Use the questions in the tactics summary box on the next page.

This is a report of the findings of a survey about students' leisure time activities. I submitted a questionnaire to ... . (...) Surprisingly, most students said that they ... / I found natural that ... because ... / As I expected, most ...

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Tactics Summary for doing a survey

1. Designing a questionnaire

- See the questionnaire on the previous page.

2. Conducting an interview

A. Addressing informants

- Excuse me, I'm …
- Hi! I'm …
- Hello! / Good morning / Good afternoon / ...

B. Opening the interview

- We're conducting a survey on …
- Can I ask you some questions about …?
- Thanks. My first question is … ?

C. Asking more questions

- OK. Thanks. My next question is …
- What …?
- Oh, do you? How often …?

D. Closing the interview

- Well, thanks for your time. Goodbye.
- Thank you very much for answering my questions. Goodbye.

3. Collating and interpreting the data

Data collection questions	Leisure time - Results of the survey
How many students filled out the questionnaire? Which activity is the most popular? Which activity is the least popular? How many girls and how many boys have answered the questions? Which activity is most popular with girls? Which activity is most popular with boys? Which activity is least popular with both girls and boys?	Number of informants: _____ Girls: _____ Boys: _____ Age: _____ MOST POPULAR ACTIVITY (G) _____ (B) _____ LEAST POPULAR ACTIVITY (G) _____ (B) _____ RESULTS (Write Yes or No) Boys and girls enjoy the same activities. _____ Boys and girls enjoy different activities. _____ Explain the differences. _____

4. Writing the report

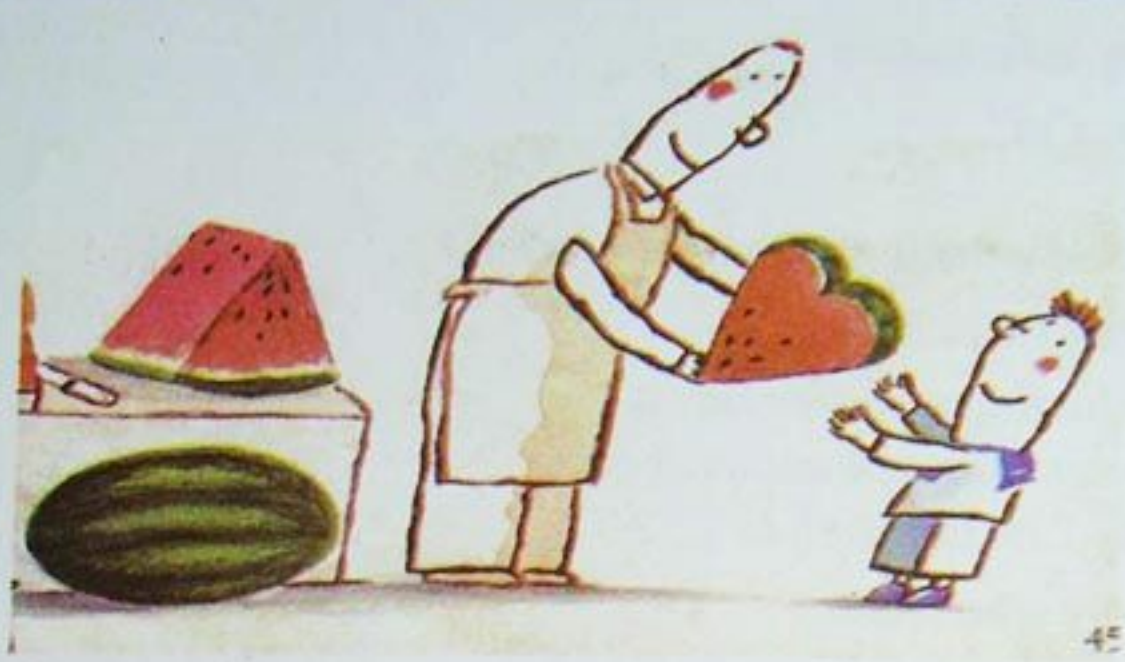
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DEVELOPING SKILLS

❶ Look at the picture below and guess what attitude it illustrates. Circle the item A, B, or C. Justify your choice.

The picture illustrates...

A. rudeness. **B.** love and kindness. **C.** thankfulness.



❷ Read the text below and check your answer to task 1 above.

Have you ever thought about it? Decent, generous behaviour can turn a sad day into something special – or transform the way a person lives his or her life. "When you do something nice and kind for someone, you'll notice a beautiful feeling of ease and peace," says Richard Carlson, one of the best-selling American writers. "Acts of loving kindness release the emotional equivalent of endorphins, the feeling-good chemicals which flood your senses after exercise," he adds. §1

"As a doctor, I can tell you that kindness heals the heart," says cardiologist and psychotherapist Stephen Sinatra, author of ***Heartbreak and Heart Disease***. Sinatra says that rage and anger, which are the reverse side of kindness, increase surges in adrenaline and cortisol, two of the main hormones which contribute to heart disease. "On the contrary, kindness along with feelings of love and tenderness, stimulate the parasympathetic nervous system and increase calmness and decrease the levels of cortisol in the body," explains Sinatra. §2

Kindness does not cost anything. It can be either a caring word or a small gesture. Why should we be nice and kind? " Because it's good for you!" doctors will answer you. "It adds to your health and happiness." But personally, I think that kindness is above all a personal choice. Simple kindness, like helping a handicapped person cross the street, is given without any expectation of reward and recognition. This is what makes kind people very special. §3

(Adapted from ***Reader's Digest,*** 1999, pp.45-46)

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DEVELOPING SKILLS

❸ Read the text on the previous page again and answer questions A-G below.

A. If you were the author of the newspaper article, what title would you give it? Circle item a, b or c and justify your choice in a sentence.

a. ***Choosing to Be Kind*** **b.** ***The Causes of Kindness***

c. ***The Benefits of Kindness***

B. Why does the author report what famous doctors and authors think about kindness? Circle item a, b or c. Justify your choice in a sentence.
The author cites them in order to …

a. describe kindness.
b. support her point of view about kindness.
c. narrate anecdotes.

C. What does Carlson say about the effects of kindness? Report by starting with: 'S/he says / tells us that …'. Make the necessary changes.

D. What does 'on the contrary' in paragraph 2 of the article express?
Circle item a, b, or c. *On the contrary expresses...*

a. contradiction **b.** addition **c.** contrast

E. Which of these conjunctions can you use to replace "on the contrary"?

a. and **b.** but **c.** so

F. How does the author define kindness in the first paragraph?

G. Pick out from the text the words with the suffix '**-ness**' . To which category of words they belong? Circle the right item.

a. adverbs **b.** adjectives **c.** nouns.

❹ Turn the underlined sentence in paragraph 2 into direct speech.

❺ Quote sentences A-C below using both direct speech and reported speech. Make the necessary changes.

Start like this :

Katie Courie/ An English proverb/… says…/says that …

A. Kindness is not an inherited trait. It is learned behaviour. **Katie Courie)**

B. I feel good when I help people. (**Peter Carlson**)

C. Small gestures can make people happy. (**Lynda Johnson**)

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DEVELOPING SKILLS

❶ Use the words in the box below to summarise dialogues 1-4 that follow. Make the necessary changes.

suggested to / offered / asked / told / ordered him / her to / not to /invited / warned / apologised / requested / accepted / refused / agreed

Example:

Air Hostess: Would you like another drink?
Passenger : No, thanks, I'm fine.
Summary: The air hostess offered another drink to the passenger, and the passenger refused the offer respectfully.

Policeman: Would you please fasten your seat belt?
Motorist: Oh, sorry. (He fastened it right away) } ①

Karim: Are you free on Saturday?
Doris: Yes, I am.
Karim: Would you like to go out for a meal?
Doris: Thank you very much. That's a good idea. } ②

Aisha: I'm bored. I have nothing to do today.
Meriem: Let's revise our lessons.
Aisha: Oh! That's a good idea. Let's start immediately. } ③

Mother: Don't do that next time. Otherwise you won't have your pocket money.
Child: Sorry Mum, I won't repeat the mistake again. } ④

❷ Now, read the poem below and paraphrase it. Use the verb "order to/not to"

Start like this:

The author says that parents always order their children .. .

Grown-ups Say Things Like

Speak up
Don't talk with your mouth full
Don't stare
Don't point
Don't pick your nose
Say please
Make less noise
Take your hands off
Shut the door behind you
Stand up straight
Say thank you
Don't interrupt
Stop kidding
Take your elbows off the table
Don't drag your feet.

(***Chivvy*** by Michael Rosen)

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DEVELOPING SKILLS

❶ Read the text below and guess which newspaper rubric it fits in. Circle the letter of the correct answer. Justify your choice.

A. Advertisement page
B. Advice column
C. Opinion page



Question: Can you help me? At the end of every term at school, we have a thorough examination in every subject. I always revise my lessons for these tests, but on the day of the exam I feel really anxious, and I get into panic when I see the test. I never manage to score well. Please tell me what I should do. (Meriem)§1

Answer: Don't worry. It's quite natural and normal to be nervous when you take your exams. You should tell yourself that your classmates feel the same as you do, and that anxiety can be positive. §2

But you are right to think that panic is a big problem. Many pupils fail their exams because they lose self-control. There are three main reasons for this. Firstly, they take the exam just for the scores. Secondly, they are not positive. They don't say, "We can do it". And thirdly, they usually adopt the wrong approach. §3

So what should you do? You should start to think positively about your exams. Don't think you are a total failure just because of lack of success in previous exams. You should also keep in mind that you don't take exams only for the scores. You ought to look at them as an opportunity to show to yourself what you can really do. Finally, make sure you don't start answering the exam questions as soon as the teacher hands them to you.§4

❷ Read paragraphs 1-4 above and match them with functions A-D below.

A. Giving advice/recommendations
B. Expressing concern over a problem
C. Analysing a problem
D. Showing sympathy

❸ Pair work: Imagine how Meriem would answer if a friend of hers (Bashir) asked her what the psychologist **advised / told her to do / not to do.**
Use information from § 4 to act out a dialogue. Imagine Bashir's questions.

Example:

Bashir: What did the psychologist tell you?
Meriem: S/he told/advised me to/not to …

❹ Now, imagine you have been asked for and have been given the advice above. Write a diary entry of about 10 lines recording what you told the pyschologist and what s/he advised you to do.

Start like this:

On January 20, I wrote a letter to a newspaper to expose my problem. I asked the psychologist to …

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STOP AND CONSIDER

● Read Reminder I below and do the exercise that follows.

REMINDER I

USES OF THE REPORTING VERBS 'ASK' AND 'TELL'

* We can use ***asked*** to report requests and ***told*** to report orders.
  Example:
  Direct speech: 'Could you close the door?'
  Reported speech: He ***asked*** me to close the door.
* Other reporting verbs include: ***begged***, ***ordered***, and ***instructed***.

FORMS

* ***Asked*** and ***told*** are followed by **indirect object + to + infinitive**.
  The indirect object is often a pronoun: me, you, him, her, etc.
  Example: I ***asked her to help*** me.
* We report a negative request or command by putting ***not*** before to + infinitive.
  Example:
  Direct speech: 'Please don't come back.'
  Reported speech: He **asked/told** me ***not*** to come back.
* Other changes may be necessary when requests or commands are reported. These include:

Pronouns

Example: 'Can ***you*** help ***me***?' → He asked ***me*** to help ***him***.

Time/place markers

Example: 'Can you help me ***tomorrow***?'
→ He asked me to help him ***the day after***.
'Leave your bag ***here***.' → She told me to leave my bag ***there***.

● Imagine Karim has misheard what Rashid has said in dialogues 1-4 below. Complete the dialogues by reporting Rashid's words.

Example:
Rashid: 'Please, shut the window.'
Karim: 'Sorry, what did he say?'
You: 'He asked you to shut the window.'

① **Rashid**: 'Could you send a message to Ryan?'
You to Karim: '.....'

② **Rashid**: 'Stop writing please!'
You to Karim: '.....'

③ **Rashid**: 'Don't write the message here!'
You to Karim: '.....'

④ **Rashid**: 'Could you please give me the pen?'
You to Karim: '.....'

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STOP AND CONSIDER

● Read Reminder II below and do exercises 1 and 2 that follow.

REMINDER II

REPORTED SPEECH

1. Statements (reporting what someone said)

DIRECT SPEECH

'He **isn't here now**,' she said. 'I **don't** read newspapers,' she told me.

REPORTED SPEECH

She said (that) he **was** not **there then**.

She said/told me that she **didn't** read newspapers.

* Present tense → Past tense * here → there * now → then

2. Questions (reporting what someone asked)

DIRECT SPEECH

'**Can** you help me?' she asked me. '**Do** you watch TV?' she asked me.

'Which TV programme **do you watch**?' he asked me.

REPORTED SPEECH

She **asked** me **if** I **could** help her. She asked **if** I watched TV.

She asked me which TV programme **I watched**.

* can → could * may → might * shall → should

* will → would * must → had to

3. When the reporting verb (say, tell, ask, etc.) is in the present simple tense, no changes occur in the verb reported.

DIRECT SPEECH

'He **isn't** here,' she **says**. 'I **don't** read newspapers,' she tells me.

'**Can** you help me?' she asks. ' **Do** you watch TV?' she asks me.

'Which TV programme **do** you watch?' he asks me.

REPORTED SPEECH

She **says** (that) he **isn't here**. She tells me that she **doesn't** read newspapers.

She **asks** me if/whether I **can** help her. She asks me if/whether I **watch** TV.

She asks me which TV programme I **watch**.

*** Present tense → Present tense**

❶ Use 'asked', 'answered', 'said' and 'told...' to report the exact words in dialogues a-f below. **Example**: "Can you read and write?" the reporter asked.

a { Reporter : Can you read and write?
Woman: Yes, I can.

b { Ali: Is Rashid here?
Bashir: I'm sorry. He isn't here.

c { Karim: Do you want to drink tea?
Sofiane: Yes, please. Just a little.

d { Teacher: You have to do your work.
Student: I'll do it tomorrow.

e { Melissa: Do you have to go now?
Dyhia: Yes, I have to. I'm so late.

f { Jamel: She may come tomorrow.
Salima: It's great.

❷ Now, use indirect speech to report what the speakers in dialogues a-f above say. **Example:** The Reporter asked if I could read and write.

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STOP AND CONSIDER

• Read Reminder III below and do the exercise that follows.

REMINDER III

Adverbs of manner

1. Adverbs of manner tell us how something happens.
   e.g. How did Tom interview the old lady?
   He asked her questions **politely**.
2. We form adverbs of manner by adding **–ly** to an adjective.
   e.g. Karim is a **slow** typist. → Karim types **slowly**.
   After a consonant, **–y** in the adjective changes to **–i** .
   e.g heavy → heav**ily**
3. We can use some adjectives as adverbs without adding **–ly** or **-ily** :
   e.g. Sofiane is a better news presenter. → Sofiane presents news better.
   Other examples are: best, early, fast, hard, high, last, late, worse, etc.

• Add suffix **-ly** to the words in bold type in the box below (**when necessary**) to form adverbs of manner. Then use the adverbs to fill in the blanks in the monthly report that follows.

MONTHLY REPORT NOTES

New employees: Anne Trevor, Tom Field

Anne: Positive: **Hard** worker. **Cordial** receptionist. **Polite** partner.
Negative: Sometimes **late.**

Tom: Positive: **Hard** worker. **Quick** and **careful** computer user.
Negative: **Cold** partner. **Heavy** smoker.

MONTHLY REPORT – Confidential.

RE. New employees: Anne Trevor, Tom Fielding

POSITIVE

Both Anne and Tom work ___1___ . Anne welcomes our guests very ___2___ , and she talks to them very ___3___ . Tom is perhaps less popular than Anne with the guests, but he works on the computer very ___4___ and ___5 ___ .

NEGATIVE

Anne is friendly and our customers like her, but she sometimes arrives ___6__ at work . Tom talks to the customers ___7 ___, and he smokes __8___. This disappoints some customers.

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STOP AND CONSIDER

● Read Reminder IV below and do the exercises that follow.

REMINDER IV

When reporting, we don't always use the verbs 'say', 'tell' and 'answer'. We can use summarising verbs such as admit, advise, apologise and beg.

❶ Match quotes 1-8 in column A with reporting verbs a-h in column B.

Column A	Column B
1- "Remember you have to buy an air ticket."	a. warn
2- "Beware of the dog!"	b. promise
3- "You should go and see a doctor."	c. remind
4- "I'll never say it again."	d. suggest
5- "Why don't we open the box first?"	e. apologise
6- "Please, please, please, show me the way to do it."	f. admit
7- "I'm so sorry for the incident!"	g. advise
8- "Okay, okay, I touched it. It's true."	h. beg

❷ Now quote the sentences in column A above. Pay attention to your punctuation.

Example: "Get out!" he ordered.

● Read Reminder V below and do the exercises that follow.

REMINDER V

We can build adjectives by adding '*-ful*' or '*-less*' to some nouns. These suffixes are not stressed, and they are respectively pronounced /fəl/ and /ləs/.

❶ Add suffixes '-ful' and '-less' to the nouns in the table below to form adjectives. Be careful! Some of them accept only one suffix.

Nouns	-ful	-less	Nouns	-ful	-less
worth		worthless	beauty	beautiful	
harm			care		
delight	-		success		-
price			truth		
use			hope		

❷ Now, listen and notice how the suffixes are pronounced.

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CONSOLIDATION AND EXTENSION

WRITE IT OUT

❶ Use the verbs in the box to fill in the blanks in the report that follows. All of the 4 verbs should be in the past simple.

say	ask	tell	answer

File #12

Police officer: John Holmes

REPORT

I saw a suspect on a ladder at the back of Number 19, Oxford Street. His behaviour was a little strange, so I called him. I (1)____ him if that was his house. He (2)____ that it was; he could not find his keys and he wanted to get in. I (3)____ him what his name was. He (4)____ that his name was Mr Jones. As he climbed down the ladder, a neighbour came out of her house and (5)____ me what the problem was. I (6)____ that Mr Jones wanted to get into his house. She looked at the man and (7)____ me in a low voice that the people from Number 19 were on holiday. I arrested Jones and brought him to the police station.

❷ The text below reports the events (directly) as they occurred. Supply appropriate punctuation and capitalisation to get a coherent text.

Police officer John Holmes saw a man on a ladder at the back of Number 19, Oxford Street. His behaviour was a little strange, so the police officer called to him.

is that your house ? the policeman asked him .

yes it is, the man said I can't find my keys and I want to get in .

what's your name please the officer asked

my name is Jones the man answered

as he climbed down the ladder a neighbour came out of her house

what's the problem she asked.

mr jones wants to get into his house the officer said.

she looked at the man and told the officer in a low voice the people from number 19 are on holiday

the police officer arrested jones and brought him to the police station

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CONSOLIDATION AND EXTENSION

❸ Read the newspaper headlines in the box below and guess what each of them emphasizes.

A. CHILD KILLED IN TERRIBLE ROAD ACCIDENT
B. CAR DRIVER BADLY INJURED
C. LORRY RUNS OVER CHILD

❹ Say which of the article headlines above is the most dramatic. Why?

❺ Imagine you are a journalist. Write a newspaper story reporting the accident represented in the picture below. Use the information in the table that follows. Don't forget to quote witnesses.

Start like this:

Headline: _____

The accident occurred near a sharp bend in the road leading to_____ yesterday. According to _____. _____



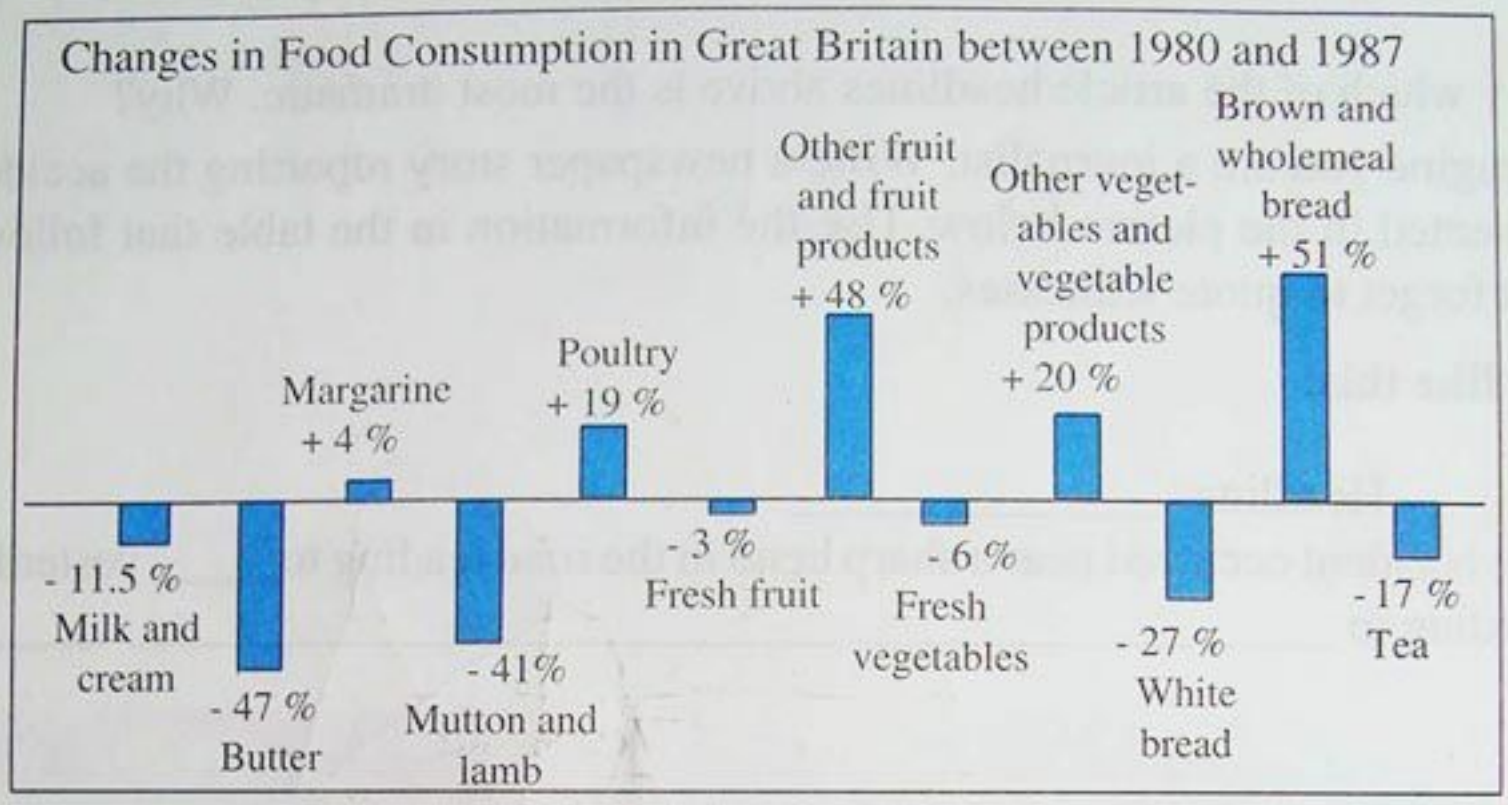
The picture shows	Causes of accidents	Features of accidents
a lorry a car a child a ball a sharp bend a school	- fast driving - careless driving (e.g. driver distracted, dangerous overtaking, etc.) - mechanical defects - weather conditions	- vehicles: collide / run people over / knock people down - people: get killed / injured / taken to hospital, etc.

