الجمهورية الجزائرية الديمقراطية الشعبية

وزارة التربيـــة الوطنيـــة

The People's Democratic Republic of Algeria

Ministry of National Education

GETTING THROUGH

Secondary Education, Year Two

B. RICHE
H. AMEZIANE
H. HAMI

S.A. ARAB

M. BENSEMMANE

Design and layout: Ch. Azouaoui
Illustration: T. Beghdad
Graphic editing: Y. Kaci Ouali



REVISED EDITION

الديوان الوطني للمطبوعات المدرسية

The National Authority for School Publications

elbassair.net

قلم الجزائر

WWW.DZPEN.COM

elbassair.net

CONTENTS

To the student 4
To the teacher 6
Book map 8

Unit One. Signs of the time 14
Discovering language
- Grammar in context 16
- Say it loud and clear 20
- Working with words 21

Developing skills
- Listening and speaking 22
- Reading and writing 24

Putting things together 30
Where do we stand now? 31
Exploring matters further 32

Unit Two :Make peace 36
Discovering language
- Grammar in context 39
- Say it loud and clear 42
- Working with words 43

Developing skills
- Listening and speaking 44
- Reading and writing 48

Putting things together 51
Where do we stand now? 52
Exploring matters further 53

Unit Three: Waste not, want not 58
Discovering language
- Grammar in context 61
- Say it loud and clear 64
- Working with words 65

Developing skills
- Listening and speaking 66
- Reading and writing 69

Putting things together 72
Where do we stand now? 73
Exploring matters further 74

Unit Four: Budding scientist 79
Discovering language
- Grammar in context 82
- Say it loud and clear 85
- Working with words 86

Developing skills
- Listening and speaking 87
- Reading and writing 90

Putting things together .....
Where do we stand now? 94
Exploring matters further 95

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Unit Five : News and tales..... 98
Discovering language
- Grammar in context 101
- Say it loud and clear 104
- Working with words.....105
Developing skills
- Listening and speaking.....107
- Reading and writing 110
- Putting things together 113
- Where do we stand now?.....115
- Exploring matters further 116
Unit Six: No man is an island. 120
Discovering language
- Grammar in context 123
- Say it loud and clear 126
- Working with words..... 127
Developing skills
- Listening and speaking..... 128
- Reading and writing 131
- Putting things together..... 134
Where do we stand now?..... 135
Unit Seven: Science or fiction?.....139
Discovering language
- Grammar in context 142
-Say it loud and clear 145
- Working with words..... 146
Developing skills
- Listening and speaking..... 147
- Reading and writing 150
Putting things together..... 153
Where do we stand now?.....154
Exploring matters further 155
Unit Eight: Business is business..... 159
Discovering language
- Grammar in context 163
- Say it loud and clear 165
- Working with words..... 166
Developing skills
- Listening and speaking..... 167
- Reading and writing 171
Putting things together..... 175
Where do we stand now?..... 176
Exploring matters further 177
Scripts 118
Grammar reference, ...115
Acknowledgements 208

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

RE:

File Edit View Insert Format Tools Compose Help

From: **The authors of this textbook**
Sent: **April 16, 2006**
To: **The student**
Cc:
Subject: ***Getting Through - SE 2***

Your SE2 English coursebook is called ***GETTING THROUGH***. The way it is presented should be familiar to you, as you have already worked with the first –year book ***AT THE CROSSROADS***, which is very much like this one.

This year too, you will learn how to build projects step by step, using the language and skills that you will acquire in each unit. You will see a short note at the top of each unit telling you what theme you will be engaged with, and how you will possibly organize your work with your classmates to explore this theme, and finally do the relevant project.

You will find here eight units with a specific theme for each. At the end of each unit, you will carry out and present a project. You will do this on your own or with other classmates, as indicated above. But the teacher will always be around to guide you.

Within each unit, there will be a number of exercises for you to do. You will keep them all in a **portfolio.** The portfolio will help you to check your progress as you will be able to go over the same exercises and learn from your mistakes. Indeed, you will make mistakes, and you will correct them. So always keep your draft exercises in your portfolio. The teacher will check your progress and tell you where more work is needed. It is your **overall progress** that matters, not individual tasks and exercises.

In each unit, you will go through five different stages. These are called: **Discovering Language**, **Developing Skills**, **Putting Things Together**, **Where Do We Go From Here?** and **Exploring Matters Further**.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Discovering Language: At this stage, you will learn vocabulary, grammar, spelling, pronunciation, idioms (working with new words and expressions). The phonetic transcription of words and the pictures will help you to understand and use the language.

Developing Skills: Here, you will develop your listening and speaking abilities; you will get to communicate correctly and fluently in English. You will also learn to read and understand short and long texts (newspaper articles, poems ...) and.to write reports, letters, stories, etc.

Putting Things Together: This is where your learning is made 'visible'. You will be asked to use all the skills you have acquired in context by doing a project; it can be a report or a summary related to the theme dealt with in each unit. You can do it alone or with one or more classmates. The important thing is to write a first draft, then hand it to your teacher, who will provide her/his advice. After revising it (again with classmates), you will be requested to present it to the class.

Where Do We Go From Here? This part will help you to check what you have learnt by filling in the grid appended to each unit and by following your teacher's instructions.

Exploring Matters Further: Here, you will find additional, authentic material we have provided you with: short passages taken from books, magazines, newspapers, the Internet and other sources. These will give you the opportunity to further consolidate your grammar structures, to learn more vocabulary and discover various kinds of texts, for instance,how newspaper articles, letters, poems, advertisements ... are written.

We hope that you will like the layout and the themes of this textbook, and that you will take pleasure in learning English through the various activities we have devised for you. You are now at a transitional stage of your studies before their completion next year. It is important that you make the most out of the activities and tasks presented to you in this book. These will consolidate your knowledge and your learning strategies, and prepare you for next year's final English course.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

RE:

File Edit View Insert Format Tools Compose Help

From: **The authors of this textbook**
Sent: **April 16, 2006**
To: **The teacher**
Cc:
Subject: ***Getting Through - SE 2***

GETTING THROUGH is an English coursebook for students in their second year of Secondary Education. It complies with the curriculum designed and issued by the Ministry of National Education in December 2005. It also keeps the procedures used in the first-year coursebook, ***AT THE CROSSROADS***, relying as it does on the competency-based approach, which is both learner-centred and project-oriented.

The textbook offers activities likely to stimulate and develop individual competencies. Our goals are to make students consolidate their knowledge of functional English, in terms of vocabulary, grammar and pronunciation. You will find here various activities aiming to develop the four language skills (listening, speaking, reading and writing) as well as other activities whose purpose is to help your learners improve on methodological skills (how to collect and process data, how to work with peers, how to design a project and present it to the class).

Your students will be asked to keep a portfolio of all the tasks and exercises they will do in class or at home. This portfolio is a useful means of monitoring the progress made by each student. More importantly, it helps learners to return to previous exercises so as to understand and correct the mistakes made in them. So words deleted and replaced with correct ones should be a practice encouraged by all teachers.

You will note that the texts in the book are selected in relation to the themes dealt with in each unit. We think they are in sufficient number in each unit to cater for differing abilities, needs and class interests. Some of them are made up, while others are authentic, i.e., excerpts from magazine and newspaper articles. So it's up to you to select those you deem most suitable for your class.

The eight units contained in the textbook are meant to be completed in a maximum of 15 hours each. Every unit comprises five main parts, which are entitled and described as follows:

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Discovering Language: The students will discover the vocabulary, spelling, pronunciation and grammar as constitutents of the language to be dealt with in each unit.

Developing Skills: Here the students will build basic language skills as well as intellectual skills (thinking, guessing, anticipating, making hypotheses, analysing, synthesizing, planning, monitoring progress, etc.). These skills are required for initiating work on projects and class presentations based on these projects. This enterprise naturally integrates the three competencies described in the syllabus, i.e., interacting orally, interpreting messages and producing messages.

If the first two parts above are the core of the teaching/learning process the three parts that follow are no less significant, as they constitute in fact its touchstones.

Putting Things Together: Here we come to the project itself as an outcome of the constituents of language and of the skills acquired in each unit. The students will find guidance on how to get the project materialized. They will have the opportunity to combine primary and social skills and thus display their individual achievements.

Where Do We Go From Here? This part deals with students' self-assessment, i.e., checking their own progress through various means, including filling grids and keeping portfolios. You will use some of the texts included in the **Exploring Matters Further** section and the projects to assess the language skills and functions taught in each unit.

Exploring Matters Further: In this last part of the unit, students will get an opportunity to learn more about the topic dealt with through extensive reading. They will acquire more vocabulary and improve their knowledge of grammar. They will also be made aware of spoken and written language registers.

We hope that this textbook will be a valuable aid for teachers *cum*-facilitators guiding their learners in lively and attractive projects. Our ambition has been to design a pleasant and 'flexible' resource book from which teachers will pick up or leave aside activities depending on their teaching schemes and on their students' capabilities. We thus hope to promote a spirit of personal initiative and autonomy in both learners and teachers.

Keep us posted at

boutriche@yahoo.fr.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

BOOK MAP

Unit	Topic	Discovering language		
		Grammar	**Pronunciation**	**Vocabulary**
1 SIGNS OF THE TIME	Lifestyles	●Semi-modal **used to** ●Present simple tense ● **Going to** and **will-**future ●Present continuous with future intention ●Modals **may/ might** ●Relative pronouns ●Link words: **in contrast to/by contrast/ however, on the contrary** ●The comparative and the superlative	● Vowels ●Diphthongs ●English and French phonics ● Homophones ● Homonyms ● Comma and full stop pauses ● English and French phonics	●Vocabulary related to food,clothes ... ●Suffixes **-ism, -ic, -ical, -less, -ist, -ary, -dom...**
2 MAKE PEACE.	Peace and conflict resolution	● Modals **can/could** ● Verb idiom: **was/ were able to/ will be able to/ has/have been able to** ●Modals: **must/have to/ need to** ●**Should have + past participle**	●Primary stress in connected speech ●Homonyms/ homophones ●Intonation in requests	●Vocabulary related to peace and citizenship ●Abbreviations and acronyms
3 WASTE NOT, WANT NOT.	World resources and sustainable development	● The present simple passive ●The past simple passive ●The future simple passive The present perfect simple passive ●The passive with modals, **must, can, may** and **should**	● Intonation (listing) ●Strong and weak forms of auxiliary **was** and **were** in the passive. ●Pronunciation of **must, can, should** in the passive. ●Problem consonants and vowels	●Strategies for checking a monolingual dictionary ●Study of a dictionary entry

elbassair.net
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

BOOK MAP

Developing skills			
Functions	**Listening and speaking**	**Reading and writing**	**Projects**
● Describing ● Narrating ●Predicting ● Expressing certainty and doubt ●Expressing intention ●Comparing	● Listening for specific information ●Lisening for general ideas ●Talking about changes in lifestyles: eating habits, clothes ...	●Reading for specific information ●Reading for general ideas ●Reading a biography, a newspaper article... ●Writing a policy statement,slogans, a newspaper article, a letter ...	●Writing a profile about lifestyles
●Expressing obligation and absence of obligation ●Expressing ability and possibility ●Criticising ●Making requests	●Listening for specific information ●Listening for general ideas ●Solving problems through dialogue ●Making a public address	●Reading a newspaper article ●Discussing style ●Writing a poem ●Writing a class charter/ an acrostic ●Writing a poem	●Writing a statement of achievements
●Narrating ●Describing a process ●Promising ●Asking for and giving information ●Reporting	● Listening to a lecture ● Managing through a long conversation using discourse markers ●Talking about the environment ●Making a presentation of a product	●Reading a map / a newspaper article ●Guessing the meaning of words through context ●Analysis of paragraph organization ●Writing a press release ●Making an oral presentation	●Making a conservation plan

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

BOOK MAP

Unit	Topic	Discovering language		
		Grammar	**Pronunciation**	**Vocabulary**
4 BUDDING SCIENTIST	Science and experiments	●**If**-conditional, type zero ●**If**-conditional, type one (revision) ●The comparative (revision)	●Diphthongs ●Stress in words ending in **-gy, -ical, -ics** ● Intonation in complex sentences with **if.**	●Vocabulary related to science, experiments ... ●Formation of adjectives with suffixes: **-able**, **-ible ...**
5 NEWS AND TALES	Literature and the media	●Past perfect tense with time conjunctions **when**, **after**, **before**... ●Past simple (consolidation) ●Past continuous (consolidation) ●**The + adjective** ●Comparatives **: as ...as** and **like** . ●Definite article **the**	●Silent letters **w**, **t**, r, **e**, **gh**, **l**, **s**, **k** ... ●Stress in compound words	●Adverbs ●Figures of speech (metaphors, similes) ●Suffixes for forming adjectives of nationality with **–ese** , **-ish**, **-ch** ... ●Transforming nouns into adjectives
6 NO MAN IS AN ISLAND.	Disasters and solidarity	● Reported speech (present perfect and the past simple) ●Reported speech (Present simple and future) ●Reported speech (Orders, requests ...) ●Link words: **for**, **since** ● Punctuation marks	●Emphatic stress ●Pronunciation of **-ed** at the end of verbs ●Sound-spelling links	●Vocabulary related to disasters and solidarity ● Reporting verbs

elbassair.net
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

BOOK MAP

Developing skills			
Functions	**Listening and speaking**	**Reading and writing**	**Projects**
●Expressing condition ●Making predictions ●Making and replying to suggestions	●Listening to a talk ●Talking about dilemmas ●Giving a short presentation	●Reading a report about an experiment ●Reading an advertisement ●Writing a letter seeking/ giving advice ●Writing a letter about a contingency plan	**Writing:** ●reports on scientific experiments ● an ABC of dreams
●Narrating ●Agreeing ●Disagreeing ●Asking for and giving opinion	●Listening to a folktale ●Making an oral summary of a tale ●Telling a tale ● Managing through a conversation	●Reading and interpreting a map ●Reading a newspaper article ●Reading a news story ●Writing a news story ●Writing a short story	●Writing a collection of stories
● Reporting ●Asking for and giving advice ●Quoting someone ●Making claims ●Expressing interest and surprise ●Disagreeing politely	●Listening to a radio interview ●Managing through a conversation ●Taking turns in an interview	●Reading a report ●Reading a pie chart ●Reading a newspaper article ●Writing a report ●Writing an announcement ●Writing a letter of opinion	●Making a survey

elbassair.net
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

BOOK MAP

Unit	Topic	Discovering language		
		Grammar	**Pronunciation**	**Vocabulary**
7 SCIENCE OR FICTION?	Technology and the arts	● **If**-conditional type 2 ●**If**-conditional type 3 ●**If only** ● **Well + past participle**	● Emphatic stress with operators **do** and **did**.. ● Stress in compound words	●Vocabulary related to films, literature ... ●Compound words ●Phrasal and prepositional verbs
8 BUSINESS IS BUSINESS	Management and efficiency	●Link words: **to, in order to, so that, in order that** ●Present perfect with **yet,since, for, just, still** (consolidation) ●Present perfect continuous	●Sentence stress ●Word stress ●Sound-spelling links	●Words related to business ●Prefixes **mis- ,dis-, im-, in-, un-, mal-** ●Long and short vowel sounds

elbassair.net
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

BOOK MAP

Developing skills			
Functions	**Listening and speaking**	**Reading and writing**	**Projects**
●Expressing condition ●Asking for and giving advice ●Expressing regret, ●Blaming ●Making speculations ●Expressing wishes	●Listening to a talk ●Managing through conversation by asking for clarifications, giving examples ... ●Reciting a poem	●Reading a newspaper article ●Reading a cartoon ●Writing a short text commentary ●Writing a biography ●Writing a lament ●Writing a short newspaper article	● Writing miscellanies ● Making a repertory
●Expressing complaints ●Apologizing ●Asking and answering questions ●Making comments	●Listening to a conversation ●Listening for general ideas ●Listening for specific information ●Making an interview	●Reading business letters: complaints, Dispatch advice... ●Reading for general ideas ●Reading for specific information ●Writing a business report ●Writing a profit and loss statement, a balance sheet...	●Writing a business portfolio

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 1: SIGNS OF THE TIME

In this unit, you will learn the following:

DISCOVERING LANGUAGE

Grammar

- Semi-modal **used to**
- Present simple tense
- **Going to** and the present progressive
- **Will**-future
- Modals **may**, **might ...**
- Relative pronouns
- Link words: **in contrast to/by contrast...**
- The comparative and the superlative

Pronunciation

- Comma pauses
- Vowels and diphthongs
- Sound-alikes (homonyms,homophones)

Vocabulary

- Suffixes **-ic**, **-ical** and **-ism**
- Words related to food, clothes...

DEVELOPING SKILLS

Functions

- Narrating
- Predicting
- Expressing certainty and doubt
- Talking about plans and intentions

SKILLS

- Reading for general ideas and specific information
- Listening for specific information and general ideas
- Writing a policy statement
- Writing a word map using suffixes
- Writing a short essay using comparison and contrast
- Writing a slogan

PROJECT

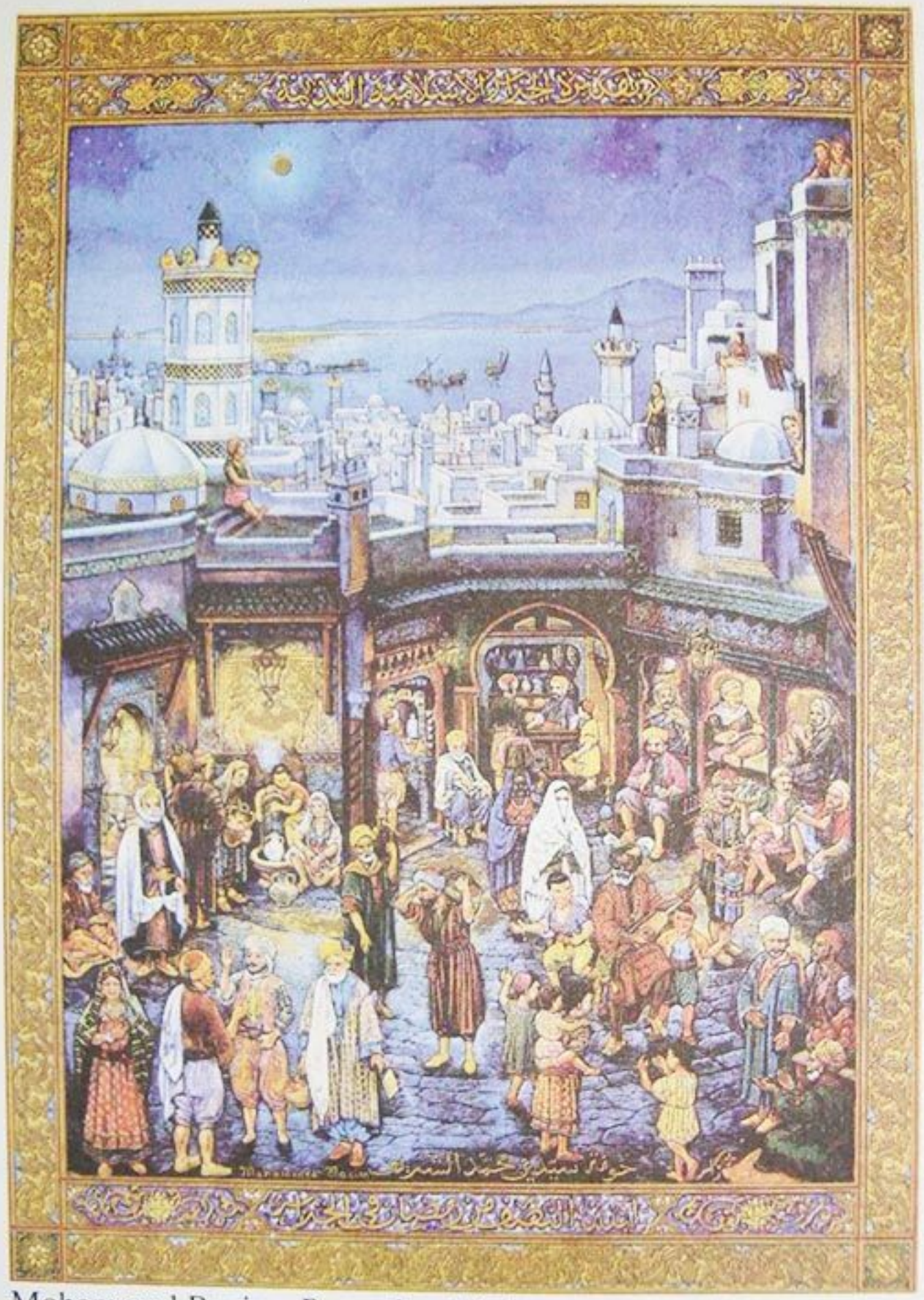
Making a Profile About Lifestyles

See page 30 and get organized before starting the unit.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 1 : SIGNS OF THE TIME

Think it over



Mohammed Racim, ***Ramadan Nights***

Words to say

fashion
/fæʃn/
tradition
/trə`dɪʃn/
modern
/`mɒdn/
jeans
/dʒi:nz/
scarf
/skɑ:f/
shawl
/ʃɔ:l/
food
/fu:d/
work
/wɜ:k/
jet
/dʒet/
goods
/gʊdz/
kit
/kɪt/
shuttle
/ʃʌtl/

ago	style	hair	now	today	soil	cure	near
/ə`gəʊ/	/stɑɪl/	/heə/	/nɑʊ/	/tə`deɪ/	/sɔɪl/	/kjʊə/	/nɪə/

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

DISCOVERING LANGUAGE

Before you read

We generally divide the economy of a country into three sectors: the primary, the secondary and the tertiary.

Look at the pictures below and say which sector of economy each of them represents.



As you read

1 Read and check your answers to the exercise above.

Half a century ago, the vast majority of people of virtually every country used to live in the countryside. They used to work in agriculture, i.e., in the primary sector of the economy. Uncle Hassan was one of them. He used to be a farmer. Every morning he used to get up early to milk the cows before coming back to the kitchen for breakfast. From the time he was very young, he used to spend the rest of the day in the field cultivating different seasonal crops. He didn't use to go shopping in town very often because he produced everything he needed.

Today, Uncle Hassan **lives** in town. He **works** in a tomato paste factory, i.e., in the secondary sector of economy. He usually **wakes** up at 6 in the morning. Before he **goes** to work, he **buys** three or four **litres** of pasteurised milk and 5 or 6 **loaves** of bread and some fruit. As soon as he **finishes** his breakfast, he goes to the factory. When he **gets** there, he **puts** on the white **overalls** he keeps in **his** locker to start work at the production line at 8 o'clock sharp. Uncle Hassan never **goes** straight home when he **knocks** off work at 4 p.m. He **stays** out until he **does** all his shopping for dinner.

Uncle Hassan is tired of **always** piling **boxes** of **cans** of tomato paste. So he has asked his employer to transfer him to one of the commercial **services** of the company. "I'm going to retire if my boss **refuses** my transfer", he **keeps** saying.

elbassair.net

قلم الجزائر
WWW.DZPEN.COM

❷ **Read the text and answer the following questions.**

A. In which sector of the economy **did** Uncle Hassan **use** to work?

B. What **did** he **use** to do every morning?

C. What time does he wake up now?

D. Which sector of the economy attracts the greatest number of workers today?

E. What does he intend to do if his boss refuses to transfer him to a commercial service ?

After reading

GRAMMAR DESK

Read these sentences and answer the questions below.