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4 Interpret the figures in the graph below using the verbs and adverbs in the box.

go down/up - decrease/increase - rise/drop
slowly - gradually - suddenly - steadily - rapidly - quickly - dramatically

Example: The consumption of milk and cream decreased slowly between 1980 and 1987.



5 Imagine you are a British dietician. Describe orally he graph above using the plan below.

A. Say what it shows/represents/illustrates.
- The graph shows the change/trend in food consumption.
- The horizontal axis/line represents/shows the direction of change.
- The bars illustrate the percentage of change in the consumption of different foods.

B. Describe the main features of the graph.
- You can see immediately that we now eat a little/much less…, but a little/much more…
- A very interesting point about our food habits is that…

C. Interpret the graph
- In my opinion, this means that our food habit have become more/less healthy/…
- It is quite clear that our food habits…
- This seems to suggest…

D. Make suggestions and recommendations
- To my mind, we should inform the consumers about the dangers of…
- In my opinion, we should advertise the benefit of eating…
- I feel we ought to…/ I recommend…

6 Now, write a short paragraph describing the graph above.

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WORK IT OUT

❶ Cross out the silent letter(s) of the words in the table below. An example is given.

You see	You say		You see	You say
answer	answer /'ɑ:nsɜ:/		island	
autumn			knife	
castle			know	
climbed			listen	
column			often	
could			right	
cupboard			should	
daughter			talk	
flight			walk	
foreigner			Wednesday	
half			would	
handkerchief			write	
honest			wrong	
hour			yacht	

❷ Listen and check your answers to task 1 above. Then take turns to pronounce the words in the table above.

❸ Now, read aloud tongue twisters A-G below to your classmates. Do it very quickly.

A. Smith says that Mr Jones makes clocks.
B. She says that Mrs Dickens writes books.
C. Charles asks his friends lots of questions.
D. Mrs Jones spells words to her students.
E. Mr Brooks tells jokes to his friends.
F. This newspaper reports strange events.
G. Sanchez always watches football matches.



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PROJECT WORKSHOP

CONDUCTING A SURVEY ABOUT:

- people's newspaper reading habits,
- TV viewers and TV programmes,
- or the different uses of the computer...

Task One: Designing the questionnaire

- Decide which aspects of newspapers and their readers you would like to investigate.
- Decide who will be your informants (age group, sex, etc.).
- Fix a reasonable number of informants (20 is a good number to aim for).
- Write a first draft of your questionnaire and distribute it to your informants.

Task Two: Conducting the interview

- Prepare your interview and rehearse it with group members.
- Start interviewing your informants once you are ready.

Task Three: Collecting data and interpreting the results

- Ask yourselves questions such as: Do your informants like reading newspapers? If yes, why?
- Give statistics using different types of graphic displays.

Task Four: Writing the report

Your report should include the following:

- Introduction,
- Method,
- Results,
- Analysis of the results,
- Conclusion. Our findings show... Therefore, we suggest / recommend ...

PROJECT ROUND-UP

- Put the different parts of your survey together (questionnaire, interviews, graphs, report, etc.) in the form of a booklet.
- Correct your project and submit it to the other class groups for further error checking.
- Present your booklet to the rest of the class.

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CHECK YOUR PROGRESS

Read the results of the survey on sugar production below and do the tasks that follow.

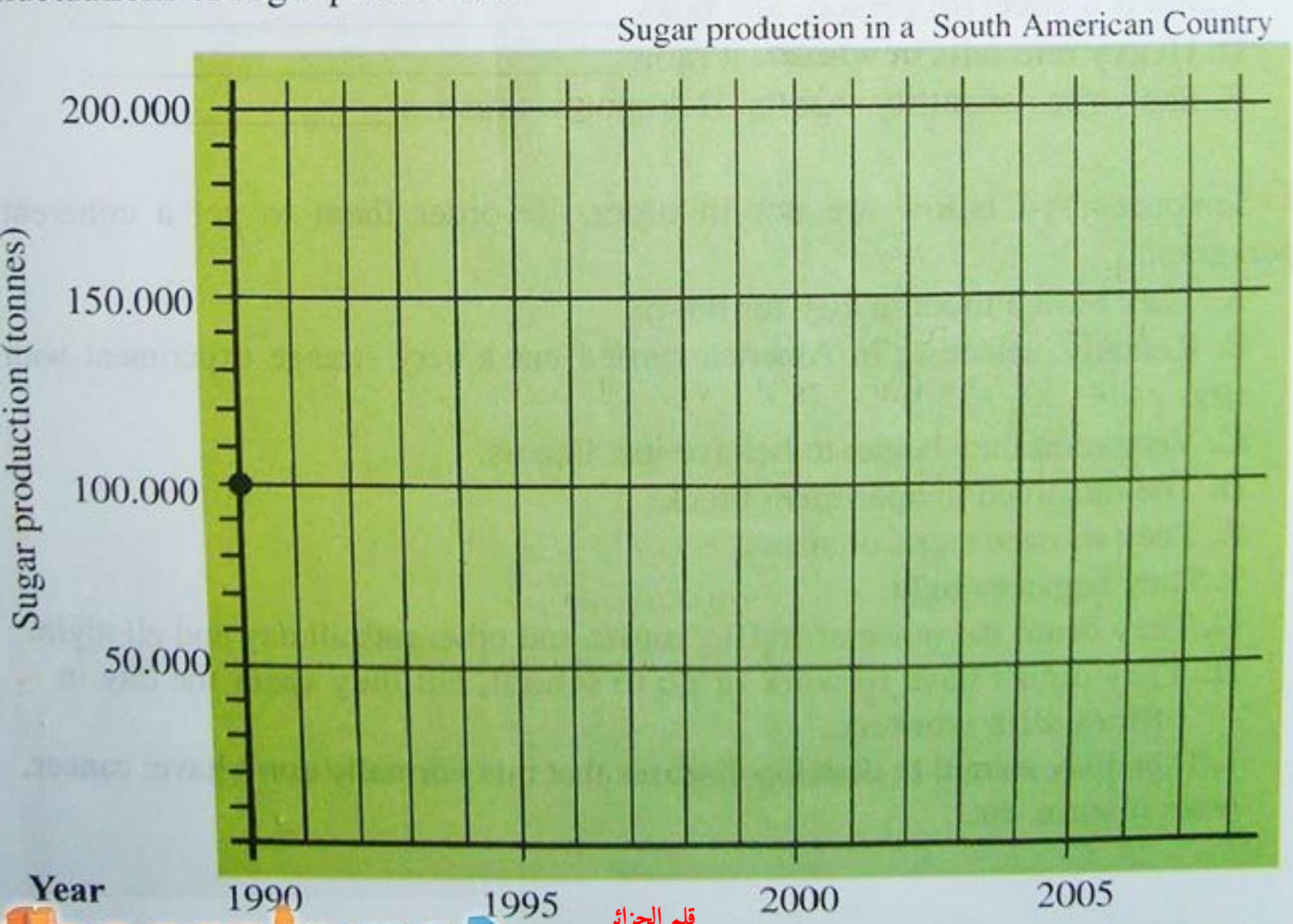
This graph shows sugar production by a South American country from 1990 up to this year. During this period, production has fluctuated considerably. The total production was 100,000 tonnes in 1990. In 1995, production increased steadily and reached a total of 150,000 tonnes. A big storm hit the country in 1996 and destroyed many of the sugar cane trees. Consequently, sugar production fell sharply that year to 120,000 tonnes. The following year production went up again, and by the year 2000 it reached 180,000 tonnes. However, in 2001 the price of sugar went down sharply at the major world markets because of overproduction. This surplus of production obliged many countries in the region to destroy many sugar cane trees. Production fell to just under 100,000 tonnes in 2001 and remained at that level for the next two years. For the last two years, however, production has kept increasing, reaching the total of 200,000 tonnes at the present moment.

1. Find in the text words with the same meaning as the following:

A. Move up and down= B. Increase=

C. Fall= D. Surplus of production=

2. Read the text above and draw a curve on the graph below to illustrate the fluctuations of sugar production.



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CHECK YOUR PROGRESS

UNIT 3

Grammar

❶ Complete the begining of the poll below reporting questions A - E that follow. Make the necessary changes.

In this poll we asked our informants _____, _____, _____, _____, and _____.

A. Do you play football? B. How do you spend your summer holidays?
C.Where do you go to school? D.What kind of music do you like?
E.When do you revise your lessons?

❷ Now write the 4 questions asked in the following poll. Quote the **exact words** using a reporting verb.

In this very unusual poll, 20 high school students are asked if they believe in the existence of phantoms, what they do when they have bad dreams, when they eat couscous, and if they can tell me the last time they heard strange, unknown voices.

❸ Re-write the sentences below using adverbs instead of the adjectives in bold.

A.He is a **hard** worker. He works _____.
B.He is a very **quiet** person. He speaks _____.
C.She is a **cheerful** person. She talks _____.
D. **Heavy** rain falls in winder. It rains _____.
E. She writes **monthly** reports. He reports statistics _____.

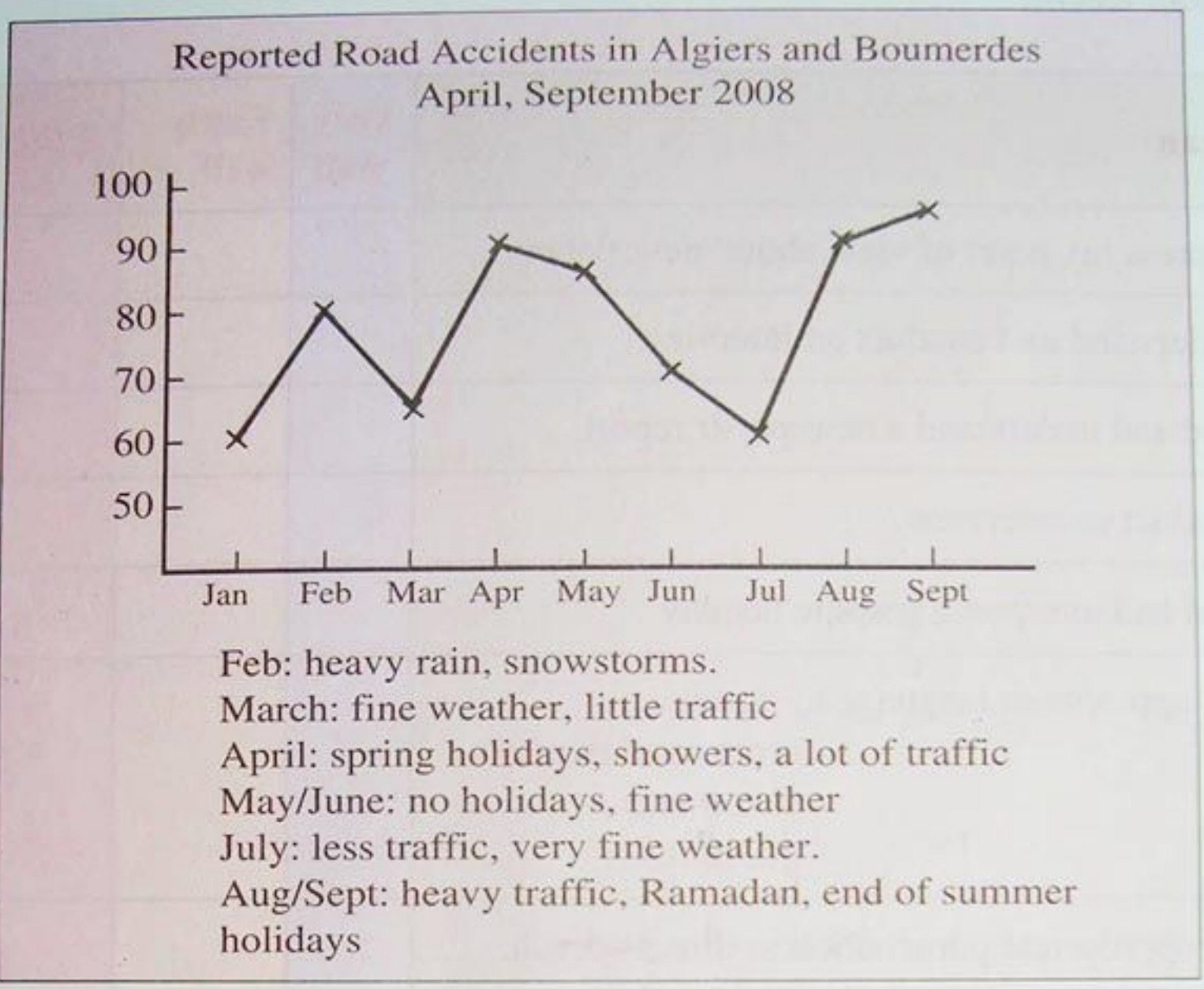
❹ Sentences A-I below are not in order. Re-order them to get a coherent paragraph.

A. They built a modern city for them.
B. Recently, scientists in America carried out a very strange experiment with rats.
C. Very soon they began to behave just like us.
D. The rats lived in apartment blocks.
E. They showed signs of stress.
F. They began to fight.
G. They heard the noise of traffic, music and other rats all day and all night.
H. They didn't have to work or go to school, but they spent the day in offices with workers.
I. Then they started to develop diseases that rats normally don't have: cancer, heart disease, etc.

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CHECK YOUR PROGRESS

5 Describe the graph below using the information in it.



Feb: heavy rain, snowstorms.
March: fine weather, little traffic
April: spring holidays, showers, a lot of traffic
May/June: no holidays, fine weather
July: less traffic, very fine weather.
Aug/Sept: heavy traffic, Ramadan, end of summer holidays

Solve the riddles below. The first letter of each word is given to you.

1. Four fingers and a thumb
   Yet flesh and bone have I none. **G**_ _ _ _
2. Once it was green and growing.
   Now it is dead and singing. **F**_ _ _ _ _ or **V**_ _ _ _ _
3. As long as I eat, I live.
   But when I drink, I die. **F**_ _ _
4. What is neither in the house.
   But still is part of the house. **W**_ _ _ _ _
5. It runs and runs and never tires,
   And never tires
   Down and Down
   And never up. **R**_ _ _ _ or **S**_ _ _ _ _
6. Lives in winter,
   Dies in summer,
   And grows with its roots upwards. **I**_ _ _ _ _
7. Girls have it,
   Boys do not
   But not in death. **(A letter of the Alphabet)**

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CHECK YOUR PROGRESS

● Tick (✓) the things you can do in the Progress Portfolio below. Hand a copy to your teacher.

I can	Very well	Fairly well	A little
express my point of view about newspapers.			
understand and conduct an interview.			
read and understand a newspaper report.			
conduct an interview.			
read and interpret a graphic display.			
use appropriate language to report: - orders and requests. - statements. - questions.			
use appropriate punctuation in direct speech.			
write short reports.			
describe graphs			
use a graphic display to illustrate the findings of a survey.			
form and use adverbs of manner.			
form adjectives using suffixes **-ful** and **-less**.			
pronounce compound nouns correctly.			
recognise silent letters and pronounce the '-s' ending.			

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CHECK YOUR PROGRESS

GLOSSARY

ENGLISH	ARABIC	ENGLISH	ARABIC
Anecdote (n)	حكاية نادرة	Handkerchief (n)	منديل
Anxiety (n)	قلق، هم	Heal (v)	يشفي، يشفى
Anxious (adj)	قلق، مضطرب الخاطر	Informant (n)	مزوّد بالمعلومات
Approach (n)	مقاربة	Injured (adj)	مصاب
Bend (n)	منعطف	Joke (n)	نُكتة
Beware (v)	إحترس، إحذر	Ladder (n)	سلّم
Caring (adj)	محترس، منتبه	Leisure (n)	وقت الفراغ
Castle (n)	قلعة	Nutrient (n)	غذاء
Challenge (n)	تحدّ	Objectivity (n)	موضوعية، عدم التحيز
Clog (n)	قبقاب	Occur (v)	يقع، يحدث
Collide (v)	يصطدم	Opportunity (n)	فرصة
Concert (n)	حفلة مسيقية	Overall (adj)	إجمالي، كلّي
Customer (n)	زبون	Peace (n)	أمن، هدوء، سلم
Decent (adj)	شريف، محترم	Quote (v)	يستشهد، يكرر كلام
Deficiency (n)	خلل، نقص	Refrain (v)	يمتنع
Disappoint (v)	يُخيّب الأمل	Rubric (n)	فصل، قسم، مقطع
Display (n)	إظهار، عرض	Screaming (adj)	صارخ
Disposal (n)	التخلّص من	Sensational (adj)	مثير
Distract (v)	يصرف الإنتباه، يُلهي	Sharp (adj)	قاطع، حاد
Drag (v)	يجر، يسحب	Spend (v)	يصرف، يقضي، ينفق
Elbow (n)	مرفق، كوع	Stare (v)	يحملق، يحدق
Elderly (adj)	كبير السن	Steadily (adv)	باتراد
Entertain (v)	يسلّي	Subjectivity (n)	دون الموضوعية
Expect (v)	يتوقع، ينتظر	Submit (v)	يخضع
Fail (v)	يُخفق، يفشل	Survey (n)	دراسة، إستعلام
Fasten (v)	يغلق، يثبت	Suspect (n)	مشبوه، مريب
Fatal (adj)	قاتل، مُميت	Tabloid (n)	جريدة صغيرة الحجم
Finding (n)	نتيجة بحث	Team (n)	فريق
Forecast (n)	تنبؤ	Word-processing (n)	معالجة النص (كمبيوتر)
Guest (n)	ظيف	Worth (adj)	ذو قيمة