1. *Uncle Hassan used to be a farmer.*
2. *Today, he works in a tomato paste factory.*
3. *He usually wakes up at 6 in the morning.*
4. *He didn't use to go shopping in town very often.*
5. *"I'm going to retire if my boss refuses my transfer."*

A. Which sentences are about a habit in the past and which ones are about a habit in the present?

B. How does the author express a habit in the past and how does s/he express a habit in the present?

C. **Used to** behaves like a regular verb. Ask and answer two or three questions about Uncle Hassan referring to sentences 1 and 4.

D. Which sentence expresses a future intention? How does Uncle Hassan express intention ?

See Grammar References N°1,2,3 pp.187-189

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

PRACTICE

❶ Complete the sentences below using the positive, negative or interrogative forms of the semi-modal 'used to'. An example is given to you.

A. Samira doesn't like reading now, but she **used to read** a lot.
B. I know that Nassima is living in a small village now, but _____?
C. Now, there are four libraries in our town, but _____ only one.
D. When I was a child I _____ a burnous, but now I wear one.
E. I know that she doesn't work in a bank now, but _____?

❷ Your teacher will read the completed sentences you have obtained in exercise 1. Pay attention as s/he reads them and note how the letter d of 'used to' is pronounced.

❸ Put the verbs in brackets into the correct tense to express a habit in the past or a habit in the present.

Example

When I (to be) younger, I (to get up) early .
When I was younger, I ***used to*** *get up early.*

A. In ancient times, most people (to worship) stones.
B. We (to go) for long walks in the country when my father (to be) alive.
C. We sometimes (to go) hiking in the mountains.
D. I (go) to school by bicycle, but I no longer (to do) it now .
E. In England, most people often (to go) to the theatre at weekends.

❹ Use 'used to /didn't use to/never used to' or the present simple tense with the verbs between brackets to make the text meaningful.

All the members of my family have recently changed their lifestyles. My grandfather (drink) coffee. Now he (drink) milk. My father (jog). Now he runs more than three kilometres every afternoon. My mother (cook) food for every meal because she could not eat leftovers and processed food. Now, she often sends me to buy pizzas whenever she is too tired to prepare dinner.

My brothers (go) to bed early. These days, they (stay up) late with the other members of the family watching films on TV. They also (play) video games. Now they are addicted to them. Even I haven't escaped the change. I (read) books...

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❺ Complete the sentences below in a logical way using going to. An example is given to you.

*Example: Look at those black clouds. It's **going** to rain.*

A. You've put too much pressure in the balloon . Mind, _____.

B. The referee has put the whistle in his mouth. _____.

C. Mouloud has lost his balance. _____ .

D. Zohra has switched off the TV . _____ .

E. Karim has just entered the post office._____.

❑ Write it right

❶ This a student's paragraph. S/has made 10 mistakes in the use of tenses. Correct them using the semi-modal used to, each time you think it is appropriate.

I was born in the Kasbah of Algiers in 1949. My father is a docker: he works in the docks, loading and unloading ships. He goes to work early in the morning and comes back home late in the evening without getting any wages. At the time, dockers pay French foremen on the docks to get a day's work, but my dad never pays. So he doesn't get work every day. Mum cries but poor old dad never says a word. I remember, money is always the problem.

My sister Zohra and I don't have toys. So we go down the steep and narrow alleys of the Kasbah to spend the day in the French quarter near the harbour. All day long, we look at the toys displayed in shopwindows and envy the children of the French colonists playing in the park….

❷ Imagine you are on an election campaign. Advertise your programme by writing a policy statement. Use going to and the clues below.

Fellow Citizens,

If I am elected to office, I'm going to _____

- reduce food prices
- raise civil servants' salaries
- build a hospital
- impose higher taxes on cigarettes
- provide accommodation/houses for all ...

(*Add other examples of your own.*)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ **Read the second and third paragraphs on page 16. Pick out the words in bold and classify them according to the pronunciation of the final 's': /s/, /z/ or /ɪz/**

❷ **Some words have the same spelling in French and English. But they are pronounced differently. Put each of the transcriptions below in the correct box.**

/ɔrɑ̃ʒ/, /teɪbl/, /ɒrɪndʒɪz/, /tabl/, /pə`lɪːs/
/televɪzjɔ̃/, /pɔlɪs/, /ˌtelɪ`vɪʒən/

Spelling	English		Spelling	French
Table	_____		Table	_____
Oranges	_____		Oranges	_____
Police	_____		Police	_____
Television	_____		Television	_____

❸ **Add appropriate punctuation marks and capital letters to the groups of words (A-B) below to get two coherent sentences. The sentences should be different in meaning.**

A. ahmed was born in oran on april 20 1990 he went to live in algiers
B. ahmed was born in oran on april 20 1990 he went to live in algiers

❹ **Look up the word homophone in a dictionary. Then correct the misspellings in bold type by replacing them by their homophones.**

When **eye** was young, I used **too** go **two** the seaside. At the time, **their** were **knew** restaurants serving holidaymakers on the beach. **Sew** I used to take **bred** with me. All the **buoys** of my age used to **meat** at the bus station at 7, their bags full of food. **Sum** of them were poor. We used to **by** tickets for them so that they could come with us. ...

❺ **Look up the word homonym in the dictionary. Then find the various definitions of the word can in the tongue twister below.**

A canner exceedingly canny,
One morning remarked to his granny,
'A canner can can
Anything that he can
But a canner can't can a can, can he?'

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

❶ Add the suffixes -ic, -ical, -al, -ism, -less, -ist, and -ary to the words between brackets in order to get a coherent paragraph.Make the necessary changes. Some suffixes must be used more than once.

To my mind, people fall into three categories in relation to time. The first category is that of (nostalgia) people. These people are generally (convention), i.e., (tradition) in their views.They keep very fond memories of past experiences. The second category of people is constituted of (pessimism). They generally think that present life is a (hope) mess, and that it is futile to expect and to plan any(revolution) change for the future. The third group is made of (optimism) people. For these, there is no cause for alarm in this world at all. In other words, despite all worries and (society) problems everything will eventually turn out well. For example, if someone is victim of (race), s/he can be sure that one day (race) prejudice will disappear. S/He just needs to work to change the mentality of (race) people. Of the three categories of people above, I prefer the (optimism) people because I find them more (logic) and (practice) in their thinking.

❷ Find the missing examples to fill in the blanks in the table below.

Suffixes for forming nouns	Meaning	Example
- ance / - ence - ee	- verb +ance - person affected by an action or person acting	Appear**ance** Employ**ee**, absent**ee** …
- e / -or / -ess / -ist/ -ar, ian	- agent, job, (somebody or something which performs an action)	_____ _____
- ry -ery	- place where an action is carried out/ art of or practice of/ state,	bak**ery**, fish**ery** cook**ery** …
- dom - hood - ity - ment - ness - ship	- quality, character - condition, state, or rank status, rank, condition of life - adjective + ity - result or means of an action - quality, state, character - state of being, status, office	_____ _____ _____ _____ _____ govern**ment** _____ _____

❸ Homework: Find other words with the suffixes listed in the table above and use them in sentences of your own.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

DEVELOPING SKILLS

LISTENING AND SPEAKING

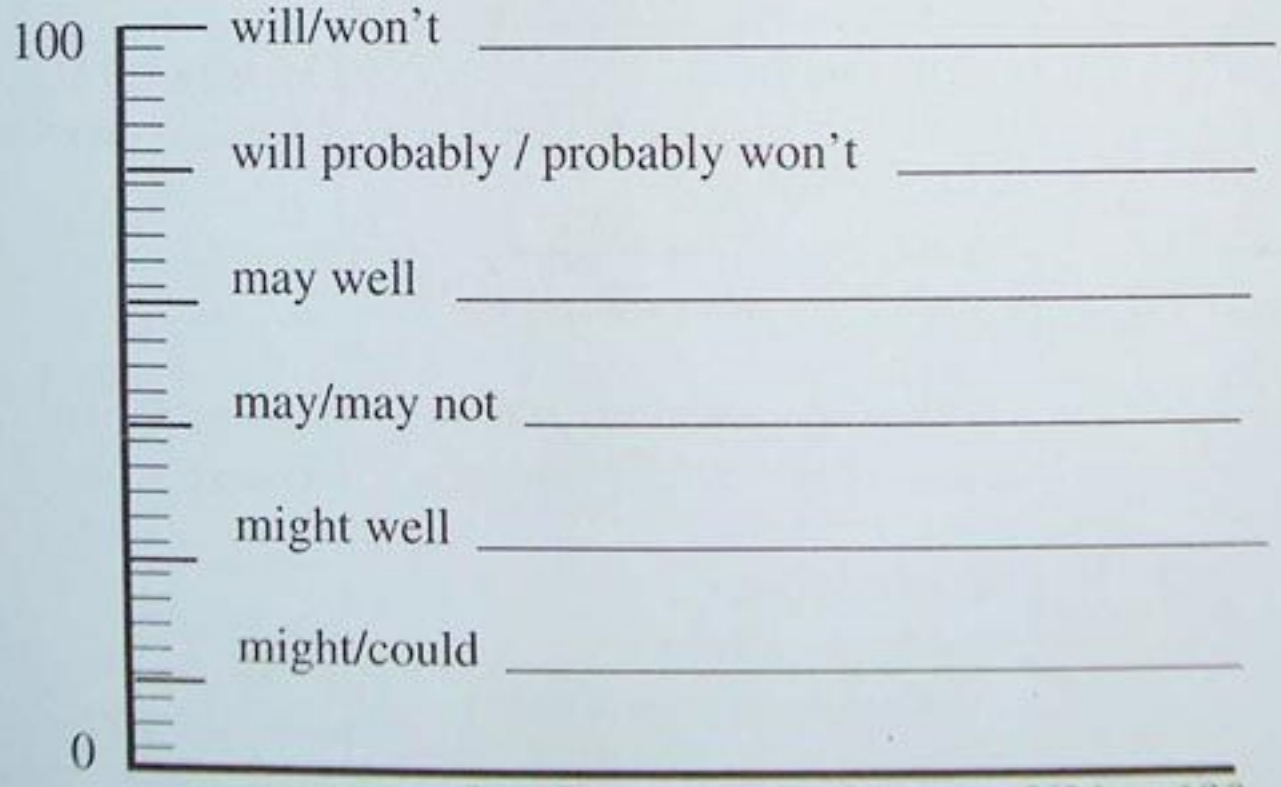
❶ **Predict what may happen in the field of medicine. Use <u>will</u> if you're sure and <u>maybe</u>/<u>perhaps</u> if you are not totally sure about your predictions.**

Example
Who knows? Maybe/perhaps scientists will invent a cure for cancer.

- Cure for cancer?
- Vaccine against diabetes?
- Cure for palsy?
- Vaccine against kidney disease?
- Vaccine against malaria?



❷ **Listen and write the sentences which contain the modals in the graph.**



See Grammar References N°4, p.190

❸ **Listen again and answer the following questions.**

A. What are the speakers talking about?
B. Who among them is the least optimistic about the future? Why?

❹ Summarize the dialogue you have listed to in exercise 3.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Your turn

Have a look at the tip box and do the exercise that follows.

TIP BOX

You need the following phrases to express certainties and doubts about the future.

- I'm (almost) certain that/ (quite)sure that…
- I have the conviction that/ the firm belief that...
- It seems to me that …
- It's likely that/probable that...
- I have doubts about …
- It's improbable/unlikely that …

Pair work. Make predictions about the future using the clues in the blue box. Your partner will express certainty or doubt about what you say.

Example

A { **You:** *I'm sure that scientists will invent a vaccine against tooth decay in 20 years .*
Your partner: *Personally, I have doubts about that. That may or may not happen/might/or might not happen.*

B { **You**: *Scientists may/might (well) find a cure for cancer soon.*
Your partner: *May (well)/Might (well)? Personally, I have the firm conviction that they will/won't invent anything in the near future.*

- We / travel/space/ some day
- Man/live/up to 130 years
- Helicopters/carry/people to work/next decade
- Children/stay and study/home/ through/use computers

❑ **Write it up Pair work.Write a short dialogue predicting what might happen in the future in fields such as teaching and communication. Then act out the dialogue in front of the class.**

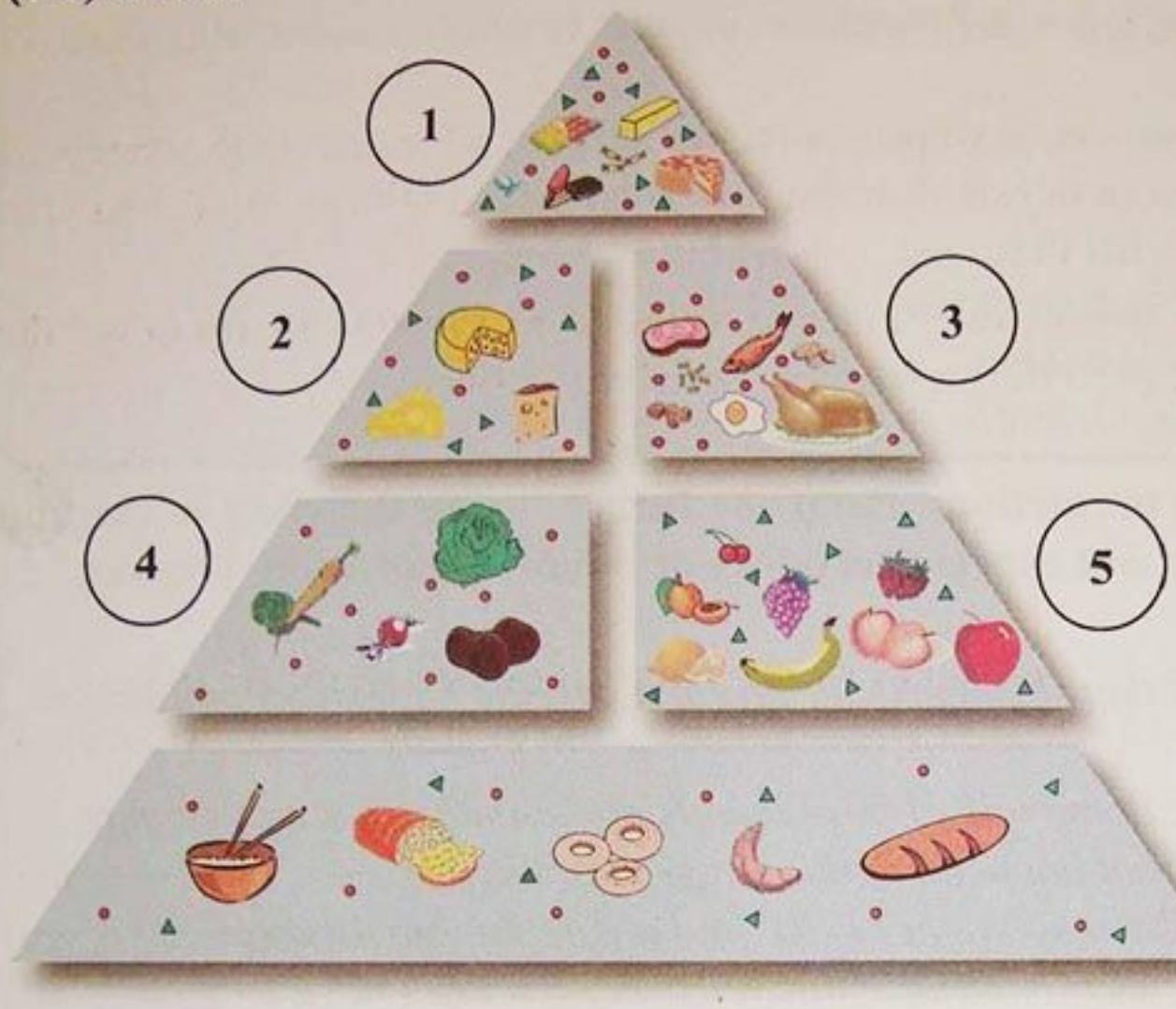
Example: You: Will all people accept to eat genetically modified foods (GMFs) in the future?

Your partner: I don't know /I have no idea. They may possibly eat them, but on the other hand, they may well refuse to do so.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING 1

❶ Match the words and phrases A-F with the parts of the food pyramid (1-6) below.



A. Vegetables
B. Fish, meat and eggs
C. Bread
D. Dairy
E. Fats
F. Fruit

❷ Which food groups did our grandparents use to eat most and which ones do we eat most today? Discuss.

❸ Now read the text below and say whether you agree with what the author says about our eating habits. ***Start like this:***

I agree/disagree with the author when he says that _____.

What People Eat

Our eating habits have changed completely over the last years. The consumption of foods that take time and effort to cook has declined dramatically. By contrast, that of foods which need little preparation has increased. This change in our eating patterns is not something that we have chosen. It is imposed on us by an overall transformation in our lifestyles. Contrary to what some people think, life has never been as busy as it is today. The typical snack-eater is usually someone who has no time to sit at table and enjoy his/her meal with the other members of his/her family.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

How much free time people have usually determines how and what they eat. Actually, the whole pattern of eating is more traditional at weekends than during weekdays. The Friday breakfast is "a shared" meal, with all the members of the family more likely to be sitting together than during weekday meals. The Friday lunch is the most ritualised meal of the week. A *Mesfouf* with peas or a *kouskous* with meat and vegetables is generally served and the whole household meets again around the coffee table or *El-Maida* as if in celebration of a family reunion. In the afternoon, most people take their tea or white coffee together with *Khfef* or *Tamina.* In doing so, they want to keep their traditions alive, maintain family unity, and resist the constraints of modern life.

❹ Read the tips below and find examples from the text to complete the blanks in the tip box. There are many possible answers.



TIP BOX

Writers use a lot of techniques to avoid repetition because it is not good to repeat the same words when writing. They often express what they mean in different ways. They use

A. Synonyms e.g., _____

B.Antonyms e.g., _____

C. Pronouns instead of a noun or noun phrase e.g., _____

D. A verb instead of a noun e.g., _____

E. A noun instead of a verb e.g., _____

❺ Write 4 definitions using the information in the box.

A /nouns	B /categories	C Relative pronouns
A restaurant	place	when
A waiter	person	where
Beef	meat	which/that
Ramadan	month	who
A widow	woman	whose
This (is)	man	whom

See Grammar References N° 5, pp.191-192

Example:

A restaurant is a ***place where*** *people dine out.*

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❻ Insert phrases A-C in the form of <u>non-defining relative clauses</u> in sentences (1-3) to make them <u>more informative</u>. Pay attention to punctuation.

A. the capital of the United Kingdom
B. invented the first snack called sandwich.
C. gave its name to the most popular fast food in the world.

1. London has eight million inhabitants.
2. The Earl of Sandwich was an English fleet admiral.
3. Hamburg is a German town.

❼ Insert <u>essential</u> information in the form of <u>defining relative clauses</u> into the places indicated to make sentences a-c both meaningful and truthful.

a. Food is dangerous.

b. A person is called a waiter.

c. Summer is the season.

❑ Write it out

❶ Group work. Write five or six advertisement slogans for a car of your choice using the information in the table. Compare your answers.

Superlative and comparative forms	Adjectives and adverbs
Adjective/adverb + er + than …	pretty
more + adjective/adverb + than….	beautiful
as + adjective/adverb + as	cheap
not + as + adjective/adverb + as	quickly
less + adjective/adverb + than	safe
the + adjective/adverb + est	comfortable
the most/least + adjective/ adverb	expensive
	smoothly ...

See Grammar References N°6, pp.193-195

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷Complete the blanks in the short newspaper article that follows the tip box. Get help from the questions in italics.

TIP BOX

We generally organise written texts into paragraphs. Each paragraph develops an idea. There are many techniques for developing paragraphs. One of them is paragraph development by comparison and contrast. We express contrast by using the following link words in contrast to, by contrast, whereas, while, but, however, contrary to, unlike ...

What Do People Wear?

Climate, tradition and history affect the way people dress. For example, in Northern European countries, _____ (*What is the weather like?*). Consequently, people_____(*What types of clothes do they wear?*). **By contrast** in Northern Africa_____(*What is the weather like?*). As a result,_____(*What types of clothes do North Africans wear*?) _____ (§1)

Differences in tradition also influence the types of clothes people wear. For instance, in Muslim countries, _____(*What types of clothes do people wear when going to wedding feasts?)*, **in contrast to** America where __(*What types of clothes do people wear when going to ceremonial occasions*?) __. (§2)

Contrary to what some people think, history is no less important when it comes to clothes. In the past, young people in Algeria _____(*What types of clothes did they use to wear ?*) **whereas/in contrast** today they _____. A few years ago, the elderly people _____ _____, but nowadays, they _____ _____(§3)

The most important factor that determines dressing styles today is ___. So in most of the world people like to wear_____. However, there are still some countries which keep to their _____ in spite of globalisation. (§4)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING II

❶ Look at the picture and answer the following questions.

A. What does the key represent?

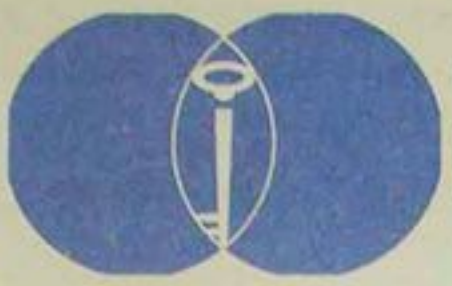
B. What do the circles stand for?

C. What do you call **twin towns** in your language?

D. Why do towns belonging to different countries twin?

FEDERATION MONDIALE DES VILLES JUMELÉES

CITÉS UNIES
COUDADES UNIDAS
المدن المتحدة



UNITED CITIES
ОЬЬЕДИНЕННИЕ ГОРОДА
CITÀ UNITE

UNITED TOWNS ORGANIZATION
Agréée par les Nations Unies - Approved by the United Nations

❷ Read the passage below and check if your answer to question d above was right.

Twin towns or sister cities are towns or cities which have agreed to collaborate with each other. Twinning arrangements often lead to student exchanges. Next week, Algiers is going to play host to a group of students from its twin town Sofia, the capital city of Bulgaria. The students are arriving in Algiers International Airport on Sunday March, 15. The Mayor of Algiers is now talking with the public officer in charge of the organization of the visit.

Mayor: Have you completed the programme for the Bulgarian students' visit?

Public officer: Yes, everything is going well. We've arranged the accommodation in the Safir Hotel. The visit will start on Monday morning with a reception at the hotel. You're giving the opening speech at the Town Hall at 9 a.m. Then we plan to take our visitors to the Martyr's Monument….

Mayor: It sounds fine. What other places are they going to visit?

Public officer: On Tuesday, they are visiting Tipasa Roman Ruins in the morning. We're going to take them to Tipasa Tourist Resort for lunch. As soon as they finish lunch, we'll show them the Royal Mauretanian Mausoleum. ...

Mayor: That looks good. Have you planned any visit to the Kasbah?

Public officer: Yes, of course. Our guests are visiting it the day after tomorrow. ...

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Read the passage again and answer the questions below.**

A. What are twin towns?
B. When are the Bulgarian students arriving in Algiers International Airport?
C. Who is giving the opening speech?
D. What is the visit programme?

TIP BOX

When talking about the near future, more specifically about an arrangement or an intention, we don't use '**will**' ; we use **the present continuous** instead.
e.g., *The students ~~will arrive~~ in Algiers on Sunday afternoon.*
The students **are arriving** *in Algiers on Sunday afternoon.*
We can also use the '**going to**' form of the future:
e.g., *We're going to take them to Tipasa Tourist Resort for lunch.*

See Grammar References N°7, p.196

❹ **One of the forms of the verbs in bold type is incorrect. Cross it out. Justify your answer.**

A. The Bulgarian students **are staying/will stay** at the Safir Hotel.
B. Are they **visiting /will** they **visit** Zeralda next week?
C. I hope you **are enjoying/ will enjoy** your visit.
D. A tourist says to another tourist, "Jane **is coming** tomorrow./**will come** tomorrow. "
E. I have got a camera. **I'm going to/ will** take pictures of the Royal Mauretanian Mausoleum.