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CHECK YOUR PROGRESS

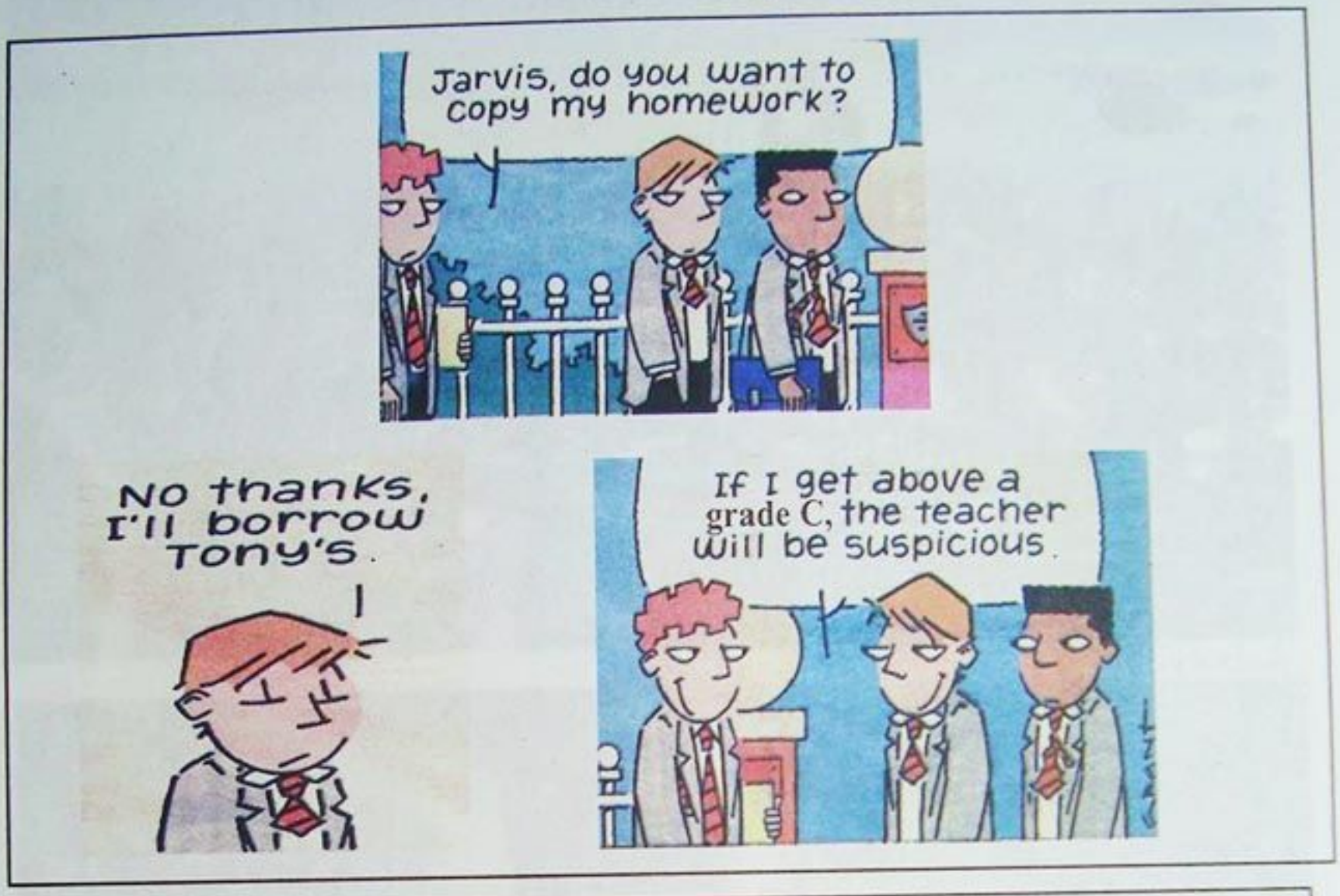
CHECK YOUR WORD POWER

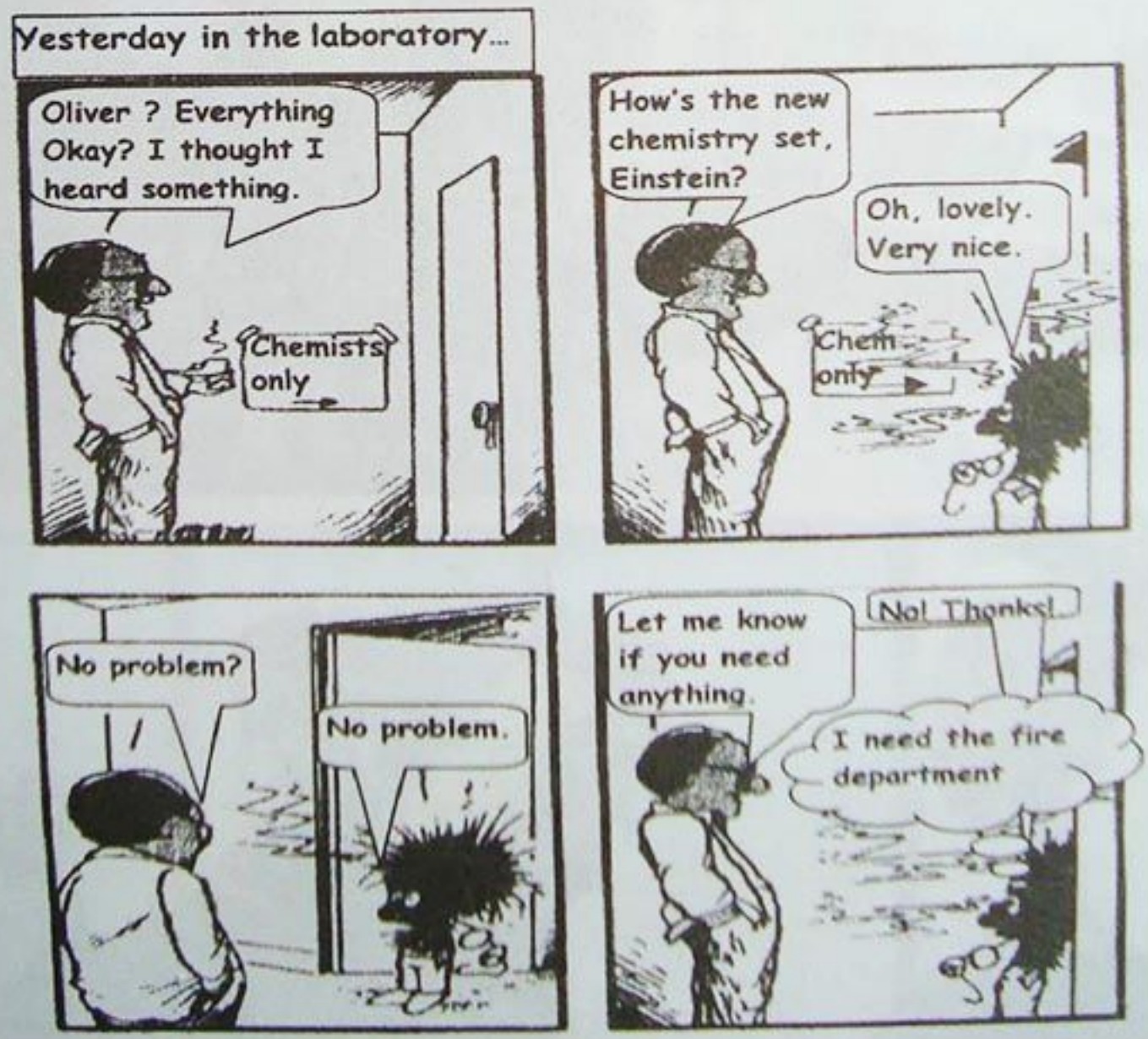
Supply each of the sentences below with the appropriate word from the glossary on the previous page. Make the necessary changes (plural form/ verb conjugation).

1. I began to get _____ when they still had not arrived at 9 o'clock.
2. We were told to _____ of strong currents in the sea.
3. Reducing unemployment will be the main _____ for the new government.
4. The lorry _____ with a coach, but fortunately nobody was injured.
5. The shop assistant was serving the _____ .
6. I'm sorry to _____ you, but I'm afraid you haven't won the prize.
7. Stop talking please. You're _____ me from my work.
8. I'm really disappointed. I _____ a better score.
9. It was a _____ accident. Both drivers were killed.
10. The _____ of a survey forced the department to change its policy.
11. It takes long time to _____ a broken leg.
12. Have you heard the _____ about the three men in a taxi?
13. Shorter working hours mean that people have more _____.
14. The accident _____ late last night.
15. The _____ cost of the service will be $200.
16. Please _____ from smoking in the waiting room.
17. You must use a very _____ knife to cut the lid.
18. Unemployment has risen _____ since the year 2005.
19. Applications must be _____ by March 31.
20. That museum is really _____ visiting if you have time.

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Take it easy !





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UNIT FOUR : EUREKA!



Robotville





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UNIT PREVIEW

In this unit you will learn to ...

SEQUENCE ONE

- listen and respond to a presentation of an invention.
- mark intonation in indirect questions.
- mark stress in names of sciences and adjectives derived from them.
- speak about inventions, discoveries and developments in technology.
- write a short paragraph about an invention.

SEQUENCE TWO

- read and respond to a text about the development of telecommunications.
- express concession using '*however*', '*although*', etc.
- write a paragraph out of a flow chart.

SEQUENCE THREE

- listen and respond orally to the presentation of a product.
- read and respond in writing to the presentation of a product.
- read a newspaper article from an opinion page.
- respond in writing to opinions about technology.

STOP AND CONSIDER

- use definite and indefinite articles.
- express result using so + adjective + that.
- describe an object: shape, colour, etc.
- use the future perfect to predict completed actions in the future.

SEQUENCE FOUR

- write a paragraph out of a flow chart about an invention.
- write an inventor's biography.
- identify problems related to video-games.
- identify problem sounds: /n/ and /ŋ/.

PROJECT WORKSHOP (See p.131.)

You will make a profile of an invention:

- a household appliance,
- a means of transportation,
- an electronic device,
- telecommunications,
- or an invention of your choice.

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2 LISTENING AND SPEAKING

ANTICIPATE

● Look at the picture and answer questions A-E that follow. Use words from the box below.

brush	bucket	water	stream	dirt	washboard
clothes	washing machine		river	clothes beater	well



A. Where do you think the women are?
Is it ...
a. in the town? **b.** or in the countryside?

B. Are the women …
a. rolling couscous? **b.** eating? **c.** or washing clothes?

C. Besides their hands, what else are they using? Choose one answer:
a. a washboard and a brush. b. their feet. c. a clothes beater.

D. What are they doing it for? Choose one answer:
a. to remove the water from the clothes.
b. to remove the dirt from the clothes.
c. to remove the soap from the clothes.

E. Do you think it is the right way of doing it? If 'yes', why? If 'no', why?

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2 LISTENING AND SPEAKING

SAY IT CLEAR

❶ Listen and mark the intonation at the end of the question below with an arrow (↘ or ↗).

Who invented the first washing machine ?

❷ Now, listen to the same question asked indirectly and mark the intonation at the end of the indirect questions below with an arrow (↘ or ↗).

A. Can you tell me who invented the first washing machine?

B. Have you got any idea who invented the first washing machine?

C. Do you happen to know who invented the first washing machine?

❸ Compare the intonation of the direct question in exercise 1 with the intonation of the indirect ones in exercise 2. What do you notice?

❹ Listen and put a stress mark (') on the stressed syllable of the transcribed names of sciences in column A below.

Column A: Names of sciences		Column B: Adjectives derived from names of sciences	
technlogy	/tek'nɒlədʒɪ/	technological	/teknəlɒdʒɪkl/
ecology	/ɪkɒlədʒɪ/	ecological	/ɪkəlɒdʒɪkl/
geology	/dʒi:ɒlədʒɪ/	geological	/dʒi:əlɒdʒɪkl/
sociology	/səʊsi:ɒlədʒɪ/	sociological	/səʊsi:əlɒdʒɪkl/
biology	/baɪɒlədʒɪ/	biological	/baɪəlɒdʒɪkl/
hydrology	/haɪdrɒlədʒɪ/	hydrological	/haɪdrəlɒdʒɪkl/
anthroplogy	/ænθrəpɒlədʒɪ/	anthropological	/ænθrəpəlɒdʒɪkl/
bacteriology	/bæktɪəri:ɒlədʒɪ/	bacteriological	/bæktɪəri:əlɒdʒɪkl/

❺ Now, listen and put a stress mark (') on the stressed syllable of the transcribed adjectives in column B above. Then compare the stress patterns of the names of sciences with those of the adjectives. What do you notice?



The hidden message

Decipher the message below and use the letters of the alphabet to write it.

/ðə preznˈteɪʃn ɪz əˈbaʊt ðɪ ɪnˈvenʃən əv ðə ˈwɒʃɪŋ məˈʃi:n /.

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2 LISTENING AND SPEAKING

LISTEN AND CHECK


①

❶ Listen to the first part of a short presentation of an invention and check your answers to questions C, D and E on the previous page.

❷ Listen to the second part of the presentation and answer the questions below.

A. What does the object in picture 1 represent?

B. What is the object in picture 2 ?

C. Does the presentation give us a description of the device ?

D. If not, what does it tell us about?

It tells us about...

a. the functioning of the device.

b. an invention's profile.

c. an inventor's biography.


②

❸ Listen to the presentation again and fill in the blanks in the boxes below with notes (information).

	A	B
1	Introduction	importance of home labour-saving devices
2	Problem	.....
3	Original solution	..... / ..... /washboard / .....
4	Problems with the solution	but .....
5	Invention (who/what/when…)	James King/ washing machine/ 1851
6	Problems	however .....
7	Innovation / New invention	1908 / ..... / .....
8	Conclusion	almost every home .....

❹ Use the information/notes in the table above to make a brief presentation of the invention to the class.

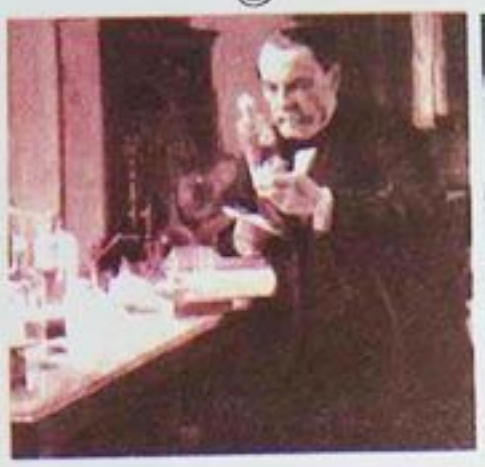
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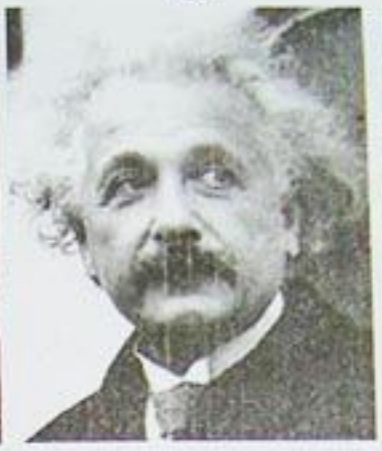
2 LISTENING AND SPEAKING

IT'S YOUR TURN

❶ Match pictures 1-4 with the names of inventors A-D in the table that follows.

① 

② 

③ 

④ 

Louis Pasteur	Alexander Fleming	Alexander Graham Bell	Albert Einstein
1822 - 1895 born in France (1885) (A)	1881 - 1955 born in Scotland (1928) (B)	1847 - 1922 born in Scotland (1876) (C)	1879 - 1955 born in Germany (1905) (D)

❷ Match the names of scientists 1-4 with inventions or discoveries (A-D). Then write 4 sentences using the matched parts and the verbs in the table below.

1.Albert Einstein 2.Alexander Graham Bell 3.Alexander Fleming 4. Louis Pasteur	discovered invented formulated	A.Penicillin. B.the theory of relativity. C.the vaccine against rabies. D.the telephone.

❸ Now, use the information in exercise 2 above to play the game 'Tell me...'. Use the cues in the box below.

A: - Can you tell me who invented / formulated / discovered...?
- Have you got any idea who / when / where ... ?
- Do you happen to know who / when / where ... ?

B: - I think / guess it was ... / It was _____, wasn't it?
- I'm afraid / Sorry, I have no idea./ I don't know.

SAY IT IN WRITING

❶ Use the information in exercises 1 and 2 above to write a short biography of one of the people in the pictures.

Start like this: Louis Pasteur is one of the most French scientists. _____.

❷ Correct your mistakes. Then read the corrected version of the biography to the class.

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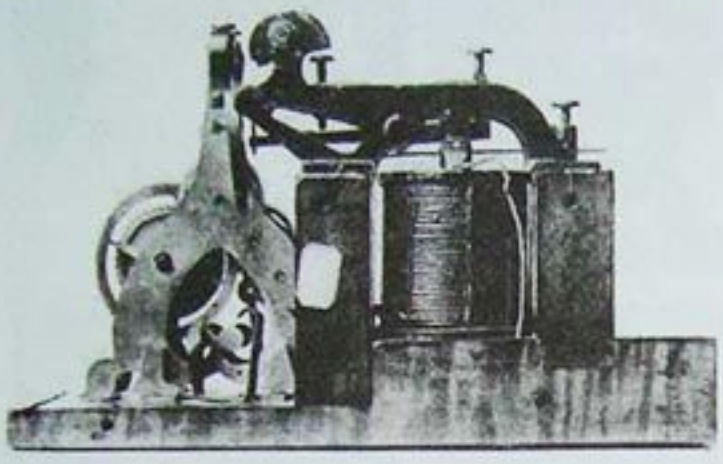
READING AND WRITING

ANTICIPATE

❶ Match pictures of items 1-4 with their names A-D in the box below.

A. drum B. telegraph C. telephone D. satellite

①



②





③



④

❷ What do <u>all</u> the items represented in pictures 1-4 above refer to? Circle the correct letter A, B, C or D. Justify your answer.

A. The development of the radio **B.** The development of telecommunications

C. The start of telecommunications **D.** The development of the satellite system.

❸ Guess when the items in the pictures above were invented. Write the names of the items/inventions in column A.

A	B
Name of item	**Date / Time period**
	ancient times
	1876
	1890s
	mid-twentieth century

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READING AND WRITING

READ AND CHECK

❶ Read the text below and check your answers to exercises 2 and 3 on the previous page.

From **the time of primitive man**, humans have wanted to communicate through space. **Centuries ago**, men used drums to send and receive messages. In Ghana, for example, this means of communication is called 'talking drums'. §1

However, communication through drums and other means was not satisfactory over very long distances. Long-distance voice communication became possible only **in 1876** when Alexander Graham Bell invented the telephone. Twenty-three years later, Italian inventor Guglielmo Marconi used Heinrich Hertz's discoveries about electromagnetic waves to invent another means of telecommunications. It was the 'wireless' telegraph, and it was the ancestor of the radio. It allowed communication between England and France in **1899**. §2

There was still a problem with long-distance voice communication via micro-wave radio transmission. The transmissions followed a straight line from tower to tower. So the system was impracticable over the sea. In **1945**, science fiction writer, Arthur C. Clarke, suggested a solution. He proposed a system of communications satellites in an orbit, 35,900 km above the equator. The satellites would circle the Earth in exactly 24 hours. §3

Today, it is possible to communicate internationally by satellite. The latest satellites can carry over 100,000 simultaneous conversations. By the year **2050**, electronic information technology will have transformed world business, schools and family life. §4

Adapted from ***Hutchinson Encyclopaedia***

❷ Read the information in bold type in the text above and tick (✓) the most suitable title for the text. Justify your answer.

A. Telecommunications and satellites ☐
B. Graham Bell's invention ☐
C. Telecommunications: Past, Present and Future ☐

❸ Read the text again and answer the questions below.

A. What invention was the ancestor of the radio?

B. What was the problem with long-distance voice communication?

C. What was the solution to the problem ?

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READING AND WRITING

DISCOVER THE LANGUAGE

❶ Read the text on the previous page and say why the author uses **however** to make the transition from paragraph 1 to paragraph 2. Circle the correct answer A, B or C.

The author uses '**however**' to express:

A. addition **B.** concession C. cause / effect

❷ Match sentences 1-3 in column A with sentences a-c in column B.Then join them with '**however**' to form complex sentences.

Example:

In ancient times, men used drums to send and receive messages. **However**, communication through drums was not satisfactory.

Column A	Column B
1- The washboard is a convenient solution. 2 - Einstein's discovery revolutionised science. 3 - Graham Bell managed to solve the problem of long-distance communication.	a- It led to the making of the Atom Bomb. b- It necessitated the installation of telephone poles and wires. c- It uses up clothes.

❸ Use the information in the box below to complete the sentences that follow.

difficulty / put / satellite / into orbit
require / large amounts / cable
transmissions / seas / impracticable

A. Although Bell's invention solved the problem of long-distance communications, _____.

B. Though Marconi's invention solved the problem of cables, _____.

C. Even though Arthur Clarke's suggestion could solve the problem, ____.

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READING AND WRITING

WRITE IT RIGHT

❶ Sentences A- D below are not in order. Re-order them according to the plan in the box that follows to get a coherent paragraph.

A. So, in the old days men used drums and other archaic means to communicate.
B. In 1876, Graham bell solved the problem by inventing the telephone.
C. The human voice does not allow people to communicate over very long distances.
D. However, it took people a lot of time to send and receive messages.

1- Problem ☐ → 2- Initial solution ☐
→ 3- Problems raised by the initial solution ☐ → 4 - Invention ☐

❷ Use the words in the box below to fill the blanks in the table that follows.

Nouns:	hand	dishes	dust	food	carpets	meal
Verbs:	wash	use	beat	start	sweep	take

Problem	Initial solution	Problems with the solution	Invention	Inventor	Date
_____ get dirty when you _____ them up.	_____ them up by _____	time consuming; much effort	dishwasher	Josephine Cochran, housewife	1889
Floors and _____ get covered in _____ and dirt.	_____ with a brush ; _____ carpets with a stick	get used up	vacuum cleaner	John Thurman, businessman	1899
Ovens _____ a long time to cook _____.	_____ cooking a long time before the ___ is served	consume energy	microwave oven	Dr Percy Spencer, scientist	1946

❸ Use the information in the table above to write a coherent paragraph about one of the inventions. Correct your mistakes and exchange drafts with your partner for further correction. Then hand a copy to your teacher.

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DEVELOPING SKILLS

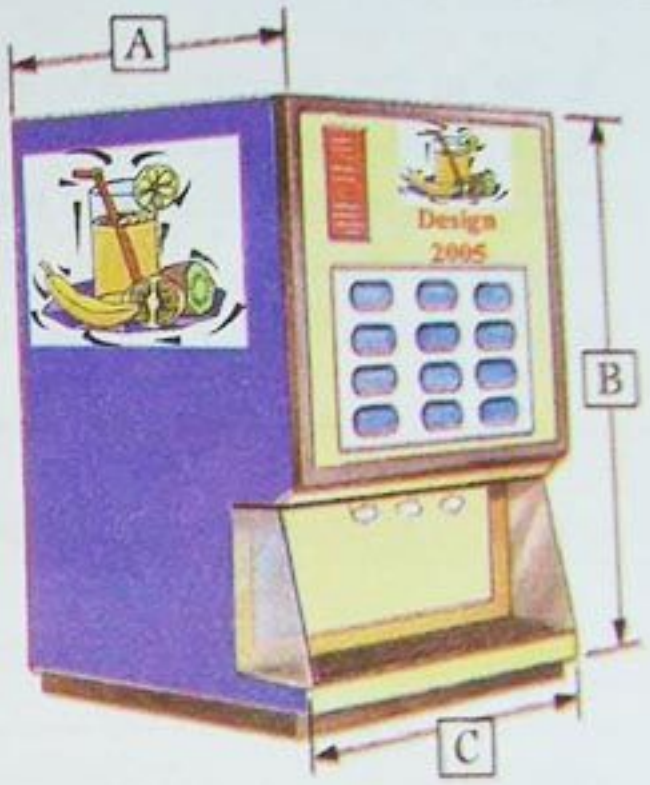
PRESENTATION OF A PRODUCT

❶ Look at the picture and match the dimensions (A-C) of the machine with their names (1-3 below).

1. width

2. depth

3. height



❷ Listen and fill in the blanks with information.

a. The **Design 2005** is _____ mm high.

b. It is _____ mm deep.

c. It is _____ mm wide

❸ Imagine you are a salesperson. Make an oral presentation of the new refrigerator 'FROST 550'. Help yourself with the tactics summary on the next page.

SPECIFICATIONS

FROST 520



A compact model, ideal for sitting on a worktop.
Runs silently. Two-star frozen food compartment.
plastic door handle.