❑ Write it out

Imagine you are one of the Bulgarian students visiting Algeria. Send an e-mail to an English penfriend of yours telling him/her about your plans for the next two months. Use the information in the box.

Start like this:
Dear ___,
I'm staying with an Algerian host family for the next two months. _____

Activity	Place	Time
stay/host family/two months	Algeria	
ecological visit	Blida and Mount Chréa	tomorrow
go down/tour there/2 weeks visit El-Oued	the Sahara	next week
coral fishing	El-Kala	August 2nd
visiting silversmiths	Beni Yenni	August 5th - August 8th
fly back	home	August 15th

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Making a profile about lifestyles

Your lifestyles profile will be divided into three parts and will deal with three main aspects of life: **clothes food**, and **entertainment** in Algeria and abroad. Include pictures to illustrate your theme.

Part I . **Lifestyles in the past**





Note: Use **used to** when you write/talk about these life-styles.

Part II **Present-day Lifestyles**

Note: Use **the present simple** tense with link words **when/after/ before/ until/while.**

Part III **Future Lifestyles**

Note: Use **will/may/might** and their negatives in making your predictions.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can …	very well	fairly well	A little
A. use **used to** in positive, negative and interrogative sentences to talk about the past.		✓	
B.use the **present simple** + when/ while/ until/before and after to describe regular activities.			
C. use **going to** and the present continuous .			
D. use **will** and **won't** to make predictions.			
E. use modals **may** and **might** to express possibility and probability.			
F. use defining relative clauses and non-defining relative clauses.			
G. use the comparative and the superlative with short and long adjectives and adverbs.			
H. use the link word **by contrast/in contrast to / on the contrary**.			
I. form new words by adding suffixes.			
J. distinguish between homophones and homonyms.			
K. pronounce the final /s/ in verbs and nouns.			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Exploring matters further

Traditional Manners and Changing Manners

Sandra Fellici, from Italy, reflects on traditional good manners for varied situations and discusses how fast manners are changing. She says:

"I'm filled with childhood memories. When I was five years old, my grandmother, who was the best grandmother in the world, lived with my family. At the time, my father had a business, and my mother used to help him. That's why I had to stay all day long with my grandmother. She was very kind and loyal to me.

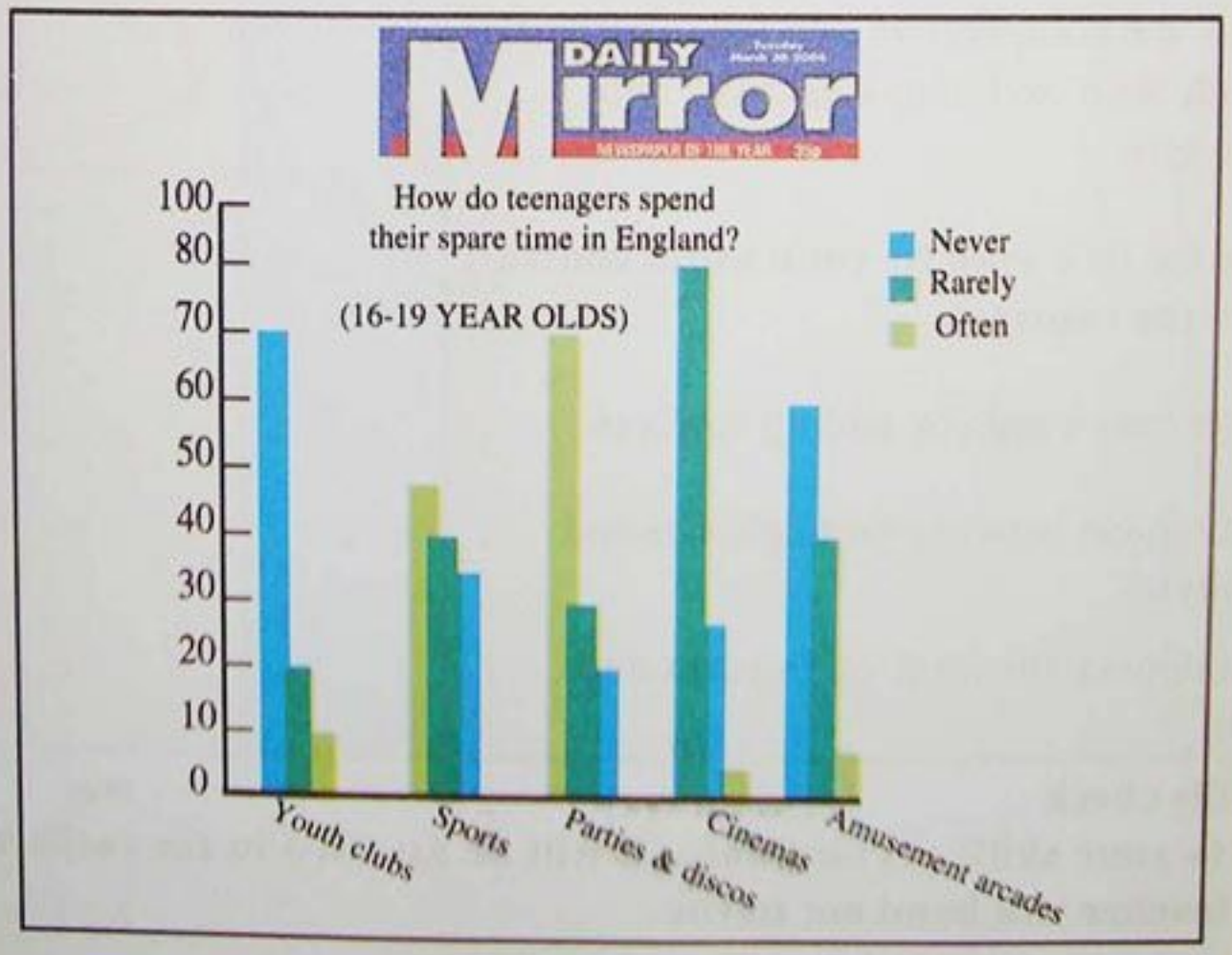
Unfortunately, in our society today, what we call good manners, or good etiquette, are changing. New generations are becoming more and more impolite.

When I was a child, I used to go out with my parents. I used to stay close to them and behave in an educated way; but some kids nowadays make a lot of noise, go everywhere, and are less respectful towards adults.

In my language, we have two different ways of addressing people. One is the intimate second form that is generally used with family members, friends and people of the same age; one is more formal, in which the third person is used to address people. I would use the formal way when I addressed elderly people or people I didn't know, but young generations are now using the intimate second form everywhere and with everybody.

I think that this behaviour is due to globalisation and to the use of the English language that has only one form, but I don't consider it polite and I cannot get **used to** these manners."

(Adapted from the Internet)



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Barber or Doctor?

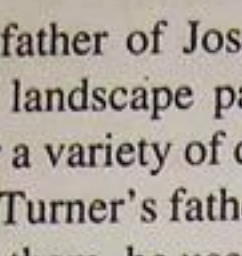
The father of Joseph Mallord William Turner, the nineteenth-century famous English landscape painter, was a hairdresser. People used to go to his barber's shop for a variety of different services. Firstly, they used to go there for a shave or a haircut. Turner's father had a peculiar way of shaving his customers. Before starting to shave them, he used to cover their faces with soap and water. He then used to put two small glass balls into their mouths, one in each of their cheeks in order to have a firmer surface to shave with his sharp razor. When he had finished shaving his customers, he used to take a container of water and throw it over their faces to rinse the soap.

Like his fellow barbers, Turner's father used to work as a dentist because there weren't any professional dentists at the time. People suffering from a toothache went to his shop in order to have their decayed teeth pulled out with pincers and without any anaesthetic.

In keeping with the other functions of the trade, Turner's father also used to do the work of a doctor. In those days, people thought that if you had a bad temperature, you had too much blood. So Turner's father used to put leeches on his patients' skins. Leeches are parasites which look like worms. They bite into people and suck the surplus blood. People used to think that this would lower a sick person's temperature.

Apart from doing all these services, Turner's father used to exhibit his son's paintings for sale in the window of his shop. It is thanks to him that his son Joseph Mallord became famous as a painter .

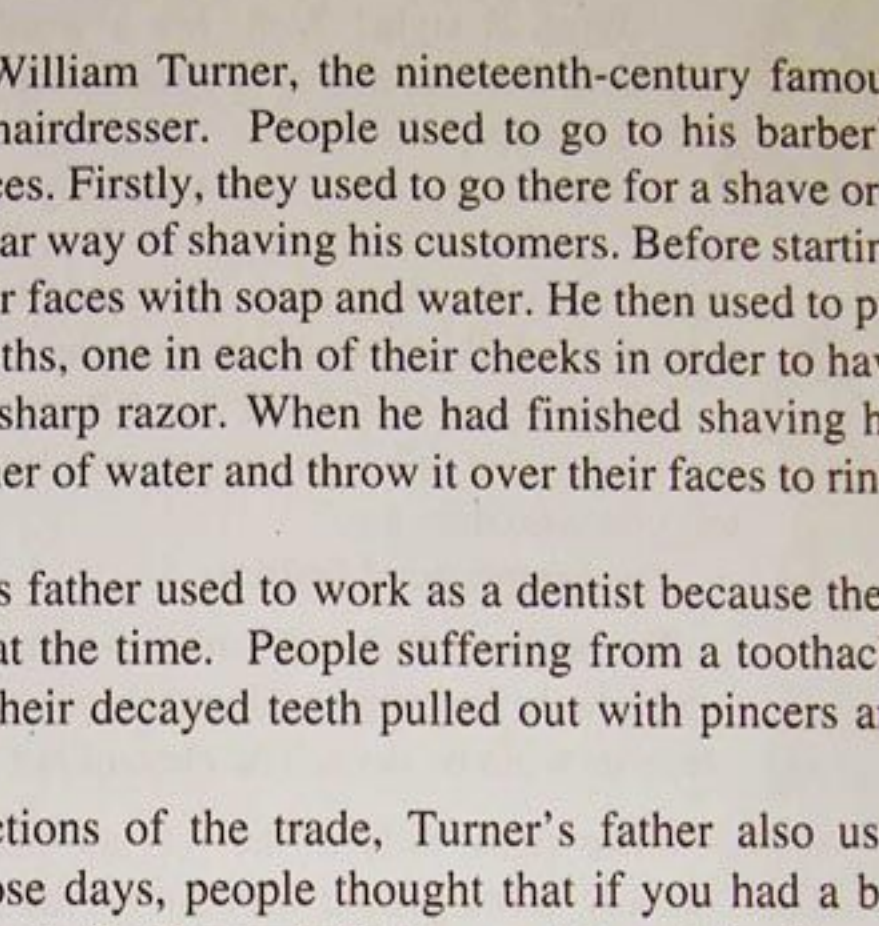
(Adapted from Graham Reynolds, *Turner*, Thames and Hudson)



Snakefood

How many different kinds of food can you find in this wordsnake?

The first word is **"apple"**.



elbassair.net

قلم الجزائر
WWW.DZPEN.COM

Do it in style!



What is style? Well, it's a word with many meanings. It usually has something to do with the way you look. But is style the same as fashion?



Not exactly. If we say somebody is fashionable we mean they dress well and in the latest clothes. When we say someone 'has style' it is something more personal. A person can wear very old-fashioned clothes and still have style.





Someone once defined the difference like this: "People who follow fashion tell who they would like to be. People with style tell you who they are."

The language of fashion



The way we look tells other people a lot about us. This is true of everybody from the fashionable lady to the punk. A soldier's uniform tells us what he does. The elegant lad's fur coat tells us he is rich.



The punk tells us he (or she) is revolting against parents or society. Even people who put on the first thing they find when they get up in the morning tell us something – they tell us they don't care about fashion.



In ancient Rome, only free men used to wear long togas. In ancient Japan, only Samurai warriors used to shave the front of their hair. So people's appearance told the world exactly who people were and what they did.



What can we tell from the way someone looks?



We can tell how much money they have. The rich always wear very expensive jeans. But be careful, the very rich often wear old and not very elegant clothes. They don't need to prove they have money! The way we look tells people what we are doing. Whether we are going to work or to a party.





Our clothes can even tell if we are happy or sad. Psychologists think that looking bad, dressing badly, forgetting about our hair and so on, is one of the first signs of depression. The way we look may even tell a lot about the way we think. The young punk probably doesn't vote conservative. The British Prime Minister will probably not dye his/her hair pink.



Go on, look in the mirror. What are you telling the world today?





(From ***Modern English International***, p.8)



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Use cardboard to make a calorie calculator following the model below. Your calorie calculator will have front and back sides.



Back side



elbassair.net
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT : 2 MAKE PEACE !

In this unit, you will <u>learn</u> the following:

PROJECT

Writing a Statement of Achievements

See page 51 and get organized before starting the unit.

DISCOVERING LANGUAGE

Grammar

- Modals **can and could**
- Verb idioms: **was / will be able to...**
- **Must/have to/ need to ...**
- **Should have + past participle**

Pronunciation

- Primary stress in connected speech
- Pronunciation of abbreviations
- Intonation in requests

Vocabulary

- Vocabulary related to peace
- Making a word chart using abbreviations

DEVELOPING SKILLS

Functions

- Expressing ability and possibility
- Expressing obligation and absence of obligation
- Expressing appreciation

SKILLS

- Listening for gist
- Listening for specific information
- Reading dictionary entries
- Discussing style
- Writing a public address
- Writing a contract
- Writing a poem

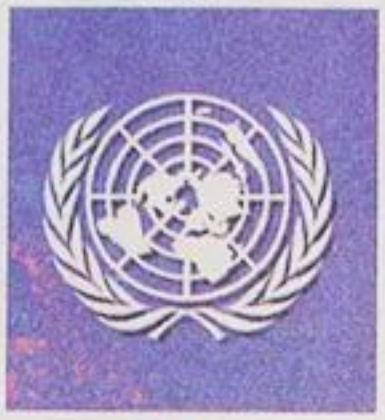
elbassair.net
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT : 2 MAKE PEACE !

Think it over



















WORDS TO SAY

UNESCO (United Nations Educational Scientific & Cultural Organization)
/juːˈneskəʊ/

WHO (World Health Organization)
/ˌdʌbljuː eɪtʃ ˈəʊ/
also /huː/

UNICEF (United Nations International Children' s Emergency Fund)
/ˈjuːnɪsef/

FAO (Food and Agriculture Organization)
/ˌef eɪ ˈəʊ/

UNCTAD (United Nations Conference on Trade and Development)
/ˈʌnktæd/

UNO (United Nations Organization)
/ˈuːnəʊ/

IMF (International Monetary Fund)
/ˌaɪ em ˈef/

AMF (Arab Monetary Fund)
/ˌeɪ em ˈef/

OAU (Organization of African Unity)
/ˌəʊ eɪ ˈjuː/

AMU (Arab Maghreb Union)
/ˌeɪ em ˈjuː/

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Before you read

Look at the picture and answer the following questions.

1. What are the soldiers in the tanks called?
2. For which organization do they work?
3. Where are they from?
4. Why are the buildings destroyed?
5. What's the chief duty of these soldiers?
6. Would you like to be one of the soldiers? Why or why not ?



As you read

Read the text and check your answers to the questions above.

The horrors of modern warfare have made Man think about ways of preserving human life. In 1920, the League of Nations was formed to keep international peace after World War I. The League of Nations was able to resolve some conflicts around the world. But it could not oppose the rise of totalitarianism in Germany, Italy and Japan. Hitler and Mussolini were able to start World War II because the League of Nations could do nothing about it simply because it had not enough power of its own.

The United Nations replaced the League of Nations in 1945, just after the end of World War II. Today, most of the world's independent nations are members, and each has one vote in the General Assembly. Every member state can refer its disputes with its neighbours to the United Nations Security Council. The UN Security Council is the body of the United Nations which can take political, economic or military action to settle international disputes. It has 15 members five of which are permanent (Britain, China, France, the Russian Federation and the US). It can thus get member states to contribute contingents of soldiers from their own armies to constitute a UN Task Force. These soldiers, called 'Blue Helmets', are entrusted with keeping peace in hot spots of the world.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Other agencies of the United Nations include the Food and Agricultural Organization, the World Health Organization and the United Nations International Children's Emergency Fund. These UN agencies co-operate in fighting disease and reducing poverty in the world. So far they have been able to stop killer diseases such as tuberculosis and smallpox. They will hopefully be able to eradicate other diseases and famine soon.

❷ **Read the text again and answer the following questions.**

A. What made Man think about the preservation of human life?

B. What was the League of Nations incapable of doing? Why?

C. Which body of the UN can settle disputes?

D. What title would you give to the text? Discuss.

After reading

GRAMMAR DESK

Read the sentences (1-5) and answer questions A-C below.

1. Any member state can refer its disputes to the United Nations.

2. The League of Nations was able to resolve some conflicts.

3. It could not oppose the rise of totalitarianism.

4. The League of Nations couldn't impose sanctions.

5. So far they have been able to stop killer diseases.

A. What does the auxiliary **can** in sentence 1 express? Do you know its other functions ? If yes, give examples.

B. **Can** has two past forms. What are they ? Which form can be replaced by **managed to** ?

C. **Has been able to** in sentence **5** is the present perfect form of can. What is the future form of **can**?

See Grammar Reference N°8, p.197

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

PRACTICE

❶ **Fill in the blanks with can, can't, could, couldn't, will be able to , was/ were able to, or have/has been able to .**

A. The League of Nations __impose economic sanctions on warlike nations.
B. Germany ___ join the Security Council soon because it is the third economic power in the world.
C. The UN General Assembly ____ only make recommendations to the Security Council. It __(not) make decisions.
D. The United Nations Organization __(not)create a permanent military force yet.
E. Dag Hammarskjold, who served as Secretary General of the UN from 1953 to 1961, ___ organize peacekeeping task forces.
F. UN peacekeeping troops, called 'blue helmets', ___use force only for temporary self-defence purposes. They _maintain peace, but they _ (not) prevent war.
G. The United Nations Educational, Scientific and Cultural Organization (UNESCO) __ launch its Peace Programme only after the end of the Cold War.

❷ **Group work. Match the sentences in column A with their functions in Column B. Then write similar sentences to express the same functions.**

Column A	Column B
1. Can you hear what he's saying?	A. warning
2. We could develop a culture of peace by being more tolerant.	B. ability
3. Contrary to what some people think, women can be tall and strong.	C. possibility
4. "I've hurt her feelings. What shall I do ?" "Well, you could apologize to her."	D. suggestion E. request
5. I wonder if you could come here and talk it over.	F. remote possibility
6. At the age of 17, you can take your driving licence with your parents' consent, but you can't vote.	G. offer
7. Don't lean out of this window; you could fall down.	H. permission
8. Can I help you?	

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Pair work. Complete the responses in dialogues 1-3 below. Use <u>was able to</u> and <u>were able to</u> . Then act out the short dialogues (books closed).**

Example
You: Did you convince them?
Your partner :Yes. It was difficult. But we were able to do it in the end.

① **You:** Did they settle the dispute?
Your partner: Yes. It took them a lot of time negotiating, but they _____

② **You:** The exercise was difficult, wasn't it?
Your partner: _____

③ **You:** My car broke down in a forest road.
Your partner: _____

❑ Write it right

Imagine you entered a UNESCO competition for writing a poem against prejudice. Complete the blanks in the poem below to denounce prejudice (false opinion about others).

Down with Prejudices

Do you think a woman can be tall and strong ?
Do you think she can _____and _____?
Do you think she can_____ and _____ ?
Do you think a man can be small and pretty?
Do you think he can _____ and _____?
Do you think the elderly people can _____?
Do you think they _____ ?
_____
Do you think young people can be young and wise?
Do you think they _____ ?
If you do, then you deserve _____ .

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ Listen to your teacher and mark the intonation at the end of the underlined sentences with an arrow (↗ or ↘).

An interview with Mohamed El-Baradai, the Head of the International Atomic Energy Agency

Journalist: Good morning, Mr El-Baradai. Could you spare a few minutes, please?

El-Baradai: Certainly.

Journalist: You and the International Atomic Energy Agency have won the Nobel Peace Prize. How do you feel about it ?

El-Baradai: It's great. That's another victory of peace over war.

Journalist: Would you mind saying in what sense ?

El-Baradai: Not at all. I mean that the international community has definitely said "no" to weapons of mass destruction.

Journalist: May I ask another question ?

El-Baradai: Sure.

Journalist: I wonder if you could tell me something about the chances of peace for the next decade.

El-Baradai: Yes. The chances of peace for the next decade are greater than they are now. This is simply due to the fact that man has all sorts of worthy 'wars' to make.

Journalist: Would you please give us some examples, please?

El-Baradai: Well, for instance, we have to wage war against global warming....

❷ Pair work. Now use the clues below making requests and replying to them. Pay attention to your intonation.

Requests			Replies
(1) (Please,)	{ will / Can }	you + Verb ...	(,please)? Okay. / Certainly. / Of course. / All right. / Yes, ...
	{ would / could }	you + Verb ...	
(2) **I wonder if** you	{ would / could }	+ Verb	
(3)	{ Could / can }	you (possibly) + Verb ...?	
(4)	{ Do / Would }	you **mind** + Verb-ing ...?	{ No. / Not at all.

Note: Please can be used either in initial or end position.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

Homework

❶ Make a chart of abbreviations. An example is given to you. Add other abbreviations if you can, and illustrate with pictures, logos, etc.

Abbreviation	Full form	Description
UNWRA /'ʌnrə/	United Nations Relief and Works Agency	The UNRWA is an organization which...
ABC		
A-bomb		
AID		
BBC		
CIA		
CNN		
FBI		
FIFA		
GB		
MBC		
NATO		
NBA		
OPEC		
Ph. D		
PTA		
UK		
WBA		

❷ Complete the dictionary entries below. Then find other words related to peace and war, and write entries for them.

peace /pi:s/ _____ not used in *pl* ___
_____ **make** ~ _____
_____ **keep the** ~ _____
_____ **at** ~ _____
_____ **. in** ~ _____
_____

war /wɔ:/ n **1** [C,U] (state created) by the use of armed forces between countries. _____
_____
_____
_____ warlike /'wɔ:laɪk/ adj. _____
_____

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

DEVELOPING SKILLS

LISTENING AND SPEAKING

❶ **Look at the picture and guess why the girl who is holding her head is weeping.**

Start your guess like this

I guess she _____.

Maybe, she _____.

Perhaps, she _____.



❷ **Listen to your teacher simulating the dialogue and check your answers to the question in exercise 1 above.**

❸ **Listen again and answer the following questions.**

A. Who are the speakers?

B. Where are they?

C. What is the problem?

D. Is the problem solved?

❹ **Summarize the dialogue in your own words.**

❺ **Listen and mark with a prime ( ) the word you hear most among the words written in bold in the snippet below.**

Leila: Ok. You made fun of me.

Maya: **No, I didn't.**

Leila: **Yes, you did**. You said I was stupid.

Maya: When?

Leila: Yesterday, in front of all my classmates.

Maya: **Did I**? I'm sorry I shouldn't have said that.

Leila: But **you did**.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❻ Pair work. Act out the snippet in exercise 4 on the previous page. Pay attention to your pronunciation (Books closed).