Gross capacity	50 litres
Net capacity	48 litres
Height	570 mm
Width	480 mm
Depth	460 mm
Frozen food compartment	2- star
Internal volume	4 litres

Designed for office use only

Available in three colours: red, green and blue

Price: £ 400

SPECIFICATIONS

FROST 550

A very compact model with No CFCs, two removable shelves, thermostat control, salad bin and large food compartment, flush-look door handle

Gross capacity	113 litres
Net capacity	102 litres
Height	880 mm
Width	450 mm
Depth	500 mm
Frozen food compartment	3- star
Internal volume	5 litres

Designed for home and office use

Available in different colours

Price: £ 300

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DEVELOPING SKILLS

Tactics summary for a product presentation and service

1. Give the brand name of the new product.
This product is our **Exp 11**.
2. Show its features.
Although it is based on **Exp 10**, its system is completely different.
It is based on **Exp 10**. However, ...
The major new feature of **Exp 11** is ...
The big advantage of **Exp 11** is ...
It is square / circular / ...
Its height / width / depth is ...
It is red / green / white / ... in colour.
It is made of ...
3. Compare it with competitive products.
Exp 11 is far superior to / performs better than / is more practical than **Exp 10**.
The major difference between **Exp 10** and **Exp 11** is ...

❹ Now, read the specifications on the previous page and the ones in the boxes below to complete the business letter that follows.

SPECIFICATIONS

FROST 700

Compact model with plastic door handle. Automatic defrost of Freezer. No CFCs. Interior light. 4 removable shelves and full-width salad bin.

Gross capacity	
Fridge:	160 litres
Freezer:	40 litres
Net capacity	
Fridge	140 litres
Freezer	35 litres
Height	1500 mm
Width	600 mm
Depth	500 mm
Frozen food capacity	12 kg
Freezing capacity	4 kg in 24 hrs

Designed for home use
Available in 3 colours.
Price: £ 750

SPECIFICATIONS

FROST 750

Compact model with flush-look door handle, door lock, interior light , gate flaps for bottle storage, 4 removable food shelves, full-width salad bin.
Freezer features automatic defrost

Gross capacity	
Fridge	170 litres
Freezer	45 litres
Net capacity	150 litres
Height	1600 mm
Width	620 mm
Depth	550 mm
Frozen food capacity	14 kg
Freezing capacity	10 kg in 24 hrs

Designed for domestic use
Available in 5 colours
Price: £ 700

Thank you for your letter of April 10th asking for some information about our products. Here is some detailed information about our machines.
Our company manufactures different models of refrigerator. _____.

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DEVELOPING SKILLS

❶ Match the inventions in column A with their drawbacks in column B.

Colum A: Inventions	Column B: Drawbacks
A. Automobile	**1.** Experts say it causes hearing problems.
B. Cell phone	**2.** It can cause health problems and death to motorists and passengers.
C. Television set	**3.** It reduces arithmetic mental ability.
D. Computer	**4.** It distracts drivers and causes accidents.
E. Walkman	**5.** It can distract from work.
F. Calculator	**6.** It can cause eyesight problems.

❷ Write six sentences about the advantages of the inventions in the box above.
Example: The automobile allows us to travel over long distances.

❸ Use the information in exercises 1 and 2 to write complex sentences like the one in the example below.

Example: Though the automobile allows us to travel over long distances, it can cause health problems and death to motorists and passengers.

❹ Read the letter to the editor below and answer questions A-D that follow.

To the Editor, June 17th, 2008

In the June 5th edition, you published an opinion article about technology entitled "Can we live without ...?". I am sorry to say that I dont't agree with some of the points in the article.

I think we cannot really live without technology for three reasons. First of all, we have invented technology out of necessity. Imagine life with no machines. Sew your own clothes! Wash your own clothes by hand! Go everywhere on foot! Indeed, life can be very hard without technology. The second reason why I cannot imagine life with no technology is the following. It has become part of our lives. In addition, every generation should live according to its time. We cannot stop technological innovation because we don't want to live the hard times of our ancestors. However, though we cannot live without technology, we must make sure that we have full control over it.

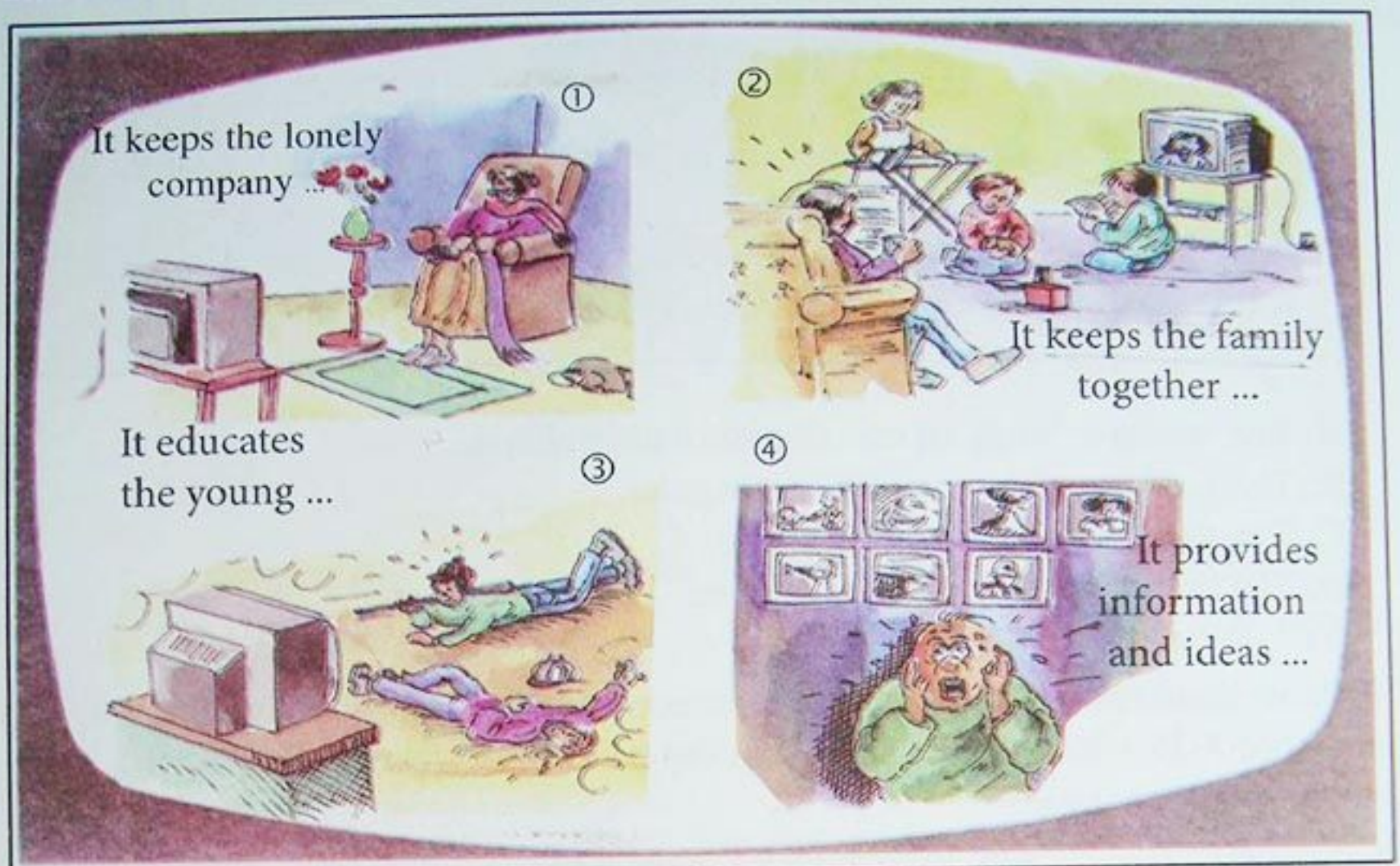
Yours faithfully,
Smith Hamilton

A. What is the main idea of the letter? Underline it.
B. Is the author of the letter for or against technology?
C. How many reasons does the writer give to support his argument?
D. What is the concession that the author makes? Pick it out.

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DEVELOPING SKILLS

❺ Read the captions attached to pictures 1-4 below and answer questions A-F that follow.



A. Is the woman in picture 1 really watching TV? If not, what is she doing?

B. Are the family members in picture 2 really together?

C. Does TV in picture 3 really educate the children?

D. Does the man in picture 4 really get information and ideas from TV?

E. So, what do you think the cartoonist`s attitude towards TV is?
Circle the correct answer: **a.** positive **b.** critical **c.** indifferent

F. Do you believe that the writer's attitude is fair or unfair? Why?

❻ Write a letter to the editor expressing your disagreement with the opinion expressed in the passage below. Help yourself with the ideas suggested in the pictures above. Use the model on the previous page.

[...] TV is the best invention that man has ever made. It is the best answer to boredom and loneliness. It allows people to relax after a hard day's work. Moreover, it educates children because it shows them documentaries on various topics. It informs us about what happens around the world. Thanks to TV, the world has become just like a small village. Finally, TV plays an important role in the family. It tells family members the old stories which grandmothers used to tell their grandchildren. [...]

Bennous Sofiane

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STOP AND CONSIDER

❶ Read Reminder I below and use the structures written in green to rewrite sentences A-D that follow. There are many possibilities.

REMINDER I

We can describe shape and colour in three different ways. Look at these examples:

It is square. → It is square in shape. → Its shape is square.
It is yellow. → It is yellow in colour. → Its colour is yellow.

A. The watch is white in colour and oval in shape.
B. The banknote is green and rectangular.
C. The dishwasher is cubic in shape.
D. The colour of the hairdryer is blue.

❷ Read Reminder II and match sentences 1-4 in column A with follow-up sentences A-D in column B. Then join the pairs of sentences with '**with**'. Make the necessary changes.

REMINDER II

Look at these two sentences:	We can use '**with**' to join them.		
	1st part of the sentence	with	what?
The coffee machine is red. It has three buttons.	The coffee machine is red	with	three buttons.

Column A	Column B
1. The car is new.	**A.** It has large luminous numbers.
2. The watch is square.	**B.** It has a metal drum.
3. The mobile phone is small.	**C.** It has tinted windows and an air bag.
4. The washing machine is made of plastic.	**D.** It has silver hands and a gold strap.

❸ Use the structures in Reminders I and II above to rewrite the presentation of the Quartz watch below.

This is our new **Quartz Watch 10**. The watch has a round frame. The watch has an oval face. The strap is white in colour. The strap is made of silver. **Quartz Watch 10** is superior to **Quartz Watch 9**. It has golden hands. It has an alarm and a calendar. **Quartz Watch 10** is waterproof. You don't need to take it off when you swim or have a shower.

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STOP AND CONSIDER

4 Read Reminder III below. Then cross out article the definite article **the** where it does not fit in the text that follows.

REMINDER III

A. We use **'the'** when we refer to something which is unique.

Example: The earth goes round **the** sun and **the** moon goes round the earth.

B. We don't use **'the'** when we make a general reference.

Example: ø People like ø technology once they know how it works.

C. We use **'the'** when the noun is defined by a prepositional phrase.

Example: Pollution is a major ecological problem. But we say: **The** pollution **of** the oceans is a major ecological problem.

D. We use **'the'** when we refer to a type of machine, an invention, etc.

Example: The telephone is a very useful device.

The man has depended upon the sea for centuries. It has been a source of the food, a defensive barrier and a means of the transportation. The oceans cover more than 70 percent of the earth's surface, and have played an important role in the spread of the civilisation and the development of the culture. However, it was not until the beginning of the twentieth century that the man started to explore the ocean floor in search of the new sources of food and the raw materials. In order to do this, he developed further the submarine, a machine the idea of which has been with us since Da Vinci's time.

5 Read Reminder IV and cross out indefinite articles 'a' and 'an' where they do not fit in the text that follows.

REMINDER IV

A. We use **'a'** or **'an'** when we say what something / someone is , or what something / someone is like.

Example: Rabies is **a** very dangerous disease.
He is as blind as **a** bat.

B. We use **'a'** when we refer to jobs.

Example: Before he became an explorer, Armstrong was **a** pilot.

C. We cannot use 'a' before uncountable and abstract nouns.

Example: ø Gas oil is a type of oil largely used in ø heating technology.

A cleanliness is essential for a healthy skin and a good complexion. In general, the average person should clean himself or herself with a mild soap and a warm water daily. This eliminates an excessive oil and the dirt that has collected during the day. A soap is the most satisfactory of all cleansing agents. It can cure an acme, which is a skin disease common with young people.

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STOP AND CONSIDER

❻ Read Reminder V below and the captions of the pictures that follow. Then use the information in the captions to write sentences with **whom**.

REMINDER V

The relative pronoun `*whom*` is used when the antecedent is a PERSON and OBJECT as in the examples below.

Examples:

I talked to a **man** on the phone. I guess you're the man.
(subject) (object)

→I guess you're the man **whom** I talked to on the phone.

We should thank **James King**. He invented the washing machine.
(subject) (object)

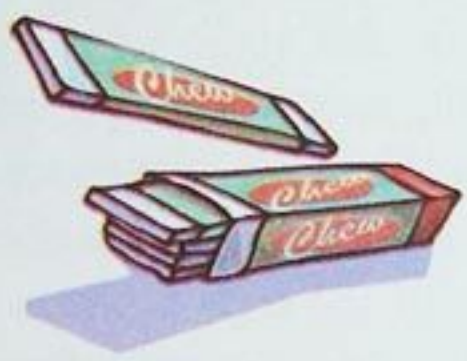
→ James King is the person **whom** we should thank for the invention of the washing machine.



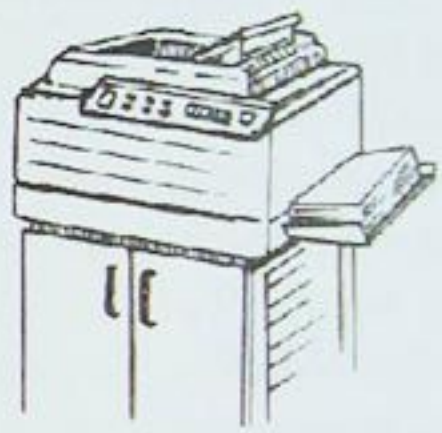
Coca-Cola (1886) Dr John Pemberton is a druggist. He invents Coca-Cola in Atlanta, Georgia.



Jeans (1860) Levi Strauss makes the first jeans.



Chewing Gum (1892) William Wrigley makes flavoured chewing gum



Xerox (1938)

Chester Carlson invents the photocopying machine.

(From ***A first look at the USA – A Cultural Reader***- p.24)

❼ Read Reminder VI below and match the statements in column A with the results in column B of the table that follows on the next page. Then join them with '**so + adjective + that**' to form complex sentences.

REMINDER VI

You can express result by using 'so + adjective + that'

Example:

The washing machine is useful. So, nearly every home has one.

→ The washing machine is **so useful that** nearly every home has one.

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STOP AND CONSIDER

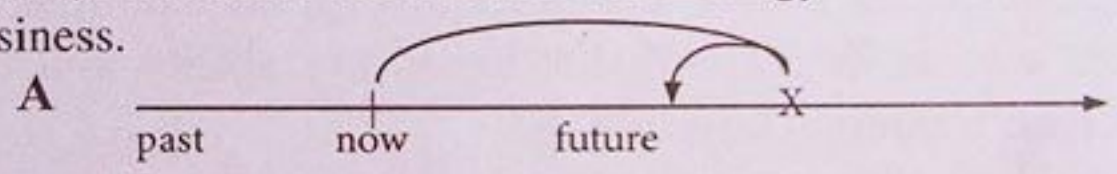
Column A	Column B
Statements: 1. The cell phone is useful. 2. The satellite is distant. 3. The experiment was difficult. 4. The refrigerator was expensive. 5. Pasteur's discovery was important for man's health.	**Results:** A. Not many people could buy one. B. Many people gave money to build a Pasteur Institute in Paris. C. The inventor spent long nights in his laboratory. D. Nearly everybody has one. E. It covers a large part of the Earth.

8 Read Reminder VII and rewrite the italicised science fiction passage that follows using the future perfect.

REMINDER VII

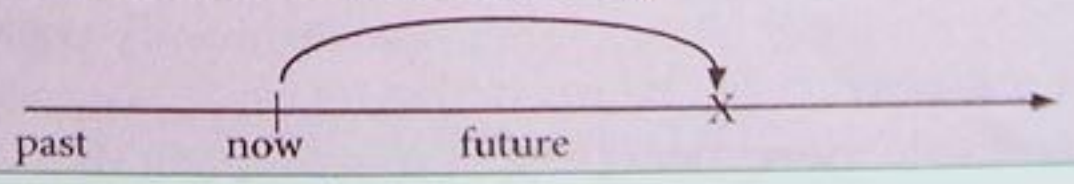
We use the **future perfect** to predict that an action **will already be completed** at a particular time in the future. The future perfect is often used with '*by*', which means '*at or before*'.
Example:

A. **By** 2050, electronic information technology **will have transformed** world business.



In sentence A above , the action is predicted to happen before 2050. But in sentence B below the action is predicted to happen exactly in 2050.

B. In 2050, electronic information technology **will transform** world



We are in the year 2055. The population of the world has reached 8 billion. Many cities have doubled in size. We have used up many sources of energy. Fortunately, we have found new sources of energy. Robots have replaced people for many boring jobs.

Start like this:

By the year 2055, the population.....
.....
.....

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CONSOLIDATION AND EXTENSION

WRITE IT OUT

❶ Read the introduction (§1) below and find the names of the inventors/ discoverers who made the following inventions and discoveries:

A. The law of gravity

B. The law of relativity

C. The submarine and the 'flying machine'

D. Rules for chemical combination and combustion

E. Radioactivity

F. Three electromagnetic laws

THE MAKING OF A SCIENTIST

Men and women of different races, walks of life, temperament, religions and professions have become famous scientists. Leonardo da Vinci was an artist; Sir William Herschel, a band leader; Lavoisier, a tax collector; Priestly, a clergy man; Marie Curie, a political refugee; Joule a brewer; Edison a telegraph operator; Ruth Benedict a teacher of English; Einstein , a patent-office clerk; Faraday , a bookbinder; Halley, a gourmet; Newton, a recluse; Avicinna a physician; Kepler an astrologer; Carver , a slave. **§ 1**



However, these men and women had in common their passionate devotion to science. The career of the great black American chemist George Washington Carver offers a particularly good example. It illustrates the important fact that anybody with the necessary ability and the necessary ambition can become a famous scientist. **§2**

❷ Read the introduction (§1) above again and pick out a sentence that expresses an **opinion** and a sentence which states **a fact**.

❸ Say whether and why you agree or disagree with the author's opinion.

❹ Read the developing paragraph (§2) and find what the author wants to do in her/his text. Circle the letter of the correct answer. Justify your answer.

The author wants to…

A. teach a lesson to the reader.

B. inform us about Carver's discoveries.

C. give facts about Carver's life.

❺ Paragraphs A, B and C on the next page are not in order. Re-order them to get a coherent follow-up text. Write letters A, B and C in the boxes below.

Paragraph 3	Paragraph 4	Paragraph 5

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CONSOLIDATION AND EXTENSION

When he was about ten years old, George asked the master of the plantation to let him go to school at Neosho, Missouri, eight miles away. Carver told him that he was free to go, but that he would give him no money. The boy went off to Neosho without a penny in his pocket. He slept in barns, did odd jobs for his meals and eagerly devoured every bit of book learning that he could get at school. A few years later, he travelled sixty miles on mule back in order to register at the Fort Scott High School in Kansas. There, too, his life was a constant struggle with grinding poverty. He washed white people's clothes in order to pay for his meals and books. Then he went to Simpson college in Indianoloa, Iowa. In 1894, he received the degree of Bachelor of Science in Agriculture, and two years later he obtained his Master's degree from the same college. § **A**

At the defeat of the Civil War and after the emancipation of the slaves, George continued to live on the Carver plantation. George wasn't strong, so he did 'women's' work about the house –he washed, ironed, cooked and sewed. During his free time, he learned to read and write and memorised a little blue-backed Webster's speller, a small dictionary. § **B**

Carver was born of slave parents towards the close of the American Civil War (1860-1865). His mother lived on the plantation of Moses Carver near the village of Diamond Grove in the extreme southwest corner of Missouri. His father belonged to a neighbouring farmer. § **C**

6 Now, match the re-ordered paragraphs in exercise 5 with ideas a-c below.

a. George Washington Carver showed his ability for learning at an early age.

b. He was ambitious and helped himself. He didn't rely on others.

c. He came from a very poor family.

7 Read the conclusion **(§6)** below and pick out the topic sentence, i.e., the sentence which expresses the general idea.

In 1896 he started teaching in a Black American college - Tuskegee Institute - in Alabama. While he was teaching there, he devoted some of his time to science in order to help improve agriculture in the South. He became the most famous agricultural chemist in the South. Though Thomas Edison offered him a job at a salary of $ 25,000 a year, Carver refused to accept it. He preferred to live simply and piously and amuse himself with painting and handicraft arts. He died in 1943. His story is an inspiring example to people who want to become scientists. **§6**

8 Make the best use of the answers which you have given to all the questions above to write a summary of the whole text.

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CONSOLIDATION AND EXTENSION

WORK IT OUT

❶ Read statements A-F in the table below. Tick (✓) true or false.

	True	False
A. People can play video games continually		
B. The light from the screen can cause health problems.		
C. Playing video games will improve your eyesight.		
D. Playing in a dark room is highly recommended.		
E. Small-screen projections are better than large-screen projections.		
F. Stand close to the screen to make better scores.		

❷ Read the instructions below and check your answers to task 1 above.

Preferably play the game on a small screen. ①

Rest for at least 10 to 15 minutes per hour while playing. ②



Sit a good distance away from the TV screen, as far away as the length of the cable. ③

Avoid repeated or extended use of video games on large-screen projection televisions. ④

Make sure that the room in which you are playing is well lit. ⑤

Some people are susceptible to epileptic seizures or loss of consciousness when exposed to certain flashing lights. ⑥

❸ Now, imagine you are an advice columnist. Respond to Khaled Mehdi's letter in the box below by writing a reply giving him advice. Use modals **should**, **shouldn't**, **ought to** and **ought not to**.

I'm a video game player. Can I continue to play games and stay healthy?

Khaled Mehdi

Start like this: Dear ...,

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CONSOLIDATION AND EXTENSION

❶ Read the text below and answer these questions:

A. What is cloning?
B. Is cloning something new?
C. What started the debate over cloning?
D. Why do people refuse to eat genetically modified foods?



Nowadays scientists can make copies of plants, animals and even human beings. We call this cloning. There is nothing new about cloning at all. Ancient Greeks cloned plants over 4,000 years ago and the first cloned frog appeared in 1968. Twenty-nine years later, in 1997, Dr Ian Wilmut and other fellow researchers from Edinburgh University, Scotland, managed to clone an adult sheep from a single cell to produce a lamb (Dolly) with the same genes as its mother. Some people are worried because scientists have already started to think about cloning human beings.

Today, we can also use genetic engineering technology to produce genetically modified foods. Scientists can copy and transfer individual genes from one living organism to another in order to make plants more productive and more resistant to diseases and pests. However, some people refuse to eat genetically modified foods (GMFs). They consider that biological products are safer.

❷ Write a short letter of opinion taking sides for or again cloning and genetically modified foods. Use the cues below. Don't forget to make concessions.

Advantages	Disadvantages/drawbacks
• create human organs and tissues for transplant • cure genetic diseases • produce food for the increasing population • preserve endangered animal and plant species • create clones for medical research • help sterile people to have children	• create copies of human beings • stop the ageing process • interfere with human nature • cause health problems • modify human genes • select the race • kill bio-diversity

❸ Correct your letter. Then exchange drafts with your partner for further error checking. Read your letter of opinion to the class.

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CONSOLIDATION AND EXTENSION

PROBLEM CONSONANTS

❶ Your teacher will read 3 sentences among the three pairs of sentences below. Tick (✓) the ones you hear.

A. Look, that's wrong. /lʊk ðæts rɒŋ/ ☐

B. Look, that's Ron. /lʊk ðæts rɒn/ ☐

A. Dracula has fangs. /ˈdrækjələ hæz fæŋz/ ☐

B. Dracula has fans. /ˈdrækjələ hæz fænz/ ☐

A. He's got a marvellous tan. /hˌiz gɒt ə ˈmɑːvələs tæn/ ☐

B. He's got a marvelous tank. /hˌiz gɒt ə ˈmɑːvələs tæŋk/ ☐

❷ Circle the sounds that make the sentences of each pair of sentences in exercise 1 above different in meaning.

❸ Listen and tick (✓) the missing sound(s) for each of the transcribed words in the table below.

Word	/n/	/ŋ/	/ndʒ/	/ŋg/	/ŋk/
Bang /bæ__/		✓			
Danger /ˈdeɪ__ə/					
Singer /ˈsɪ__ə/					
Wing /wɪ__/					
Sun /sʌ__/					
Pink /pɪ__/					
Bank /bæ__/					
Thinker /ˈθɪ__ə/					
Finger /ˈfɪ__ə/					
Anger /ˈæ__ə/					
Stranger /ˈstreɪ__ə/					

❹ A and B are tongue twisters written in phonetic script. Decipher them and use the letters of the alphabet to write them. Then read them to the class.

A. /ðə ˈbæŋkə hʊ ɪz ˈsɪtɪŋ ɒn ðə bæŋk ɪz ˈsɪŋgɪŋ ə sɒŋ/.

B. /ðə ˈsɪŋgə ɪz ˈsɪŋkɪŋ ɪn ə ˈdeɪndʒərəs ˈswɪmɪŋ pʊl/.

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PROJECT WORKSHOP

MAKING A PROFILE OF AN INVENTION

❶ Selecting an invention

Look around you and choose an invention. The checklist below may help you.

bicycle	car	plane	train
electric iron	hairdryer	cooker	sewing machine
computer	typewriter	telephone	TV set

❷ Writing about the evolution of the invention

Get as much information as possible about the invention.

- Background to the initial invention
- Problems with the initial model
- Subsequent improvements on the initial model

❸ Making a presentation of the different models of the invention

State - what each model is made of,
- what it is composed of,
- what its dimensions are,
- how it works,
- what the specifications of the recent models are.

❹ Write a timeline of all the inventors involved in the invention.

- Choose the two most important inventors and write their biographies.
- Do not forget to state in what ways they contributed to the improvement of the invention.

PROJECT ROUND-UP

- Put the different items of your project in the form of a scrapbook or a wall sheet.
- Include pictures of both the inventors and the models of the invention.
- Correct the mistakes in your project. Then exchange projects with other groups for further error checking.
- Bring the final touch to your your scrapbook or wall sheet on.Then present it to the class.

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CHECK YOUR PROGRESS

❶ Look at the picture and guess who the man in the picture is.

A. Thales **B.** Ptolemy **C.** Pythagoras



Astronomy is perhaps the oldest recorded science. It is the science of celestial bodies: the Sun, the Moon, the planets, the stars, galaxies and other objects in our universe. It studies their positions, motions, distances, physical conditions, their origins and evolution. The heavenly bodies have always stirred the imagination of men. There have always been numerous accounts of fanciful trips to other worlds. Man has also observed the planets for purely practical reasons. The ancient Egyptians were the first to use this science to solve practical problems. Their naked-eye observation of the Sun and the Moon allowed them to establish a calendar as early as 4236 BC. This made it possible for them to plan ahead for the sowing, growing and harvesting of crops and for various other activities as well. §1

The first true astronomers were the Greeks. They assumed that the Earth was spherical in shape and attempted to measure its size. The ancient Greek astronomers included Thales and Pythagoras. Ptolemy of Alexandia summarised the findings of these scientists. He maintained the theory that the Earth was the centre of the universe, with the Sun, the Moon and other stars turning around it. Many Greek philosophers did not agree with him. Ptolemy died about AD 180 and little progress was made for centuries. §2

❷ Read the text above and check your answer to task 1 above. Then give a title to the text.

❸ Read the text again and answer the questions below.

A. What stirred the imagination of man?
B. Why did the ancient Egyptians observe the celestial bodies?
C. Which theory did Ptolemy maintain?
D. Did all Greek philosophers agree with him?

❹ Read the text again and do exercises A and B below.

A. Circle the link word that suits best as a transition from paragraph 1 to paragraph 2. Justify your answer.

a. In addition **b.** However **c.** As a result **d.** Besides

B. Join the underlined sentences in paragraph 2 with link words '**though**', '**although**', '**but**', '**however**' or '**yet**'. Make the necessary changes.

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CHECK YOUR PROGRESS

5 The sentences below are not in order. Re-order them to get a coherent paragraph. Write letters A-F in the boxes.

1	2	3	4	5	6

A. They exported their knowledge to the West, which was just coming out of 'The Dark Ages', a period lasting from nearly 500 to 1200.

B. After Ptolemy's death, the Arabs revived the science of astronomy, developed the astrolabe and produced credible star catalogues .

C. Johannes Kepler (1571-1630) formulated the laws of planetary motion.

D. In 1543, Nicolaus Corpernicus (1473-1543) discovered that the Sun, not the Earth, was the centre of our planetary system.

E. Thanks to the translation of the Arabs' archives, the West renewed its interest in astronomy.

F. Years later, Galileo Galilei (1564 -1642) proved Kepler's theory that the Earth orbited around the Sun. §3

6 Which of the following concluding sentences best complete the paragraph in exercise 5 above? Justify your answer.

A. Moreover, the church opposed the new theory because the Bible said that the Earth turned around the Sun. Galileo was obliged to say that he was wrong in order to escape the fire of the Inquisition.

B. However, opposition to the new theory that the Earth moved around the Sun came from the church authorities. But this hostility did not last long because Isaac Newton definitely explained the laws of planetary motion.

7 Read paragraph 4 below and cross out the definite article '**the**' where it does not fit.

The progress in the astronomy has developed thanks to the inventions such as the telescope, the spectroscope, the camera and the detectors. The people today continue to like the astronomy. Most of them want to know if there is the life elsewhere in the universe. This curiosity is justified. Have you tried to imagine what the life will be like two or three hundred years from now? Some people are afraid that the population of the world will have doubled by that time. §4

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CHECK YOUR PROGRESS

❽ Use the cues below to write 3 sentences to develop further paragraph 4 on the previous page. Use the future perfect tense.

- 2030 / the Earth / to heat up to very high temperatures
- we / to use up all / food / water sources
- Martians / to discover the Earth

❾ Read paragraph 1 below and rewrite the underlined sentences using '**in**' and '**with**' to improve the style of the text. Make the necessary changes.

Among the planets which astronomy has made attractive to man today is Mars. Mars is the fourth planet in our solar system. It is 6,787 km in diameter, about one third the size of the earth. The planet takes 24 hours and 37 minutes to rotate, a little more time than it takes of the earth. It takes 687 days (the Martian Year) for Mars to orbit the Sun. It has a thin atmosphere of carbon dioxide. It has an average temperature of -23°. It is rocky, dusty and red in colour. It has white polar caps. The caps are composed largely of water ice and frozen carbon dioxide. **§1**

Mars has four enormous volcanoes near its equator. Olympus Mons is the largest. It is much higher than the Earth's Mount Everest. Its height is **25 kilometres**. Its base has a diameter of **600 km** and the width of its crater is **65 km**. **§2**

❿ Read paragraph 2 above and write 3 questions to get the information in bold. Use the following adjectives: high, wide, and long.

⓫ Use the information in the box below to write a short description of our planet Earth.

Third planet from the sun - shape: spherical - flat at poles - surface = 150 million km^2
70% of surface = water - distance from the Sun = 149,500,000 km - circumference = 40,070 km - equatorial diameter = 12,756 km - rotation period = 23 hours 53 minutes 4.1 seconds - year: complete orbit = 365 days 51.48 minutes 46 seconds - atmosphere: 78% nitrogen; 20.95% oxygen; 0.93% argon; 0.03 % carbon dioxide; other gases: neon, etc. - greatest height: Mount Everest (8,872 m. above sea level).

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CHECK YOUR PROGRESS

● Tick (✓) he items in the Progress Portfolio below. Then hand a copy to your teacher. Do not write your name.

I can	Very well	Fairly well	A little
- listen and respond to a lecture about an invention.			✓
- mark intonation in indirect questions.			
- pronounce names of sciences and the adjectives derived from them.			
- speak about inventions, discoveries and developments in technology.			
- read and respond to an article about the development of telecommunications.			
- write a short paragraph about an invention.			
- express concession using '*however*', '*although*', etc.			
- write a paragraph out of a flow chart.			
- listen and respond to the presentation of a product.			
- read and interpret specifications.			
- write a reply to a business letter giving information.			
- write a letter of opinion.			
- express result using so + adjective + that.			
- use articles 'the', 'a', 'an' or 'zero'.			
- describe an object: shape, colour, etc.			
- use the future perfect to predict completed actions in the future.			
- write a biography.			
- take sides in problems related to technology.			
- write a letter to seek for and give advice.			
- identify and pronounce problem sounds /n/ and /ŋ/.			



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CHECK YOUR PROGRESS

GLOSSARY

ENGLISH	ARABIC	ENGLISH	ARABIC
Against (prep)	ضد	Healthy (adj)	سليم، موفر الصحة
Ancestor (n)	جدّ، سلف	Height (n)	علو
Anthropology (n)	علم الإنسان	Hydrology (n)	علم المياه
Available (adj)	متوفر	Interfere (v)	يتداخل، يتدخل
Barn (n)	حظيرة الماشية	Labour (n)	عمل
Beat (v)	يضرب	Length (n)	طول
Bookbinder (n)	عامل (مطبعة) يغلّف الكتب	Loneliness (n)	الإنعزال، الوحشة
Breed (v)	يتكاثر، يولد، يربي	Lonely (adj)	وحيد، مستوحش
Clergy (n)	رجال الدين	Mule (n)	بغل
Concession (n)	تنازل	Optimistic (adj)	متفائل
Countryside (n)	الريف	Oval (adj)	بيضوي الشكل
Decay (v)	ينهار، يسوس	Piously (adv)h	بالتقوى
Defeat (v)	يهزم	Primitive (adj)	بدائي
Depth (n)	عمق	Profile (n)	منظر، لمحة عن حياة الشخص
Design (n)	تصميم	Raw (adj)	خام
Device (n)	جهاز	Recluse (n)	مسجون
Drawback (n)	علّة، عائق	Require (v)	يحتاج إلى، يتطلّب
Drum (n)	طبل	Seizure (n)	مصادرة
Ecology (n)	علم البيئة	Shape (n)	شكل
Emancipation (n)	تحرير (العبد)	Slave (n)	عبد، رقيق
Fang (n)	ناب (حيوان)	Soap (n)	صابون
Feature (n)	معلم، تضريس	Species (n)	نوع
Fellow (n)	قرين، زميل	Strap (n)	حمالة، سير شريط
Fight (v)	يقاتل، يكافح	Susceptible (adj)	سهل التأثر، حساس
Fit (v)	يناسب، يطابق المقاييس	Telecommunications (n)	الاتصالات السلكية والا سلكية
Frame (n)	هيكل، إطار	Washboard (n)	لوحة (خشبية) الغسيل
Grinding (adj)	طاحن	Width (n)	عرض
Handicraft (n)	حرفة يدوية	Wireless (adj)	لا سلكي
Hard (adj)	شاق	Young (adj)	شاب

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CHECK YOUR PROGRESS

TEST YOUR WORD POWER

Supply each of the sentences below with the appropriate word from the glossary on the previous page. Make the necessary changes (plural form/ verb conjugation).

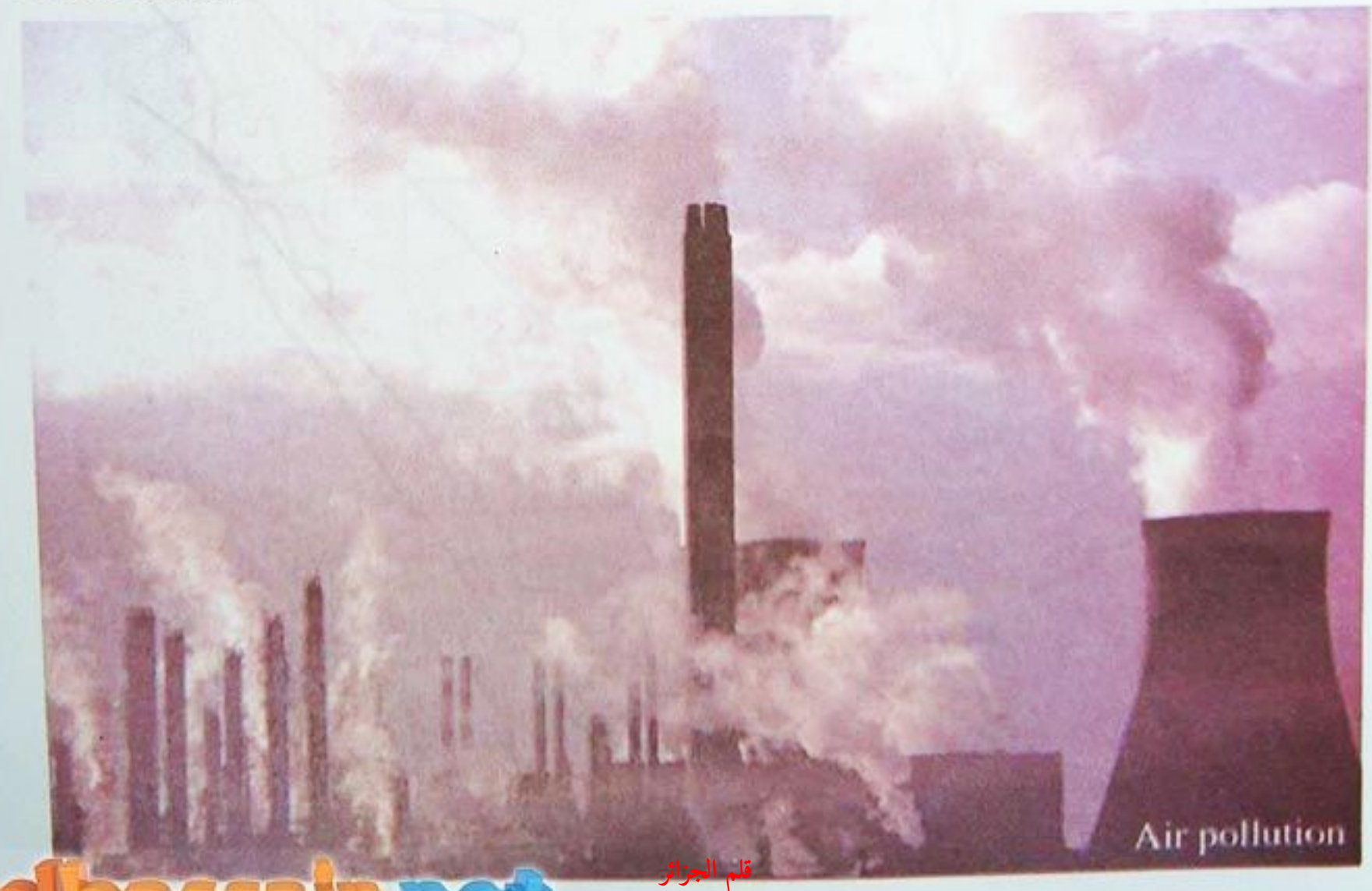
1. My _____ settled in this country thousands of years ago.
2. Do you know if the book is _____ at the school library?
3. Many animals won't _____ in zoos.
4. The _____ near Jijel is very beautiful.
5. In the last match, our football team _____ its opponent by three goals to one.
6. The architect showed us her _____ for the new theatre.
7. His lack of experience is a major _____.
8. The _____ of black slaves was a major problem in 18th-Century America.
9. It is not worth _____ about money.
10. G.W. Carver succeeded after much _____ work.
11. Louis Pasteur made experiments on rabies with _____ rabbits.
12. You shouldn't _____. Let your children make their own decisions.
13. In Europe, many old people suffer from _____.
14. I've applied for the job, but I'm not very _____ about my chances of getting it.
15. _____ man lived in caves and hunted wild animals.
16. _____ vegetables are good for your teeth.
17. This situation _____ tact and diplomacy.
18. Squares, circles and triangles are all different _____.
19. The young are _____ to advertising.
20. The room is four metres in _____.

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UNIT FIVE : BACK TO NATURE



A bird's nest



Air pollution

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UNIT PREVIEW

In this unit you will learn to...

SEQUENCE ONE

- listen and respond to a radio interview.
- write an SOS about pollution.
- express feelings, opinions and suppositions.
- mark stress in words ending in '-tion' and '-ssion'.
- recognise and mark intonation in complex sentences.
- express condition using 'if'.

SEQUENCE TWO

- read and respond to a newspaper article about pollution.
- deduce the meaning of words from context.
- express cause and effec.
- write an expository paragraph about pollution.

SEQUENCE THREE

- conduct a meeting.
- read and respond to an advertisement.
- write an advertisement.
- recognise and mark intonation in yes-no and wh-questions.
- write the minutes of a meeting.

STOP AND CONSIDER

- use If-conditional: types 0, 1 and 2.
- form adjectives using suffixes '-al', '-ic' ,'-cal', etc .
- use quantity words: 'most', 'all' ...

SEQUENCE FOUR

- read and respond to a letter of complaint.
- write a letter of complaint.
- read and respond to a memo.
- write a memo.

PROJECT WORKSHOP

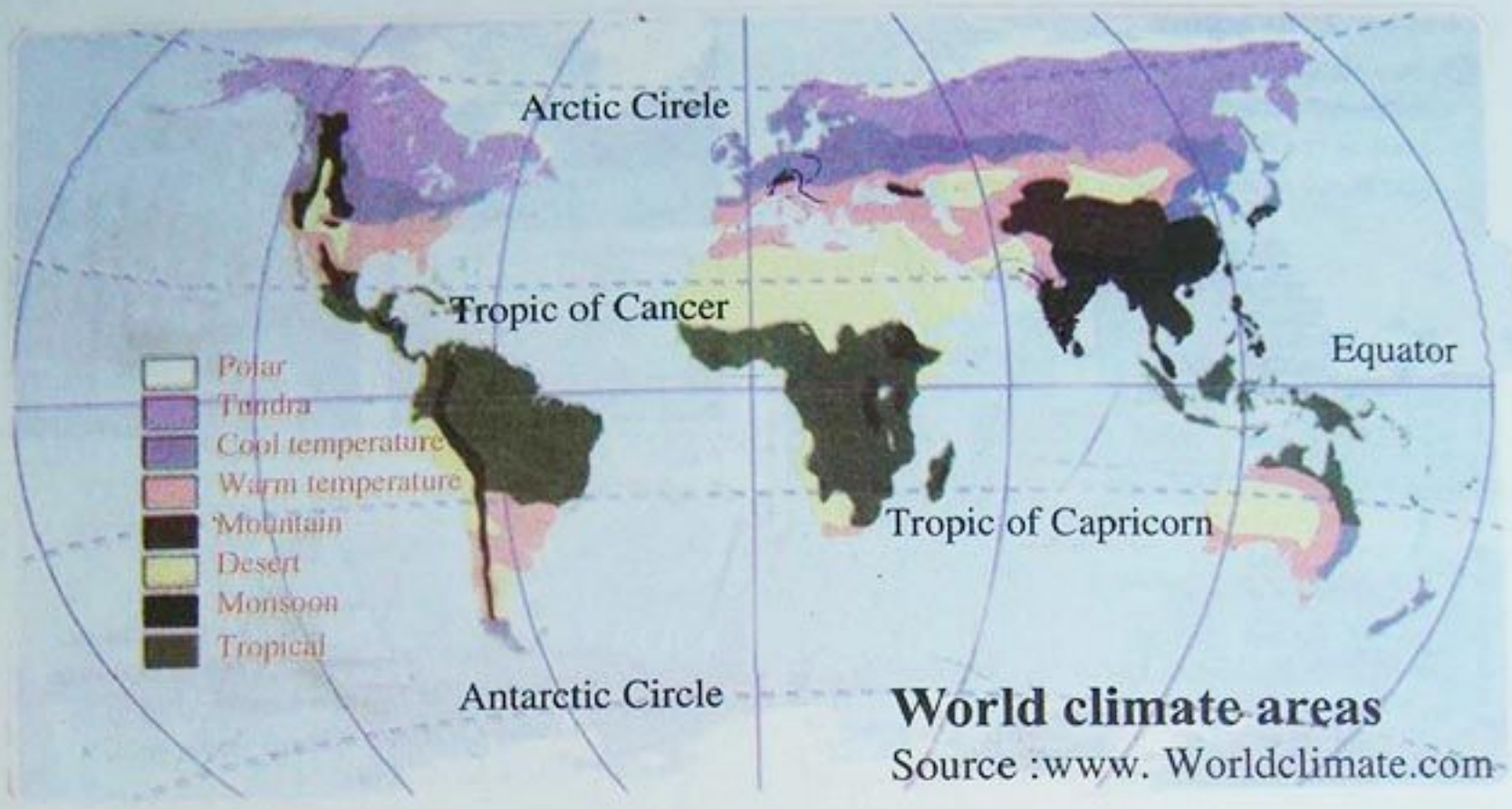
You will

- write a memo to a consumers' association,
- devise a rubbish-collection guideline,
- or realise a cleaning campaign poster.