TIP BOX

When you listen, it is important first to form an overall impression rather than try to understand every word. The type of questions in exercise 3 are the ones which can help you to focus on **the general idea** when listening to conversation.

You also listen in order to find the **specific information** you are interested in. Here again, it is not necessary to understand every word. Concentrate instead on the key words which can help you to find the information you need.

❑ Your turn

❶ Pair work. Take turns to criticize or apologize for the wrong actions (A-D) using should/ shouldn't have. Make the necessary changes.

Example

You: Karim read my letter/my diary.
Your partner: He shouldn't have read it. It's personal.

A **You:** You lent my books to Farida without my permission.
Your partner: Sorry, I _____.

B **You:** The teacher shouted at me for no obvious reason.
Your partner: _____.

C **You:** She borrowed my bag without letting me know.
Your partner: _____.

D **You:** I'm angry with you. You said I was overweight.
Your partner : _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷ **Pair work. Write D. (Deduction), or O (Obligation) next to the sentences with the modals in bold type. Act out similar dialogues.**

A { **You**: You've arrived late again.
Your partner: Sorry, the bus broke down and I **had** to come on foot.

B { **You:** She hasn't said a kind word to us since this morning.
Your partner: She **must be** angry with us.

C { **You:** Don't panic! You **can't be** late for the exam. It doesn't start till 10:15.
Your partner: Right, then. I'll take my time.

❑ Write it up

❶ **Group work. Discuss and write a list of school regulations using the clues in the box and the auxiliaries in the table that follows . Then compare your answers.**

tolerate differences/ respect/ keep cool/ shout at each other, learn to listen to each other/ bully /impose ourselves on others/ cheat at exams/ accept the opinions of others/ insult others/ always agree with each other/ violent/ settle disputes peacefully (*Add other examples.*)

Obligation	Prohibition	Absence of obligation
We **have to** ___. We **must/should/ ought to** ____.	We mustn't ____.	We **don't have to** ___. We **don't need to** ___.

See Grammar References N°9, p.198

❷ **Write your own acrostic for one of the following words: peace, democracy, dialogue, diversity, tolerance or consensus. Draw inspiration from the acrostic below.**

Acrostic

R = Remember that YOU are responsible for the safety of your school.
E = Esteem yourself; have self-respect.
S = Show others respect.
P = Promote peaceful resolution of conflicts.
E = Engage in activites that you enjoy and that help others.
C = Communicate openly about your concerns regarding school violence.
T = Take the initiative to make your school safer.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Class work. Distinguish between the duties and rights in the box. Then complete the class charter that follows. Discuss and add other items to the charter.**

Express opinions/ work hard/ respect the opinions of others/ meet together to exchange ideas/ free education/ tolerate differences/ good working conditions/health care/ respect the rights of others/ promote a culture of peace/ information/ co-operate to solve problems ….

COLONEL LOTFI SECONDARY SCHOOL, MASCARA
LITERARY STREAM, YEAR 2 - STUDENT GOVERNING BODY
CLASS CHARTER

We, the undersigned, after class discussion and referendum, have agreed on the following:

Article One: Rights

A. Children have the right to _____.
B. Children have the right to _____.
C. The school authorities must/mustn't/ _____.
D. _____.
E. The Parent-Teacher Association must/mustn't_____.

Article Two: Duties and Responsibilities

A. We have the duty to _____.
B. We must/mustn't _____.
C. We shall _____.
D. _____.

The present charter shall come into force and vigour as soon as it is deposited with the headmaster.

Date: _____ Signatures _____

_____

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING

❶ Look at the picture and discuss the following questions.

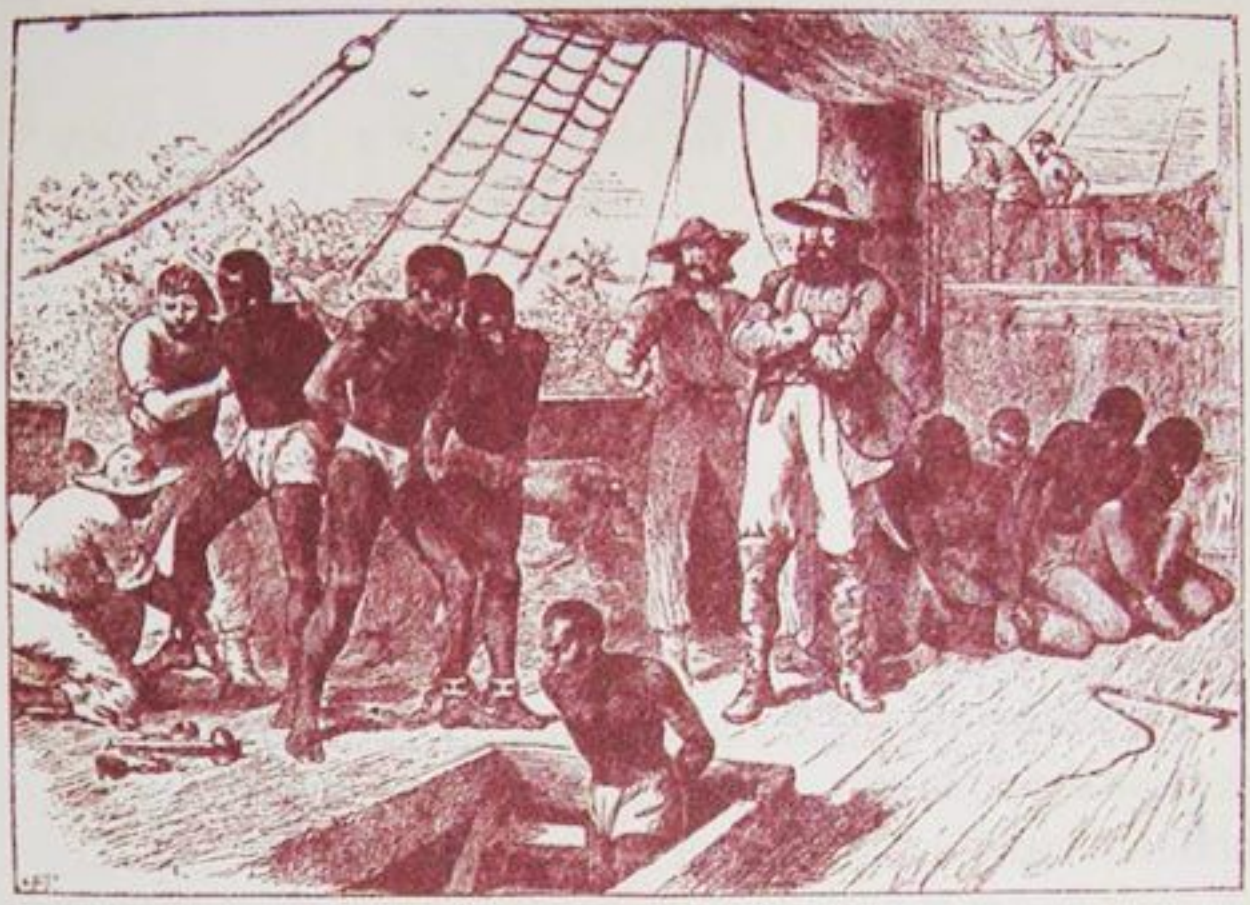
A. What does the picture represent?

B. Where do you think the boat is and where is it going?

C. These dates and personalities are important in American history. Why?

Abraham Lincoln: 1861- 1865.

Martin Luther King Jr: August 1963.



❷ Read the newspaper article below and answer the following questions.

A. Who was Martin Luther King?

B. What were his hopes and wishes ? Start your answer like this:

He hoped/wished/expected his children to _____.

C. Martin Luther King's address in the article was written in an oratorical style. What are the characteristics of this style, and why did he use it? Discuss.

D. Did you like reading the part of Martin Luther King's address reproduced in the article. Why?

Martin Luther King, The Man of Peace

Black Americans can do a lot of things that their parents could not do years ago because of racism. They can vote; they can eat in any restaurant they like; and their children can go to the same schools as white children. As we prepare ourselves to celebrate Martin Luther King Day next Monday, we'll reproduce a part of King's address ***I Have a Dream*** *in memory of this great leader who was able to combat racism and hatred with non-violence and love.*

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that my four children will one day live in a nation where they will not be judged by the colour of their skin but by the content of their character. I have a dream today. I have a dream that one day little black boys and black girls will be able to join hands with little white boys and white girls and walk together as sisters and brothers.

When we let freedom ring, when we let it from every village, from every state and every city, we will be able to speed up that day when all God's children, black men and white men will be able to join hands and sing in the words of the old Negro spiritual, "Free at last ! free at last! Thank God Almighty, we are free at last!"

❷ **Read the dictionary entries in bold. Then identify the meanings of the words as they are used in the newspaper article above.**

Address: /əˈdres/ n.**1.**details of where a person may be found and where letters may be sent. eg., *What's your home/business address?* **2.** Speech or talk to an audience. **3.** (old use) manner or behaviour.

Can 1 /kæn/ n. **1.** metal container, usually with a lid for liquids. e.g., milk can. **2.** vt preserve food by putting in a can which is hermetically sealed. e.g., *canned fish.*

Can 2. /kən; *strong form*/kæn/ (neg. cannot /kænət/ or can't /kɑnt/ *pt.* Could /kəd/ strong form /kʊd/ neg. couldn't /kʊdnt/ **1.** aux. Indicates ability or capacity to do something. E.g., *Can you lift this box?* **2.** Indicates permission. (Could is used for past time). e.g., *You can't smoke in the classroom.*

Spiritual: /ˈspɪrɪtʃʊəl/adj. **1.** of the spirit or soul; of religion, not of material things. e.g., *He's concerned with spiritual things.* **2.** of the church: *Lords Spiritual* **3.** n. religious song as sung by Negroes in the United states.

TIP BOX

The makers of a dictionary try to offer all the usual meanings for every word they list. It is up to you to choose which meaning you need. To find the meaning you want easily, you should first look at the category of the word as it is used in your text (Is it a noun, a verb, an adjective or an adverb?).

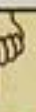
Choose a word from the newspaper article above and write a dictionary entry for it.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it out

Imagine you are in Hyde Park at the Speakers' Corner, in London, England. Read the information in the tip box below. Then complete the speech that follows.

Imitate Martin Luther King's speech making the best use of the auxiliaries you have learnt in this unit.



TIP BOX

The main purpose of a speech is to inform, convince, and stimulate an audience. Speeches are generally made in an oratorical style which includes repetition of key words, phrases and sentences as well as a diction(choice of words) that can impress the audience.

Preamble of your speech

Ladies and gentlemen,let me make this point right away : age limits are not fair ! I want to vote, but I can't do that at the age of sixteen. "I'm sorry, you are too young", they say. I'm not an adult until I am nineteen. But when I buy a plane ticket, I have to pay the full fare. I am an adult although I'm just sixteen.

_____

(Use other age limits for sixteen-year olds to develop further the preamble: leave school/work full time/get married/boys join the army ...)

Body of the speech

Ladies and gentlemen, I have a dream that children of my age will be able to _____. I have

A dream that _____.

Our grandparents were able to _____.

I hope we will be able to _____.

I hope we will be able to _____.

Conclusion

Thank you very much for your kind attention, ladies and gentlemen. Please sign the petition entitled DOWN WITH AGE LIMITS which is being circulated by my classmates. God bless you all !

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

A STATEMENT OF ACHIEVEMENTS

Your statement (record) of achievements will be about Nobel Peace Prize winners and will be presented in the form of a small sketchbook.

It will include:

- A checklist of the Nobel Peace Prize winners over the past ten years
- Two or three short biographies about two Nobel Peace Prize winners with two or three short statements of their achievements.

e.g., The Dalai Lama, Yasser Arafat, *Medecins Sans Frontières*/ Doctors Without Borders, Nelson Mandela ...

- A list of potential candidates for the Nobel Peace Prize from Algeria and abroad for next year.
- Two or three short biographies and statements about their achievements.
- A written justification for your nominees. In what ways can their winning of the Nobel Prize contribute to a further advancement of peace in the world?