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2 LISTENING AND SPEAKING

ANTICIPATE



World climate areas
Source :www. Worldclimate.com

1. Look at the map and answer the questions below.

A. Say the names of climate areas in the map in your own language. Then listen and read them aloud in English.

B. Say aloud the source of the world climate map above.

C. Identify the type (s) of climate areas which you have in Algeria and in your region.

D. Identify on the map the climate areas where you have rainforests.

2. Read the definitions of the natural disasters below and say which ones are most likely to affect your country. Justify your answer.

- blizzard = violent and heavy snowstorm
- drought = long period of dry weather
- earthquake = sudden movement of the earth surface
- flood = inundation caused by overflowing of water
- hurricane = violent wind storm
- sandstorm = violent wind carrying sand
- tsunami = huge tide caused by shock waves following an earthquke

3. Do you think the world climate is changing? Justify your answer.

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2 LISTENING AND SPEAKING

LISTEN AND CHECK

❶ Listen to your teacher simulating a radio interview and check your answer to question 3 on the previous page.

❷ What do you expect the interviewee to say about the consequences of global warming in the second part of the interview. Tick (✓) in the right boxes in the table below.

The sea level will...	The food producing areas will...	The temperatures will...	The coastal areas will...
- rise ☑	- become deserts ☑	- go up ☑	- become deserts ☐
- remain the same ☐	- be under water ☐	- remain the same ☐	- be under water ☑
- drop ☐	- produce more ☐	- go down ☐	- be under storms ☐

❸ Listen to the interview again and check your answer to question 2 above.

❹ Listen to the interview again and answer the questions below.

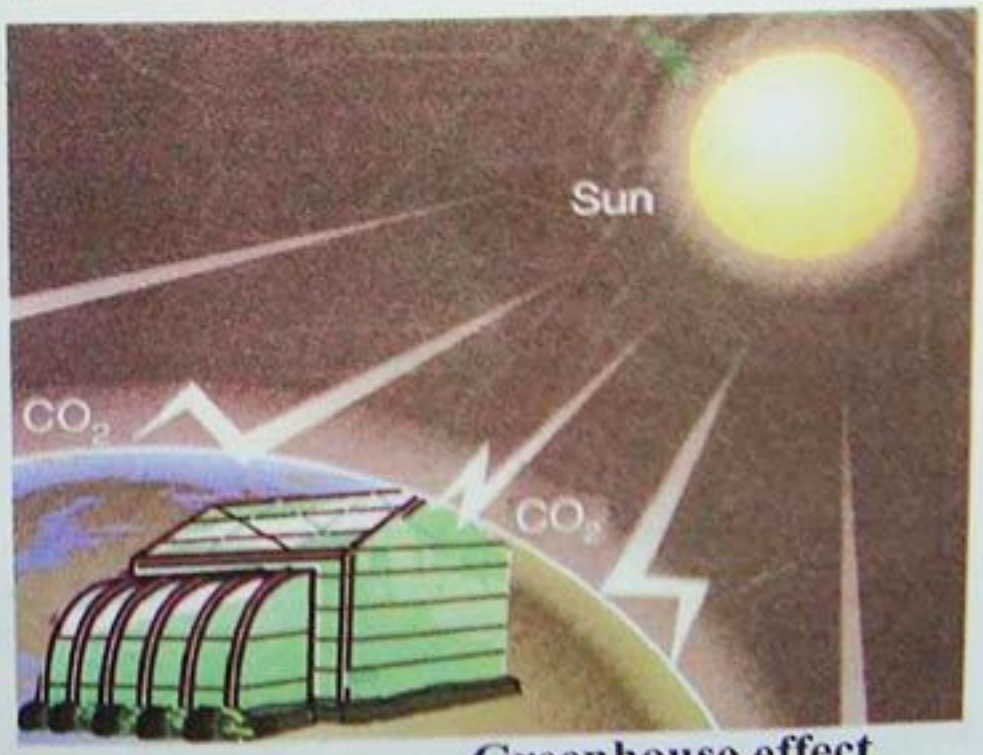
A. Which gas is responsible for global warming?

B. To what does Mike Richards compare the accumulation of this gas around the earth?

C. Why is it called so? (Use the picture to explain to your classmates).

D. How can we reduce high temperatures?

E. Is the climate specialist worried or indifferent about climate change? Pick out from the interview words and phrases that indicate his attitude.



Greenhouse effect

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2 LISTENING AND SPEAKING

SAY IT CLEAR

❶ Listen to the dialogue below and mark the intonation at the end of the sentences with an arrow (↘ or ↗).

A: Is the Earth really getting warmer?

B: It's absolutely certain. The Earth is getting warmer.

A: And why does it matter if the world gets warmer?

B: Oh ! It matters a lot. If the Earth gets hotter the sea level will rise.

❷ Pair work: Act out the dialogue above with the right intonation changing the last sentence with one of the following.

A. If the Earth gets warmer, this will cause flooding.

B. We'll suffer from droughts if the earth gets warmer.

C. If the Earth gets hotter, it will become a desert.

D. If the Earth gets warmer, many islands will be under water.

❸ Listen and underline the stressed syllable of the words in the table below. Then add a stress mark (ˈ) to the transcribed words.

Verb		Noun	
pollute	/pəˈluːt/	pollution	/pəˈluːʃn/
preserve	/prɪzɜːv/	preservation	/prezəveɪʃn/
conserve	/kənsɜːv/	conservation	/kənsəveɪʃn/
emit	/ɪmɪt/	emission	/ɪmɪʃn/
contaminate	/kəntæmɪneɪt/	contamination	/kəntæmɪneɪʃn/
deforest	/diːfɒrɪst/	deforestation	/diːfɒrɪsteɪʃn/
destroy	/dɪstrɔɪ/	destruction	/dɪstrʌkʃn/
degrade	/dɪgreɪd/	degradation	/degrədeɪʃn/

❹ Now, pronounce the words in the table above. What do you notice?

The hidden message

Decipher the message below and use the letters of the alphabet to write it.

/gæs ɪˈmɪʃnz kɔːz eə pəˈluːʃn ənd dɪfɒrəsˈteɪʃn liːdz tə ðə degrəˈdeɪʃn əv ðə sɔil/.

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2 LISTENING AND SPEAKING

IT'S YOUR TURN

● Pair work: Look at the pictures on the right. Then use the cues in boxes A and B on the left to make a dialogue.

Example:

Ali: What will happen if we cut down the trees/don't stop deforestation/ pollute the sea?

Bashir: If... , fish will die.

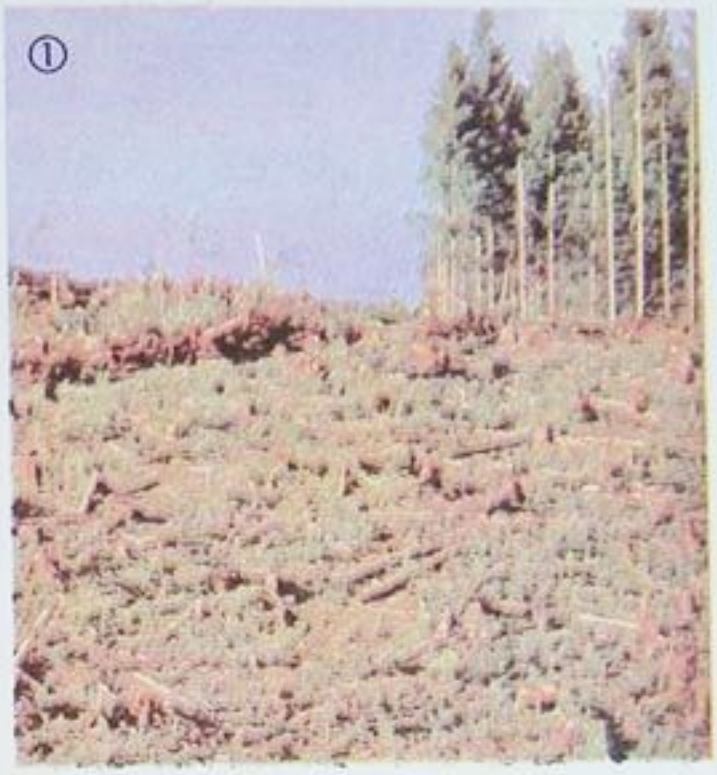
A

- Earth/ to become/ desert
- animals/to lose/habitat
- there/to be/less oxygen/atmosphere
- there/to be/more Co2 /atmosphere
- there/to be/less summer camping sites
- rain water /to erode/soil
- plant species/ to disappear
- climate/to change

B

- fish/to die
- seabirds/ get stuck/oil spill
- fishermen/to lose/jobs
- beaches/to be/polluted
- there/to be/less holidaymakers
- people/not to have/ enough food/to eat

Deforestation





Bird stuck in oil spill

SAY IT IN WRITING

❶ Now write an SOS message (Save Our Souls = urgent call for help). Use the information contained in the boxes above.

Start like this:

Environmental threat!
If you don't stop spilling oil into the sea now, ...

Environmental threat!
Do you know what will happen if ... ? .

❷ Correct the mistakes in your SOS. Then read it to the class.

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❶ These pictures illustrate a magazine article. Look at them and circle the best answers in the box below.

A. Picture 1 is: a. a cartoon.
b. a painting .
c. a photo.

Picture 2 is: a. a poster.
b. a comic strip.
c. a cartoon.

B. The focus in ...

Picture 1 is on: a. the aeroplane .
b. the pesticide spray
c. the field.

Picture 2 is on: a. the legs.
b. the head .
c. the lungs.

C. In the background of ...

Picture 1, there is: a. an ocean.
b. a field.
c. a football pitch

Picture 2, there are: a. cars and factories
b. oil refineries.
c. trees.

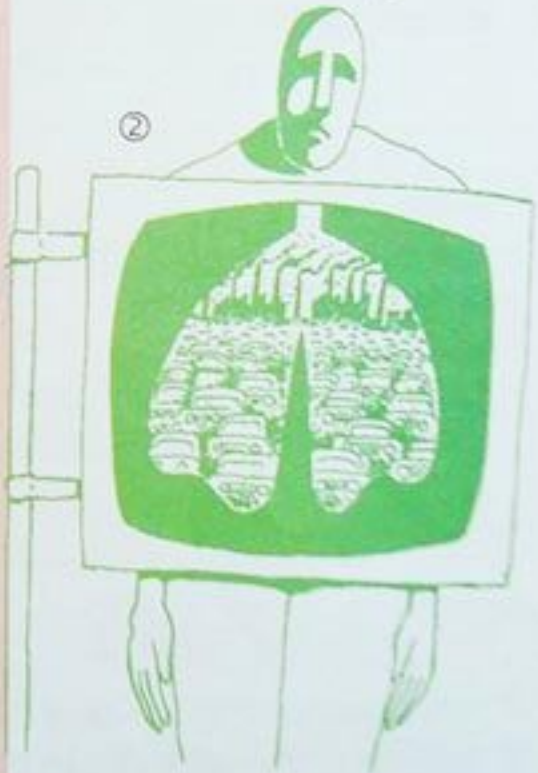
D. In the foreground of ...

Picture 1 there is: a. a stadium.
b. an aeroplane.
c. a pesticide spray.

Picture 2 there is: a. a lung X-Ray.
b. a television screen .
c. a theatre stage.



An X-Ray



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❷ Circle the item A, B, or C that best completes the following:

The two pictures above illustrate ...
A. the causes and consequences of pollution.
B. the dangers of smoking.
C. progress in medicine and agriculture.

READING AND WRITING

READ AND CHECK

❶ Read the text below and check your answer to exercise 2 on the previous page.

Chemicals at War Against Man

In the modern world, different forms of pollution take oxygen from the air, rivers and oceans. In our cities, vehicles and factories swallow oxygen, and their fumes poison the air with carbon dioxide (CO_2). This urban pollution spoils the air we breathe. It is the major cause of diseases such as lung and skin cancers. If nothing is done to reduce carbon dioxide emissions, most of us will die of these diseases.

In the countryside, fertilisers which contain phosphorus and sulphur spill over into rivers. As a result, fish is dying in increasing numbers, and aquatic life is suffocating from lack of oxygen.

Rural pollution is as dangerous to man as urban pollution. For example, scientists at the University of Rochester (USA) have found that most pesticides used on food crops are toxic, and some of them are the main cause of Parkinson's disease, an incurable illness that afflicts one million Americans.

(Adapted from Paul Thacker, ***Popular Science***, p. 35, July, 2001)

❷ Read the text again and answer these questions.

A. How do vehicles and factories poison the environment ?
B. Which gas is responsible for air pollution ?
C. What are the main diseases caused by pollution in towns ?
D. How would you explain the negative impact of modern agriculture on people's health?

❸ Guess the meaning of the underlined words in the text above using the guidelines in the box below.

A. What part of speech is the word?
- It's a verb/a noun /an adverb.
B. How do you know?
- Is it because it comes after "a"/ it comes before a noun/it comes after a verb?
- Is it because it has the suffix "-ly" ...?
C. Look closely at the text. What help does the context provide?
The word has a synonym in the text./ The word has an antonym.
D. So the meaning of the word (for example **swallow**) in the text is ...
E. If you think it necessary, look it up in the dictionary now.

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READING AND WRITING

DISCOVER THE LANGUAGE

❶ Read the second paragraph of the text on the previous page and pick out two sentences which are close in meaning to the following:

Fish is dying because fertilisers which contain phosphorus and sulphur are spilled into the rivers.

❷ Now analyse the sentence above and the sentences from the text and note how the cause-effect relationship is expressed in each sentence.

❸ Match each cause of pollution with its corresponding effect in the table below. Use the link words and make the necessary changes in punctuation.

Cause	Connectors	Effect
a. Factories and vehicles release gases into the air.	.... ; as a result	1. The UV rays are not filtered.
b. CFCs destroy the ozone layer.	... ; as a consequence,	2. The atmosphere is full of pollution.
c. The atmosphere is loaded with acids.	... ; consequently,	3. People suffer from skin cancer.
d. The UV rays reach the surface of the earth.	... ; therefore,	4. Acid rains destroy forests.
	... ; thus,	



A hole in the ozone layer over Antarctica



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READING AND WRITING

4 Read the information in the box below. Then write four sentences about the causes and effects of pollution.

Start like this:

A. The main/major/direct cause of acid rain/water pollution/ ... is ...

B. The main/major/direct effect of water/air pollution/... is ...

- ACID GAS EMISSION (power stations, cars)	⇒ acid rain ⇒ killing of trees and marine life
- CFCs (refrigerators, aerosols)	⇒ destruction of the ozone layer ⇒ loss of protection from ultra violet rays
- CUTTING DOWN TREES	⇒ destruction of rainforests ⇒ increase of 'greenhouse effect' and destruction of 'biodiversity'
- FACTORY AND VEHICLE EMISSIONS	⇒ creation of air pollution ⇒ Lung and skin diseases
- SEWAGE AND OIL SPILLS (factories, shipping)	⇒ creation of water pollution ⇒ rivers 'dead' : marine life damaged
- TOXIC WASTE	⇒ creation of 'earth pollution' ⇒ land poisoned : water sources polluted (rubbish, pesticides, modern fertilisers)

WRITE IT RIGHT

● Now, complete the blanks with information from the box above to get two coherent paragraphs.

There are four different types of pollution. Firstly, there is .... Its major cause is ..... Secondly, we have.....This pollution results from ..... Thirdly, there is ..... It comes from ..... Finally, there is noise pollution. It is due mainly to cars and factories. §1

Pollution is a very serious problem because most of it comes from machines which man has invented to satisfy his daily needs. For example, we use cars to travel from one place to another; however, these cars ..... Two of the consequences of this pollution are.....§2

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DEVELOPING SKILLS

❶ Complete the table below with information from the conversation that follows.

Starting words	An abrupt interruption	An expression for dealing with interruptions.

Chairman: Right. Can we start? The main purpose of this meeting is to discuss the problem of traffic pollution in our town. Would you like to begin, Mary? What have you got to say on the subject?

Mary: Well, I think that there are too many private cars in the streets. That's what causes traffic jams and pollution. Now, the way to solve the problem in my opinion is to discourage people from using their cars in the city centre.

Chairman: So, you mean that people should use public transport in town. How do you feel about Mary's idea, John?

John: I like Mary's idea, but I can't really agree with her because many people need to use their cars simply because they're dependent on them....

Peter: I disagree with you there John...

Chairman: Just a minute. Let him finish, Peter! What were you saying, John?

John: Well, I was saying that people are dependent on their cars and that's true....

❷ Find in the tactics summary on the next page an expression that could make Peter's interruption in the conversation above less abrupt.

❸ Now, listen to the rest of the converstation and complete the minutes below.

Minutes of the Meeting on Traffic Pollution
April 29, 2008

Agenda:

Item 1: Causes of pollution
Item 2: Suggested solutions

Attendants: Mr Peter Roscoe: Chairman
Mrs Mary Higgins
Mr John Smith
Mr Peter Burns

On April 29, 2005, the traffic consultants named above met to discuss the problem of traffic pollution in Marlowville and to suggest solutions.
After discussion the consultants agreed on the following decisions:

A. _____.
B. _____.
C. _____.

The chairman closed the meeting at 7 p.m after confirmation of the decisions reported in these minutes.

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DEVELOPING SKILLS

Tactics summary for conducting a meeting

1. Opening the meeting

- Right. Can we start, please ?
- Shall we begin?

2. Expressing the purpose of the meeting

- The main purpose of this meeting is to...
- The first thing we must do is...

3. Asking for initial contributions

- Perhaps you could start, Ahmed...
- I'd like you to start with ...

4. Asking for opinions

- What do you think, Ryan?
- What's your opinion, Ourida?
- What's the view of ...?
- How do you feel about...?
- What's your reaction to Ahmed's suggestion?

5. Agreeing/half agreeing

- I agree / We accept that / You're right.
- I agree , but ...

6. Disagreeing

- I beg to disagree with.../ I don't think it will work.
- I'm sorry, but I don't agree with...

7. Interrupting

- Can I come in here? / Just a minute!
- Could I say something?

8. Dealing with interruptions

- Just a minute. Let me finish.
- Hang on... I haven't finished.

9. Bringing a meeting to its targets

- Right. Let's see what we've got.
- OK. Can we come to a decision on this?

10. Summarising and concluding

- O.K. Let's recapitulate/sum up ...
- Right. We have decided then to...

11. Closing the meeting

- Let's finish there.
- OK. Let's call it a day.

❹ Group work: Use the tactics summary above to prepare a dialogue about an environment problem that your town or country faces. Conduct the meeting in turns.

❺ Write down the minutes of your meeting. Use the minutes on the previous page as a model and include the following details.

A. Items on the agenda
B. List of participants
C. Summary of the discussion
D. Decisions taken

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DEVELOPING SKILLS

● Read the advert carefully and answer the questions that follow.

ECOCLEAN: Kind to your Environment and Kind to you!

Want to do more to help the environment but not sure how ? Or think it's going to be expensive or take too much time and effort ? Look no further than Ecoclean's award-winning environmentally sound household cleaning range. It's kind to your environment and to you. Our bottles are recyclable, and our product is made from plant extracts. It doesn't contain any harsh optical brighteners; so it is gentle on your skin without compromising the effectiveness of the product. Ecoclean is the perfect way to really have a positive effect on you environment without it having an impact on your daily life. The first to market ecological cleaning products on a large scale, Ecoclean has developed into a world wide market leader in ecological domestic cleaning products.

Ecoclean products can be found in all major supermarkets, competing alongside traditional washing up liquids and washing powders.



Using Ecoclean means cleaning the green way. For a chance to win one of the 55 recycled bags filled with Ecoclean products worth £20, please email your name and address to gai.competition@indmags.co.uk.

Find out more about Ecoclean on -www.ecoclean.com

1 What is the writer's purpose in the advert above? Circle the correct letter in the box and indicate your degree of certainty by ticking (✓) in one of the boxes.

The writer's purpose is to	Degree of certainty 1	2	3	4	5
A. persuade the reader of the value of the product.					
B. inform the reader that the product is not harmful to nature.					
C. describe the chemical composition of the product.					
D. explain the importance of the product.					
E. exhort the reader to use the product.					

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DEVELOPING SKILLS

❷ Read the definitions of text type below. Then circle the type of text (A-D) to which the advert on the previous page belongs . Justify your answer.

A. An argumentative text is a text which develops ideas in order to persuade people to do something.
B. A descriptive text is a text which describes people, objects, ...
C. A narrative text is a text which tells about an event or a series of events.
D. An expository text is a text which states and explains facts.

❸ Listen to these sentences from the text above and mark their intonation with an arrow (↗ or ↘).

- Want to do more to help the environment but not sure how?

- Or think it's going to be expensive or take too much time and effort?

❹ Rewrite the two questions above to make them more grammatically correct.

❺ What type of register (formal, informal) does the author use? What for?

Homework: Use the information in the box to write a 'green' advert about the use of the cloth bag below.



A. Ask questions to attract the reader's attention:

- Protect nature and be fashionable at the same time
- Live in harmony with your environment
- Be a friend of the Earth

B. Describe the product using these adjectives:

natural	pollutant-free
bio-degradable	recyclable
fashionable	viable

C. Give other advantages of the cloth bag:
- economic (price)
- strong ...
- practical
- easy to carry

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STOP AND CONSIDER

● Read Reminder I below. Then do the exercise that follows.

REMINDER I

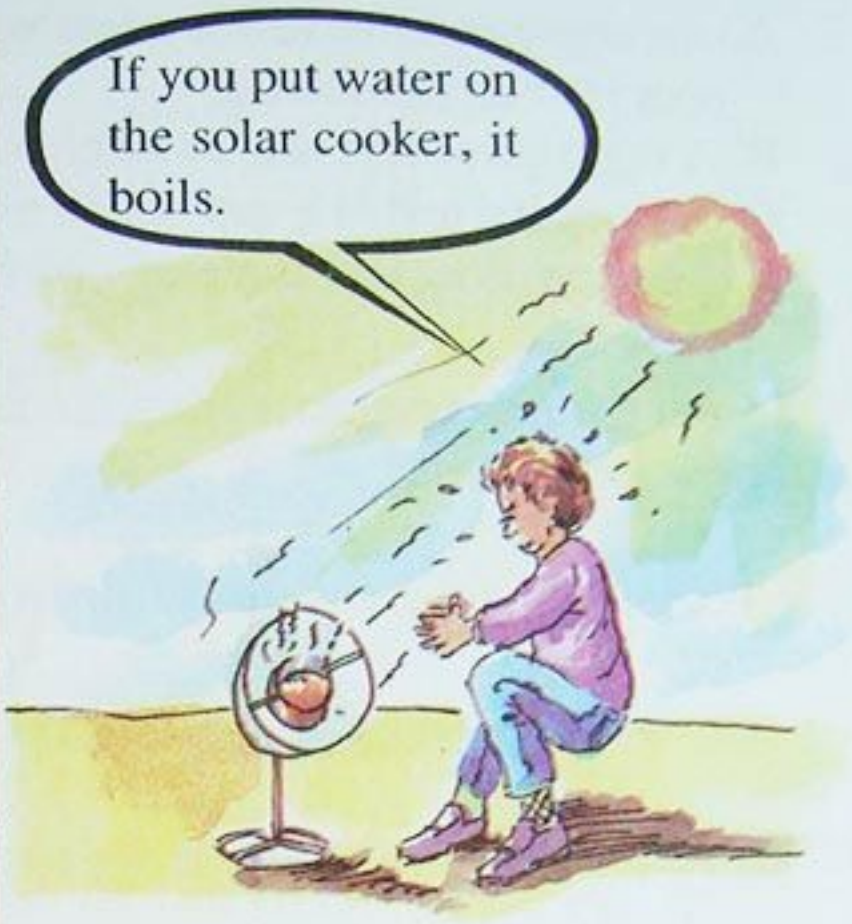
CONDITIONAL TYPE 0

'If' introduces a condition.

If + … present simple…, …present simple.

In this type of condition **'if'** means almost always the same as **'when'**. The condition can be true at any time.

Example: { If you put water on the solar cooker, it boils.
When you put water on the solar cooker, it boils.



● Match the conditions (1-7) in column A with their results (a-g) in column B. Then join the conditions and the results to form complex sentences. Use **if** with the correct tense.

A. Condition	B. Result
1. Plants / not to get water	a. It / to rise.
2. You / not to wash	b. They / to die.
3. Air / to get hot	c. You / to smell bad.
4. You / to leave/milk in the sun	d. It / to expand.
5. Metal / to get hot	e. It / to go bad.
6. You / to pour / water on fire	f. It / to stop.
7. A car / to run / out of petrol	g. It / to go out.

● Reminder II on the next page and do exercises 1 and 2 that follow.

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STOP AND CONSIDER

REMINDER II

1. IF+...PRESENT SIMPLE...,...WILL/WON'T...

A: Look at the clouds. If it rains, we'll get wet.
B: Ok, let's take our umbrellas.

2. IF +...PAST SIMPLE..., ...WOULD/WOULDN'T

A: What **would** happen if it **didn't rain** again?
B: If it **didn't rain** again, the area **would become** a desert.

In the first example, 'A' and 'B' are talking about a real possibility.

'A' predicts something which can happen in the future.

Note: We do not use "will" in the if-part of the sentence, even though it refers to the future; e.g. If I pass the *Baccalauréat*, I will be happy. (Not: If I will pass ...)

In the second example, "A" and "B" are talking about an **unreal** situation. It may not happen at all.They are talking about the situation now and not in the past.

Note: We generally say "**If I were you** ..." and not "**If I was you...**"

❶ Put the verbs between brackets in sentences A-E below into the correct form.

A. If we (to stop) traffic pollution, the air (to be) cleaner.
B. If I (to be)you, I (not to use) that soap. It contains many pollutants.
C. If we (to continue) to pollute our water sources, we (to die) of thirst.
D. What (to happen) if, Martians (to land) on Earth?
E. What (to do) I if I (to fail) this time?

❷ Tell the class what you would do for the environment if you were Prime Minister/ if you had power. Use the cues below.

A. CFCs destroy the ozone layer. (to ban)
B. toxic wastes contaminate rivers. (to limit)
C. people use polluting sources of energy. (to impose higher taxes)
D. cars cause traffic pollution in towns. (to restrict)
E. air pollution causes harm to monuments. (to restore)
F. some plant and animal species are in danger of extinction. (to preserve)

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STOP AND CONSIDER

● Read Reminder III and do the exercises below.

REMINDER III

You can derive adjectives from some English words by adding suffixes such as : -able /- ible -ous - al -ful - less - ive -ic -ing

Example: fashion→fashion**able** courage →courage**ous** economy→ economic / economic**al** wonder → wonder**ful** care →care**less** attract →attract**ive** tradition → tradition**al** pollute → pollut**ing**

You can deduce the meaning of words from context by looking at the suffixes.

1 Add the suffixes in the Reminder above to the words in bold in sentences A-H below. Then rewrite the sentences using the adjectives.

A. Paper is a material we can **recycle**. ⇒ Paper is a recycl**able** material.
B. Co2 emissions contain many **toxins**. ⇒ Co_2 emissions _____.
C. Oil spills **harm** the oceans and seas. ⇒ Oil spills _____.
D. Ecoclean **doesn't harm** the environment. ⇒ Ecoclean _____.
E. A lot of noise **aggresses** the ears. ⇒ Noise is _____.
F. The greenhouse effect constitutes **a danger** to the earth. ⇒ The greenhouse effect is...
G. Desertification is a serious problem **of ecology**. ⇒ Desertification is__.
H. This food **has no taste**. You **cannot eat** it. ⇒ This food is_____.

2 Put a tick (✓) in the right box to form opposites of the words in the table below.

im-	in-	un-	ir-	il-	dis-	words
						pure / ˈpjʊə/
						legal / ˈliːgəl/
						possible / ˈpɒsəbl/
						logical / ˈlɒdʒɪkl/
						suitable / ˈsuːtəbl/
						drinkable / ˈdrɪŋkəbl/
						responsible / rɪsˈpɒnsəbl/
						moral / ˈmɒrəl/
						effective / ɪˈfektɪv/
						regular / ˈregjələ/
						significant / sɪgˈnɪfɪkənt/
					✓	agreeable /əˈgriːəbl/

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STOP AND CONSIDER

● Read the information in Reminder IV below. Then do exercise 1 that follows.

REMINDER IV

When you want to say that a big quantity of matter exists, begin the sentence with:
There is ...
Example: **There is** a lot of/plenty of/much/ water on earth.
When you want to describe this quantity of matter, you use quantifiers, such as: none of... < a little of ... < some of ... < most of ... < all of ...

❶ Rewrite the paragraph below by replacing each of the underlined expressions with its corresponding quantifier from the Reminder above.

It is true that there is a lot of water on earth. However, we cannot use 100 % of it because 97 % of it is salt-water stored in oceans. Only 3 % of the earth's water is fresh water. 30 % of the fresh water is used for our daily needs and 30 % of it is used for irrigation. If we continue to pollute our water sources, there will soon be no water left for drinking.

● Read Reminder V below. Then do the exercise 2 that follows.

REMINDER V

When you want to say that a total number of people or things in a group exist, begin the sentence with: **There are ...**
Example: There are 80 demonstrators in the street.
When you describe or subdivide the group of people or things, you use quantifiers:
All of them... > most of > half of > some/a few of > none of

❷ Rewrite the paragraph below using quantity words instead of the underlined items.

There are about 80 animal activists in front of the embassy. 40 of them are women and the other 40 are men. 60 of them wear ghoulish masks and shout "stop killing the whales". About 10 of them have chained themselves to the gates of the embassy. 12 of them have managed to break into the embassy and give a petition to the Ambassador who has promised to transmit it to the higher authorities of his country. All is well that ends well. No demonstrator was injured during the fight with the police.



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CONSOLIDATION AND EXTENSION

WRITE IT OUT

1 Read the text below and answer these questions.

A. What are oil, natural gas and coal all called?

B. What will happen if we run out of the existing energy sources?

C. What consequences of pollution are mentioned in the text?

D. How can we solve the problem of energy shortage and pollution?

E. How many replacement energies the World Energy Council has identified?

RENEWABLE ENERGY

Most of the energy we use today comes from the burning of fossil fuels such as oil, natural gas and coal. These fuels are non-renewable. Specialists predict that most of these sources of energy will run out during this century. If this really happens, what will power our cars, air planes, buses, and trains? What will provide electricity for our computers and factories?

Fossil fuels pose another problem. This problem is that of pollution, which threatens our environment and man's existence on Earth. If pollution goes on, we will soon wear masks both inside and outside home. Some of us will die of thirst because of the contamination of water sources.

So, what shall we do to solve the problem of energy shortage and pollution? The sun, the wind, the Earth and the sea can supply man with energy until the end of time. This energy is renewable and is safer than nuclear energy and cleaner than oil and coal. The World Energy Council has identified six energy sources, which can replace fossil fuels. What are these sources and which of them is the most practical?

Hydroelectric



Wind



Solar



Geothermal



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CONSOLIDATION AND EXTENSION

❷ Match each of the renewable energies in column A with its corresponding source in column B. Then write 6 sentences using the verbs in the table below.

A		B
Energy/Power	**Verb**	**Source**
1. Solar 2. Wind 3. Geothermal 4. Modern biomass 5. Ocean 6. Small hydroelectric	comes from **is generated** by **is derived** from **is extracted** from **is produced** from	**A.** moving air. **B.** heat inside the earth. **C.** sun rays. **D.** small dams, such as those filled by melting snow. **E.** seawater movement and temperature changes. **F.** plant and animal residue

❸ **A problem to solve**

Energy specialists predict that Algeria will run out of oil in about 40 years.

A. Work in groups to suggest solutions to the problem.

Analyse the information in the table below. Then draw a map of your country indicating on it possible sites of power stations for the six types of renewable energy in the table above.

Energy	Places	Advantages / drawbacks
Solar	deserts – areas with a lot of sun	clean but intermittent (= not permanent)
Wind	coasts – mountains – plains	clean but intermittent and noisy
Ocean	bays – marshes – beaches	clean but expensive and destructive to environment
Biomass	urban dumps - big farms	trash-consuming but air-polluting and expensive
Geothermal	places with a lot of water	clean but too demanding in terms of water
Hydroelectric	areas with high mountain ranges and rivers	the cleanest but also the most expensive

B. Look at the advantages and drawbacks in the table above, and choose the most viable energy project: The most viable ... is ...

C. Make the best use of all the information above and connectors (if/ because/ owing to/as a result...) to write a memo following the outline below.

State the problem ⇒ imagine the possible solutions ⇒ assess them ⇒ select the best one ⇒ tell the reader about your proposal.

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CONSOLIDATION AND EXTENSION

WORK IT OUT 1

❶ Read the text below and answer these questions:

A. What solutions to the problem of rubbish are suggested?

B. Would you buy drinks packaged in glass bottles or in plastic bottles? Why?

C. Which of the solutions suggested suits you best? Justify.





Don't be a litter lout!

Think about the item you plan to throw away. Maybe there's an alternative to disposal. It's true there is no solution to the problem of rubbish, but there are three things you can do to make less of it: reduce, re-use and recycle it.

We **reduce** the amount of rubbish we generate when we use fewer disposable items. For example, we can select products that have as little packaging as necessary. If we use these products, we will have less rubbish to dispose of.



When we **re-use** an item again and again, we also cut down on the volume of trash we discard. Pour yourself a glass of juice instead of drinking one from a juice box which you will throw away once it is empty. You can wash that glass and use it many times over.

When we **recycle**, we collect and separate items which we generally throw away. These items are then used to make new products. For example, we can recycle used aluminium into new cans... We can also recycle used plastic bottles and old newspapers. Recycling not only reduces the amount of trash we throw away, but it also protects the environment and conserves natural energies.

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CONSOLIDATION AND EXTENSION

❷ Study the contents in the dustbin. Then classify them according to the categories in the table below.

Recyclable	Reusable	Reducible

empty juice boxes
old aluminium spoons
lettuce leaves
plastic sandwich bags
plastic shopping
empty soda cans
old copybooks
old vests / shoes
glass soda bottles



food cans
sacks
tomato paste tins
plastic yoghurt bottles
used empty tooth paste tubes
empty milk cartons
newspapers
old books

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❸ Now, classify the recyclables according to the material they are made of.

Plastics	Paper	Metal	Any other

❹ Go back to the text on the previous page and pick ou two advantages for making an effort to recycle rubbish. Then complete the following resolution:

I'm not a litter lout and I consider that it's worth making the effort of recycling my rubbish. I will no longer throw _____ *because* _____ *I can* _____. ...

❺ Now consider the reusables. How are you going to help reuse them? Choose alternatives from the checklist below. Justify the decision(s) you will take.

- reuse them myself. How?
- give them to charities like the Algerian Red Crescent
- distribute them to the needy
- Any other alternative.

❻ Now, suppose you were a Friend of the Earth. What solutions would you suggest to solve the problem of household and industrial wastes? Write a short paragraph starting like this: ***If I were a Friend of the Earth,*** _____. ...

CONSOLIDATION AND EXTENSION

WORK IT OUT II

❶ Read the memo in the box below and replace the underlined items with the following quantifiers: *all, half, most, none, some* or *a few.*

To: Wilcox International
From: Dan Smithson, Factory Manager
Re: Pollution in the New Plastic Factory
Date: April 19, 2005

We are 100 % of the personnel glad that our company has opened a new factory in the country for making plastic bottles. ①

However, I must report that 100 % of the population in the locality is unhappy because of the negative effect of the factory on the environment. At present, the factory throws 30 % of its sewage into one of the rivers situated near it. As a result, 90 % of the fish and aquatic plants in it have already died. 50 % of the personnel of our company come from the region and 0 % of them really accepts to work in a factory which destroys their environment. 30 % of them have signed the petition which the villagers have addressed to the mayor. ②

In order to stop the pollution, we must stock the sewage in barrels and carry it into special zones far from the water sources of the village. ③

I am sure that this measure will contribute to preserving nature and winning back the sympathy of the villagers.

Yours faithfully,

Dan Smithson

❷ Match paragraphs 1-4 of the memo above with functions A-D below.

A. Problem **B.** Opening **C.** Closing **D.** Suggested solution

❸ Now, imagine you are an inspector from the Department of Environment. Write a memo to inform the authorities about the dangers resulting from pollution in your area. Use the memo above as a model.

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PROJECT WORKSHOP

MAKING A CONSUMER GUIDE.

Task 1: **Selecting products**

Select products that people consume or use daily:

- toiletries (soap, shampoo, etc.),
- detergents and cleaning products,
- paper and paper products,
- car or machine maintenance products,
- plant and gardening products , etc.

Task 2: **Gathering information about the various brands of the product**

Collect :

- adverts,
- labels, leaflets on the products, etc.

Task 3: **Analysing the product from an ecological point of view**

Pay attention to:

- Features (chemical composition of the brands),
- Packaging,
- Marketing.

Project Round-up

Your guide will include :

- adverts, labels,
- consummer association memos about the various brands of the same product addressed to consumers,
- a rubbish-collection guide,
- letters of complaint (reminders) addressed to the companies which do not produce 'clean' products.

- Correct your mistakes. Then submit your project to the other groups for further error checking.
- Make the necessary corrections. Then present your guide to the class.

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CHECK YOUR PROGRESS

❶ Complete the pie chart that follows with information from the text. Give a title to your pie chart.

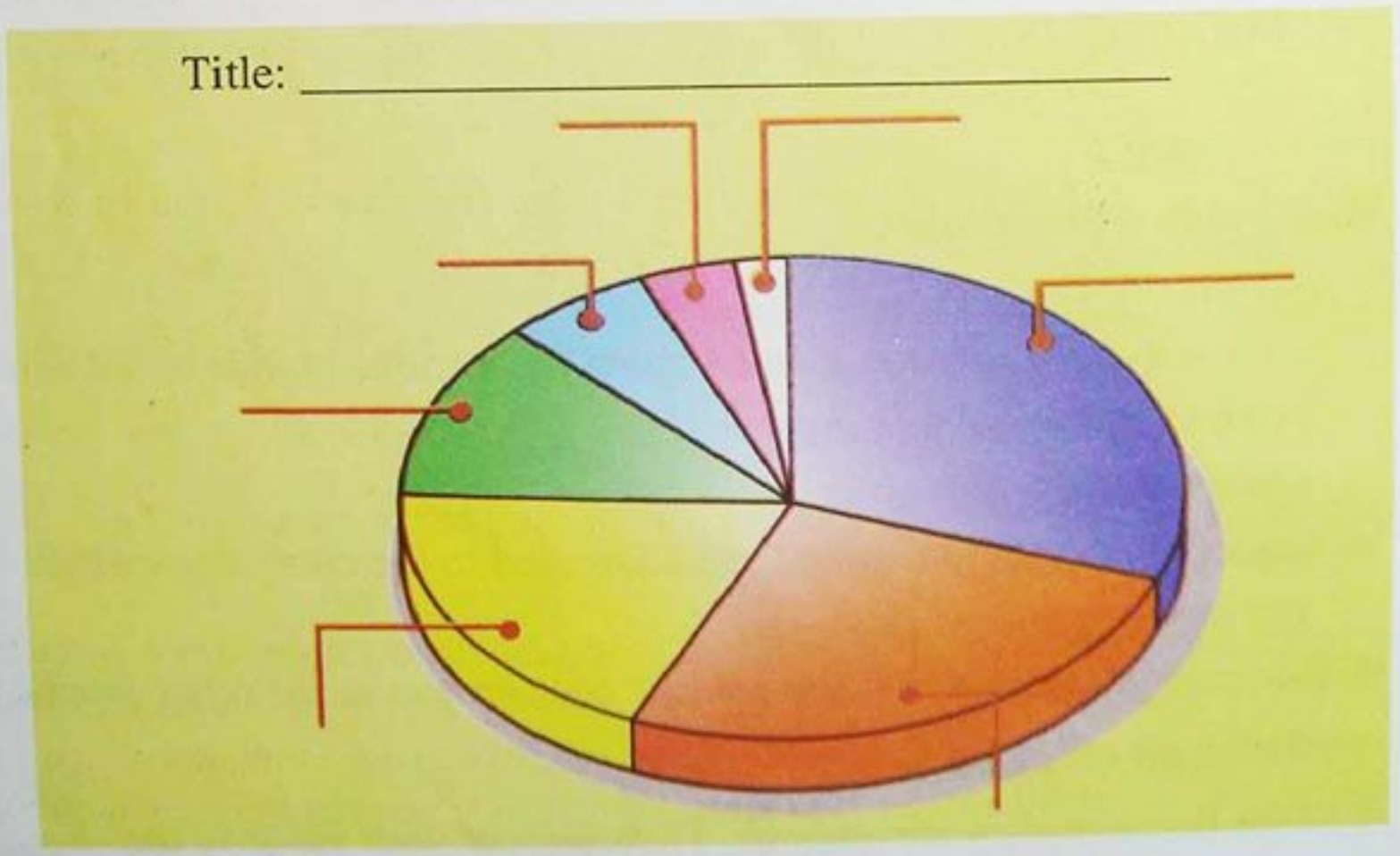
The Worldwide Energy Pie

According to 1996 statistics, the world's energy resources come mostly from oil (31%), coal (26%) and natural gas (19%). Renewable energy supplies about 20% of the world's energy needs, with hydroelectricity supplying 6% of the world's needs and traditional biofuels (firewood, crop wastes and dung) supplying 12%. A small proportion ie., 2% is derived new renewables like the burning of waste and the conversion of crops such as sugar into alcohol fuel. §1

The derivation of world's energy resources from solar, wave, tidal and geothermal resources is still limited. This is because renewable energy depends on developing expensive machines for capturing and converting these resources into energy. In addition, renewable energy is not always available when we need it. Rivers can dry and the wind does not always blow. §2

It is clear that, in the future, demand for energy will be higher than at present, because of population growth and increased industrialisation. Furthermore, the price of energy should be reasonable so as not to restrict economic growth, especially in developing countries which have not got a lot of money. §3

Title: _____



❷ Find in the text words whose definitions are as follows:

A. electricity derived from water=_____§1 B. related to the Sun= _____ §2

C. which may be obtained=____§2 D. not very high and not very low=_____§3

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CHECK YOUR PROGRESS

❸ Fill in the gaps with **however, but, though, consequently, in addition** and **because of** in order to get a coherent paragraph.

___(1) there are reserves of oil, gas and coal not yet discovered, future generations will probably not exploit them. This is ___(2) the increasing concern about pollution. One alternative is to use nuclear power. ___(3) people are worried about safety and waste disposal.__(4) many of them are already thinking that nuclear power won't be a good solution for solving the problem of energy in the future. There remains the possibility of developing renewable resources, __(5) this won't be possible if oil prices don't remain high. ___(6), efficient renewable energy will require a change in the ways we produce and use energy. §4

❹ Fill in the blanks in the paragraphs below with articles (**a, the** or **zero article**).

Secondly, (1)___farmers and industrialists in (2)___developing countries like Brazil are cutting down (3)___large sections of (4)___ Amazon Forest. These farmers and industrialists destroy thousands of plants which could absorb (5) ____ carbon dioxide that comes from automobiles and industries. §5

Thirdly, (6)____Baltic Sea, (7)____North Sea and (8)_____Mediterranean are polluted with chemicals and human sewage. (9)___ Ocean surfaces are polluted with (10)___oil slicks and (11)____rubbish. §6

Fourthly, (12)___soil erosion in one nation can cause floods in another. (13)____Water misuse in one nation can cause (14)_____shortage in another. This problem is near (15)___ crisis in (16)____ Middle East. §7

❺ Why does the author use the items in bold type in paragraphs 5, 6 and 7 above?

❻ Punctuation marks and capital letters are missing in the paragraph below. Add them in order to get a meaningful paragraph.

almost all industries use poisonous chemicals for decades these industries simply get rid of their toxic waste by putting it in open-air dump sites these dump sites have become a real problem in some developed countries which send their toxic waste abroad nations are running out of places to bury their rubbish the problem is that many items of household trash such as used batteries are poisonous some developing countries have accepted for a few dollars to open dumps in their own territories for household rubbish coming from developed countries §8

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CHECK YOUR PROGRESS

❼ Match the underlined letters in the box below with their corresponding sounds: /k/, /tʃ/, /ʃn/ and /ʒn/ .

destruction	erosion	pollution	chemical	nation	channel	ocean

❽ Now, re-write the words which have the /ʃn/ sound using phonetic script. Add stress marks.

❾ Use the cues below to write a paragraph of about 10 sentences to say what will happen if we continue to pollute our environment.

danger of pollution / grow / rapidly
if / continue / pollute / air / the climate / change
if/climate/get/warmer/greenhouse effect
diseases/natural disasters.

Weather words



Match the weather expressions with their meanings.

Expressions:

1. Rain dogs and cats
2. To go through some place like a tornado
3. To be full of hot air
4. To have one's head in the clouds
5. Save it for a rainy day
6. Brainstorm
7. To strike like lightning

Meanings:

A. To say a lot of empty, meaningless words; not to know what one is talking about

B. To keep something, usually money, for possible future need

C. Rain very heavily

D. To hit hard and fast either physically or verbally

E. To speed through somewhere causing major change and/or destruction on the way through

F. To suggest any idea that comes into mind in an attempt to find a solution

G. Not to have a grasp or understanding of the reality of a situation

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CHECK YOUR PROGRESS

● Tick (✓) the items in the Progress Portfolio below and hand it to your teacher. Do not write your name on it.

I can	Very well	Fairly well	A little
listen to and understand an interview.		(✓)	
recognise intonation in 'yes/no' and 'wh' questions.			
recognise intonation in complex sentences			
pronounce words ending in 'tion' with the correct stress.			
express opinion.			
support opinion using appropriate language.			
recognise and express cause – effect relationships.			
use connectors 'as a result', 'therefore', ...			
express condition with 'if '.			
conduct a meeting using appropriate language.			
make suggestions.			
take sides in a debate.			
use quantifiers 'most', 'all', 'a little', etc.			
participate in a group to solve problems.			
write a letter of complaint/memo.			
use suffixes '-able', '-ible', '-ous', '-al', '-ful', '-less', '-ive' and '-ic' to form adjectives..			



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CHECK YOUR PROGRESS

GLOSSARY

ENGLISH	ARABIC	ENGLISH	ARABIC
Aquatic (adj)	(حيوان، نبات) مائي	Lettuce (n)	خس
Biodiversity (n)	تنوع طبيعي	Lung (n)	رِئة
Boil (v)	يغلي	Mayor (n)	رئيس البلدية
Breathe (v)	يستنشق، يتنفس	Melt (v)	يذوب
Chemical (n)	مادة كيماوية	Memo (n)	رسالة موجزة بين موظف وآخر
Compromise (v)	يتوصلان إلى حل وسط	Overflow (v)	يفيض، يطفح
Congestion (n)	إكتضاض، إزدحام	Petition (n)	عريضة
Consultant (n)	مستشار	Pour (v)	يسيل، يتدفق
Contaminate (v)	يلوّث	Proposal (n)	اقتراح
Crescent (n)	هلال	Rainforest (n)	غابة إستوائية
Crop (n)	محصول، غلّة	Range (n)	مجموعة، تشكيلة
Dam (n)	سدّ	Recapitulate (v)	يجمل
Degrade (v)	يبهور، يحلّ	Renewable (adj)	قابل للتجديد
Destroy (v)	يحطّم، يدمّر	Rubbish (n)	زبالة، سقيم
Discard (v)	يرمي جانبا	Scale (n)	سلّم، مقياس مدرّج
Disposal (n)	تخلّص من	Shortage (n)	نقص
Drought (n)	قحط، جفاف	Snowstorm (n)	عاصفة الثلج
Emission (n)	إطلاق (غاز)	Soil (n)	طرية، أرض
Erode (v)	يُزيل تدريجيًا، يفتّت	Soul (n)	الروح
Exhort (v)	يحرّض	Spray (n)	رشاش
Fashionable (adj)	من الطراز الأحدث	Storm (n)	عاصفة
Fertilizer (n)	سماد	Swallow (v)	يبلع
Flood (n)	فيضان	Threat (n)	تهديد
Garbage (n)	زبالة، سقيم	Threaten (v)	يهدد
Habitat (n)	بيئة طبيعية	Tide (n)	مد وجزر
Harmful (adj)	مؤذي، مضرّ	Traffic (n)	حركة المرور
Harmony (n)	إنسجام	Trash (n)	نافة، سقيم
Household (n)	تسيير المنزل	Value (n)	قيمة
Lack (n)	نقص	Viable (adj)	قابل للنجاح
Layer (n)	طبقة	Worry (v)	ينزعج، يقلق

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CHECK YOUR PROGRESS

CHECK YOUR WORD POWER

Supply each of the sentences below with the appropriate word from the glossary on the previous page. Make the necessary changes (plural form/ verb conjugation).

1. Algae are _____ plants.
2. Water _____ at 100° C.
3. Sulphuric acid is a dangerous _____.
4. The town's drinking-water was _____ with poisonous chemicals.
5. Another year of _____ failure would mean famine for many people.
6. The building was _____ by fire.
7. _____ has affected many countries in Africa.
8. Jane has bought a _____ dress.
9. This medicine has no _____ side effect.
10. A _____ of food forced many people to leave their home villages.
11. When we got up in the morning, the snow had _____ .
12. After the heavy rains, the river _____ its banks.
13. _____ me another glass, would you?
14. The Amazon is an important _____ .
15. The contract is for two years, but it is _____ .
16. The students complain about the _____ of physics teachers.
17. You will find the real _____ of England in the countryside.
18. It's easier to _____ pills if you take them with water.
19. The oil slick is _____ the coastline with pollution.
20. Don't _____ , Mum. I won't be home very late.

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LISTENING SCRIPTS

Unit One / Script 1 (Listening and speaking)

Karima: I don't know how to use the computer to check my e-mail in-box. Can you show me how to do it, please?

Hind: Of course. First you need to press softly this button here to switch on the computer. Then, you need to select your ISP, I mean your Internet Service Provider from this option. You've got a Hotmail e-mail account, haven't you? Your turn now. Do you remember what to do?

Karima: Ok. First I have to press this button in order to switch on the computer. Then I have to select the ISP in my e-mail address. What next?

Hind: The next thing you have to do is go to the menu and click on the 'mail' icon. After that, you need to enter your ID, I mean your user name and your password. Do you understand what I mean?

Karima: Sure! I have to go to the menu and choose the 'mail' icon. After that I enter my user name and my password.

Hind: That's right. Now all you have to do is sign in here and wait for the connection. Oh, lucky you! Access to your e-mail box is easy. Read the screenshot and try to continue alone.

Karima: Here we go! I think I need to click on 'write' to send messages, and on 'read' to check my e-mail in-box. Here we are. Oh, I have 12 messages. Thanks for your help, Hind. Now, I can do it alone. Now, let's see who wrote what...

Unit One / Script 2 (Listening and speaking)

A: Hello, I'm doing a survey on e-mail and snail-mail. May I ask you a few questions?

B: Please do.

A: Do you send your messages by e-mail or by snail mail, I mean by ordinary letters?

B: Well, I prefer sending my messages by e-mail to sending them by snail mail.

A: Why?

B: First because e-mail is cheaper and faster. In addition, ordinary letters are less convenient than e-mail.

A: Can you please explain why writing letters is less convenient?

D: You know, in order to send a letter, you need to go to the post office, buy stamps, stick them on the envelope, and so forth... . I can save myself all the trouble by using e-mail.

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A: And what about your friend here? Yes, you sir.

C: Personally, I prefer to write ordinary letters. E-mails are less personal than letters. Anyone can read them. Besides, letters are more interesting than e-mails because we don't have to write short messages only.

A: You mean e-mail messages, don't you?

C: Yes, that's right. Moreover, when we communicate by e-mail, we can't write messages which take a long time to read and I am not the type of person who writes brief messages.

A: Really?

C: Yes, my friend. I want my readers to know exactly what I mean and how I feel. Do you see what I mean?

A: I certainly do. You definitely prefer to send your messages by snail-mail rather than send them by e-mail.Thank you for giving me so much of your time. Bye!

Unit One / Script 3 (Developing Skills)

Telephone conversation One

Secretary: Extension 4 …Mr Boyle's secretary. Who's calling, please?

Caller: Oh, my name's Barnes, Charles Barnes. I'm ringing about the job which you advertised in yesterday's ***Evening News***.

Secretary: Which one was that? Was it the one for a shop assistant or the one for a cashier.

Caller: It's the one for a shop assistant.

Secretary: Could you hold on a minute, please? I'll check if the job is still vacant. Oh! I'm afraid we've already filled the vacancy. I'm really sorry.

Caller: It doesn't matter. Thank you for the information. Goodbye.

Secretary: Goodbye.

Telephone conversation Two

Carol: Hello!

John: Hello, 4158668?

Carol: Could I speak to Mr Smith, please?

John: Who's calling, please?

Carol: My name's Carol, Carol Richards.

John: Hold on, please. I'll see if he's in. ... I'm sorry he's out for the moment. Can I take a message?

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Carol: Thank you. I'll call him up this evening. Goodbye

John: Goodbye.

Unit Two / Script 1 (Listening and speaking)

Part one:

My name is Sinbad the Sailor. You have probably heard about me if you have already read the ***Arabian Nights.*** I've made seven voyages. Today, I'll tell you about my first voyage because it was the most fantastic.

I was born to a wealthy family in the surroundings of Baghdad. When my father died, he left me a lot of money. I liked the easy life, so I spent it all very quickly. As a result, I was obliged to become a merchant sailor. I travelled from Baghdad to Basra, and there the captain of a merchant ship accepted to take me to the Far East in order to buy and sell goods. I took with me many boxes full of carpets.

I remember that the captain sailed his ship safely from Basra, down Shatt Al-Arab, through the Persian Gulf in a hot summer day. After that, we sailed night and day across the vast Indian Ocean, stopping at many places to buy and sell merchandise for profit. One day, we caught sight of a beautiful island which surprisingly did not show on the captain's map. But the captain decided to stop there in order to fetch fresh water, because there wasn't any left in the ship. We got off the ship onto the island and started to explore it for water sources. I was happy to be on firm ground again. So I walked to the highest point of the island in order to have a full view of it.

Part two:

Strangely, when I reached the summit, the island began to move. At first, I thought that it was an earthquake, but then I realised that the island was not an island at all. It was a whale! I started to run back to the ship, but before I reached it, the whale threw me down into the water. When I came back to the surface, I realised that the ship was sailing away from me. Soon I saw nothing around me except water and a floating box. I climbed onto the box and let myself float on the sea for many days and nights until I landed on an island, a real island this time.

A king's horseman came to me, and I told him who I was and what happened to me. He took me to the shelter of a cave and gave me food and water. A few days later, I travelled with him to the capital city of the country. Once there, the horseman took me to the king and told him my fantastic story. The king gave me permission to live in the city. I discovered that the city was full of merchantmen from other

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countries. One day, I was visiting the harbour, when I suddenly saw a ship with boxes which had my name written on them. At first, the captain of the ship didn't believe that I was Sindbad. He thought that I was drowned, but when I told him the story about the whale and how I came to be there, he knew I was telling the truth. He gave the boxes back to me and the profit he made by selling my goods. That's how I became rich again…

Unit Three / Script 1 (Listening and speaking)

Interviewer: Excuse me, sir. My name is Alison Broadbent. I'm a reporter, and I work for the ***Daily Messenger***. May I ask you a few questions?

Interviewee: Certainly.

Interviewer: Thank you. Tell me; how often do you read newspapers?

Interviewee: Well, I always read daily newspapers, especially on weekdays when I travel to and from work.

Interviewer: Do you mean that you read morning as well as evening newspapers?

Interviewee: Yes, that's right.

Interviewer: Quite interesting. Now, what sort of newspaper do you usually read?

Interviewee: I usually read quality papers, I mean serious ones.

Interviewer: Fine. What do you mean by serious newspapers?

Interviewee: Well, I mean newspapers which are objective in reporting news. When I read a newspaper, I want to have reliable information. That's why I hate those sensational stories you read in tabloids. You know those papers which people generally call popular. They are so boring ... and so feckless!

Interviewer: I see. And why do you exactly hate them, may I ask?

Interviewee: Let me think. The news content is so sensational that one doesn't know where the truth is. They are full of half-truths. They don't report events objectively. They just want to shock you with their screaming headlines, and thus get you to buy them.

Interviewer: Okay. Thank you very much. Goodbye.

Interviewee: Goodbye.

Unit Three / Script 2 (Developing Skills)

Interviewer: Excuse me. My name's Lydia Chennab. I'm doing a survey on high school students' leisure time activities. Can I ask you a few questions?

High school student: Yes, if you're quick.

Interviewer: First, what's your name?

High school student: My name's Kadiri Sihem.

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Interviewer: Well, Sihem. Can you tell me the three things that you like doing most in your leisure time?

High school student: Mm... I like listening to music, surfing in the web and watching TV.

Interviewer: Fine. What about sport? Which team sport do you like playing most?

High school student: Let me think. ... I like playing basketball.

Interviewer: My last question is: Apart from the activities you've already mentioned what other activities do you enjoy doing?

High school student: I'm keen on painting. So in my free time, I try to paint tableaux.

Interviewer: Well, thanks for answering my questions. Goodbye.

High school student: Bye.

Unit Four / Script 1 (Listening and speaking)

Part One: Thanks to technology, there are many labour-saving devices in the modern home today. People have invented them to save time and effort. But these labour saving devices have not come out of the blue. As the saying goes, 'necessity is the mother of invention'. For example, in the old days people had to keep clean, and they did so by washing their clothes by hand in rivers or country streams. Sometimes, they used a washboard on which they moved the clothes up and down, and sometimes a small rock to beat the clothes. That is how they kept clean.

However, there were three main drawbacks to this solution. Firstly, it took a long time to clean the clothes. Secondly, it was very hard work. Thirdly, clothes did not last very long because the stones, brushes and washboards damaged them. That is why a device was necessary to save time, labour, and the clothes.

Part Two: In 1851, a man called James King invented a washing machine powered by hand. Yet, this was still hard work, even though it did not take as long as before to clean the clothes with the manual washing machine. Thus, in 1909, a company in the U.S.A. produced the first electric washing machine. And today, this device is so useful that almost every home has one.

Unit Four / Script 2 (Developing Skills)

Customer: Hello. Is that the Juice Exp Company?

Bob: Yes. Sales Department. Bob Bradley speaking. Can I help you?

Customer: Well, I like your new product... I mean the Design 2005, but I'm not sure I have enough room for it in my office. What's its height?

Bob: It's seven hundred and forty millimetres high.

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Customer: Seven hundred and forty millimetres... That's OK. And what's the depth of it?

Bob: Five hundred and five millimetres.

Customer: Aha. And how wide is it?

Bob: The width is four hundred and thirty-five millimetres.

Customer: I think I can manage to fit it in. I'll call up again to order one. Goodbye.

Bob: Goodbye.

Unit Five / Script 1 (Listening and speaking)

Part One:

Robert: This is " Back to Nature". I'm Robert Kidman. We're at 800-978-8254. And on the line with us now from Madison, Wisconsin, is Mike Richards, a climate specialist. Mike Richards, how are you?

Mike: Fabulous, thanks for asking.

Robert: Everybody is worried about high temperatures these days? My question then is: Is our climate really changing?

Mike: There's no doubt at all that our climate is changing. The Earth is getting warmer. Our studies show that four years out of the last ten have been the hottest since records began. The cause is carbon dioxide in the air. Its volume has increased a lot because of the burning of oil, coal and wood. This carbon dioxide has enveloped the earth in a sort of greenhouse, you know the type of plastic houses where farmers grow vegetables. This greenhouse traps the heat from the sun. It does not let it go out, so the temperature will continue to rise if we don't reduce carbon dioxide emissions. And we believe that within the next hundred years or so, the Earth will have heated up by four degrees. Yes, our climate is rapidly changing.

Part Two:

Robert: But what will happen if the climate really changes?

Mike: A lot of things will happen. You know if the earth gets hotter, the glaciers will melt. And if the glaciers melt, the volume of the water in the seas will increase and the level of sea water will rise. This will cause flooding. As a result, vast areas of the Indian coast, Bangladesh, Holland and even London will be under water.

Robert: Are there any other effects you haven't mentioned?

Mike: I'm afraid there are many other effects. For example, if the climate changes, the direction of the winds and rainfall will change. Some regions will have more storms. These storms will destroy crops, houses and will kill a lot of people. On the contrary, vast areas of the world - the United States of America and Russia,

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North Africa will suffer from lack of rain. This lack of rain, I mean the drought, can transform these areas into deserts. As a result, we will have less food to eat and less water to drink. This is why we scientists are raising the alarm about global warming, which is really a question of life and death to us humans.

Unit Five / Script 2 (Developing Skills)

Chairman: Well, all in all, we've three suggestions. Let's discuss them in more detail and come to a decision. John?

John: To my mind, all three suggestions are good. It's Ok for building car parks outside the town. But this solution alone can't work if we don't make public transport cheaper in town and parking more expensive in the centre of the town.

Mary: Could I say something?

Chairman: Yes, go on Mary.

Mary: I agree with John. I don't think any half-measures will work. Therefore, I say let's go for all three measures.

Chairman: What's your reaction to John's and Mary's suggestions, Peter?

Peter: I totally agree. It'll help a lot if we take all three measures at the same time.

Chairman: Right, let's recapitulate. All of us agree that half measures won't work, so we have decided: One, to build cheaper car parks outside the town; Two, to make public transport into and in the centre of the town less expensive; and three to make parking in town more expensive. Let's finish there.

IRREGULAR VERBS

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

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

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IRREGULAR VERBS

Infinitive	Past simple	Past Participle
Get	Got	Got
Grind	Ground	Ground
Hang	Hung	Hung
Hear	Heard	Heard
Hold	Held	Held
Keep	Kept	Kept
Kneel	Knelt	Knelt
Lay	Laid	Laid
Lead	Led	Led
Lean	Leant	Leant
Leap	Leapt	Leapt
Learn	Learnt	Learnt
Leave	Left	Left
Lend	Lent	Lent
Light	Lit	Lit
Lose	Lost	Lost
Make	Made	Made
Mean	Meant	Meant
Meet	Met	Met
Pay	Paid	Paid
Rend	Rent	Rent
Say	Said	Said
Seek	Sought	Sought
Sell	Sold	Sold
Send	Sent	Sent
Shine	Shone	Shone
Shoot	Shot	Shot
Sit	Sat	Sat
Sleep	Slept	Slept
Slide	Slid	Slid
Sling	Slung	Slung
Smell	Smelt	Smelt
Speed	Sped	Sped
Spell	Spelt	Spelt
Spend	Spent	Spent
Spill	Spilt	Spilt
Spoil	Spoilt	Spoilt
Stick	Stuck	Stuck
Strike	Struck	Struck
Teach	Taught	Taught
Tell	Told	Told
Think	Thought	Thought
Understand	Understood	Understood
Win	Won	Won

Infinitive	Past simple	Past Participle
Forbid	Forbade	Forbidden
Forget	Forgot	Forgotten
forsake	forsook	forsaken
Freeze	Froze	Frozen
Give	Gave	Given
Go	Went	Gone
Grow	Grew	Grown
Hide	Hid	Hidden
Know	Knew	Known
Lie	Lay	Lain
Mistake	Mistook	Mistaken
Mow	Mowed	Mown
Outrun	Outran	Outrun
Partake	Partook	Partaken
Ride	Rode	Ridden
Ring	Rang	Rung
Rise	Rose	Risen
Run	Ran	Run
See	Saw	Seen
Shake	Shook	Shaken
Shrink	Shrank	Shrunk
Sing	Sang	Sung
Sink	Sank	Sunk
Slay	Slew	Slain
Smite	Smote	Smitten
Speak	Spoke	Spoken
Spring	Sprang	Sprung
Steal	Stole	Stolen
Stink	Stank/stunk	Stunk
Stride	Strode	Stridden
Swear	Swore	Sworn
Swim	Swam	Swum
Take	Took	Taken
Throw	Threw	Thrown
Thrive	Throve	Thriven
Tread	Trode	Trodden
Undergo	Underwent	Undergone
Undertake	Undertook	Undertaken
Wear	Wore	Worn
Weave	Wove	Woven
Withdraw	Withdrew	Withdrawn
Write	Wrote	Written

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