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can …	Very well	fairly well	A little
A. use the modal **can** and **could** to express 1. ability. 2. possibility. 3. permission.		✓	
B. make requests with 1. **can** and **could**. 2. I **wonder if** ___ 3. Do/would you mind ___?			
C. be able to in the present simple tense _____ future simple. _____ present perfect. _____ past simple.			
D. use modals must/mustn't _____ have to/don't have to _____ need to/don't need to/ needn't.			
E. make deductions using **must.**			
F. make requests with appropriate intonation.			
G. use **should/shouldn't have +past participle.**			
H. pronounce abbreviations.			
I. discriminate between homonyms.			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Hero

There's a hero
If you look inside your heart
You don't have to be afraid
Of what you are
There's an answer
If you reach into your soul
And the sorrow that you know
Will melt away.

Chorus:

And then a hero comes along
With the strength to carry on
And you cast your fears aside
And you know you can survive
So when you feel like hope is gone
Look inside you and be strong
That a hero lies in you.
It's a long road
When you face the world alone
No one reaches out a hand
For you to hold
You can find love
If you search within yourself
And the emptiness withing yourself
Will disappear.
Chorus
Lord knows
Dreams are hard to follow
But don't let anyone
Tear them away
There will be tomorrow
In time
You'll find the way.



(From Music Box, Lyrics: Mariah Carey,
Music: Mariah Carey, Walter Afanasieff)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM



Daddy, what did you do in the war against pollution?

Of course you always try to change the subject.

But one answer you can't give is that you weren't in it. Because in this war, there are no 4F's and no conscientious objectors. No deferments for married men or teenagers. And no exemptions for women.

So like it or not, we're all in this one. But as the war heats up, millions of us stay cooly uninvolved. We have lots of alibis:

What can one person do?

It's up to "them" to do something about pollution - not me.

Besides, average people don't pollute. It's corporations, institutions and municipalities.

The fact is that companies and governments are made up of people. It's people who make decisions and do things that foul up our water, land and air. And that goes for businessmen, government officials, housewives or homeowners.

What can one person do for the cause? Lots of things - maybe more than you think. Like cleaning your spark plugs every 1,000 miles, using detergents in the recommended amounts, by upgrading incinerators to reduce smoke emissions, by proposing and supporting better waste treatment plants in your town. Yes and throwing litter in a basket instead of in the street.

Above all, let's stop shifting the blame. People start pollution. people can stop it. When enough Americans realize this we'll have a fighting chance in the war against pollution.

Keep America Beautiful

Keep America Beautiful

Advertising Council

People start pollution. People can stop it.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

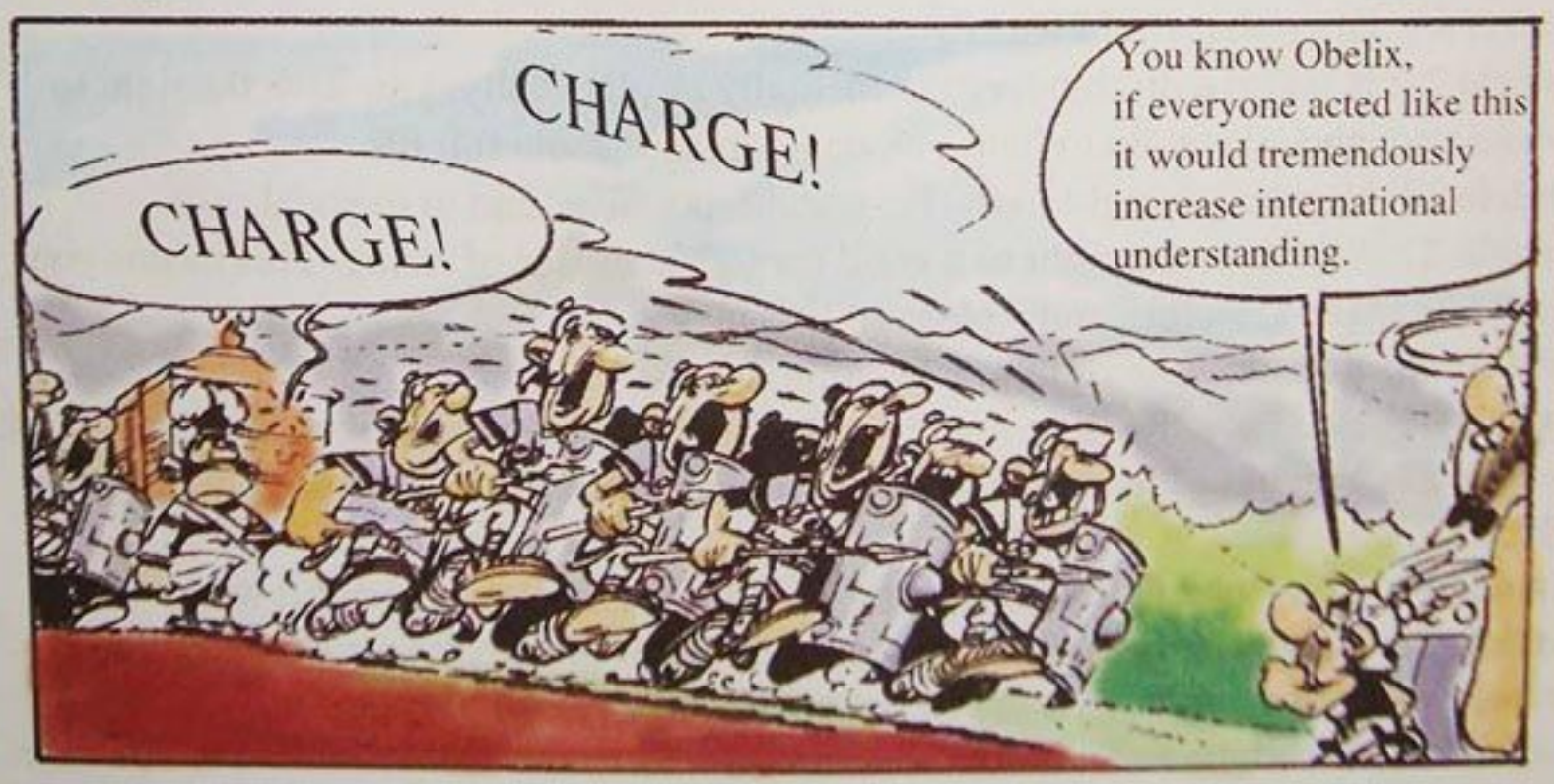
A Nation's Strength



Not gold, but only man can make
  A people great and strong;
Men, who for truth and honor's sake
  Stand fast and suffer long.

Brave men who work while others sleep,
  Who dare while others fly -
They build a nation's pillars deep
  And lift them to the sky.

(*by* RALPH WALDO EMERSON; 1803-1882)



Gosciny and Uderzo, ***Asterix and the Chieftain's Shield.***

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Convention on the Rights of the Children

Adopted and opened for signature, ratification and accession by General Assembly resolution 44/25 of 20 November1989

ENTRY INTO FORCE: 2 September 1990, in accordance with article 49

This is a simplified version of the Convention on the Rights of the Child. The Convention has 54 Articles in all. Some of them have been left out here.

Article 1: Everyone under 18 has all these rights.

Article 2: You have the right to protection against discrimination. This means that nobody can treat you badly because of your colour, sex or religion, if you speak another language, have a disability, or are rich or poor.

Article 3: All adults should always do what is best for you.

Article 10: If you and your parents are living in separate countries, you have the right to be reunited and live in the same place.

Article 12: You have the right to an opinion and for it to be listened to and taken seriously.

Article 13: You have the right to find out things for yourself and say what you think, through making art, speaking and writing, when this does not infrige upon the rights of others.

Article 16: You have the right to have a private life. For instance, you can keep a diary that other people are not allowed to see.

Article 17: You have the right to collect information from the media – radios, newspapers, television, etc – from all around the world. You should also be protected from information that could harm you.

Article 23: If you are disabled, either mentally or physically, you have the right to special care and education to help you develop and lead a full life.

Article 24: You have a right to the best health possible, and to medical care.

Article 27: You have the right to a good enough standard of living. This means you should have food, clothes and a place to live in .

Article 28: You have the right to education.

Article 31: You have the right to play and relax by doing things like sports, music, etc.

Article 32: You have the right to protection from work that is bad for your health or education.

Article 37: You have the right not to be punished in a cruel or harmful way.

Article 38: You have the right to protection in times of war. If you are under 15, nobody can enlist you in an army or get you to take part in a battle.

Article 42: All adults and children should know about this Convention. You have the right to learn about your rights, and adults should learn about them too.

To find out more about the Convention on the Rights of the Child and UNICEF, please write to 9A, Emile Payen Street, Hydra, Algiers 16035 Algeria.

UNICEF ALGERIA

Phone: 021. 69. 21. 35
021. 60. 85. 58
Fax : 021. 60. 86. 92
Email : algiers@unicef.org

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

American Friends

I am weary of dating my life by wars,
my father, an airman in World War II, met my mother
at a U.S.O. dance
my uncle the machine gunner in Korea,
the months marked off by packages sent to him,
at eighteen I marched against the Vietman War
I wouldn't fight for a dictator in Vietman,
college dated by Vietman battles and anti-war marches,
we skipped the regular graduation,
had a counter-graduation rally on the steps,
the men pledged they'd refuse to be drafted,
the war and the marches went on and on and on
the Vietman War didn't really end,



it lingers, an old scar,
and now
my president wants my cousin for another war
to restore another dictator,
I've been marching against these wars for twenty years,
every day the hydra sends another arms shipment,

my hero-Thoreau in jail,
refused to pay his war tax for the Mexican-American War,
his friend Emerson visited him asked,
"What are you doing in jail, Henry?"
"Why aren't you in jail, Waldo?" Thoreau answered,
my hero Mark Twain spoke out against
U.S. soldiers in the Philippines,
in every generation my heroes walked in flames,
breathed fire,

Thoreau and Mark Twain were ashamed
of this country,
some mornings I don't want to get up,
drown in a sea of shame-
make myself get up,
this weekend I'll walk against the latest war,
I've recruited two more walkers,
I'm walking as long as I have the strength,
as long as I can put one leg in front of another.

Julia Stein, Desert Soldiers (1992)
© California Classics Books

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Unit 3: WASTE NOT, WANT NOT.

In this unit, you will <u>learn</u> the following:

DISCOVERING LANGUAGE

Grammar

- The present simple passive
- The past simple passive
- The future simple passive
- The present perfect simple passive
- The passive with modals: **must**, **can**, **may** and **should**

Pronunciation

- Intonation (listing)
- Strong and weak forms of auxiliary **<u>was</u>** and **<u>were</u>** in the passive.
- Pronunciation of **<u>must</u>**, **<u>can</u>**, **<u>should</u>** in the passive.
- Problem consonants and vowels

Vocabulary

- Strategies for consulting a monolingual dictionary
- Study of a dictionary entry

DEVELOPING SKILLS

Functions

- Narrating
- Describing a process
- Promising
- Asking for and giving information
- Reporting

Skills

- Paragraph organization
- Reading for general ideas
- Reading for specific information
- Listening for specific information
- Writing a press release
- Making an oral and written presentation of a product

PROJECT

Making a Conservation Plan

See page 72 and get organized before starting the unit.

elbassair.net
elbassair.net قلم الجزائر WWW.DZPEN.COM

Unit 3: WASTE NOT, WANT NOT.

Think it over















Words to say

biodiversity	/ˌbaɪəʊdaɪˈvɜːsətɪ/
conservation	/ˌkɒnsəˈveɪʃn/
dirty	/ˈdɜːtɪ/
flower	/ˈflaʊə/
gaseous	/ˈgæsɪəs/
harmful	/ˈhɑːmfəl/
jeopardy	/ˈdʒepədɪ/
kerosene	/ˈkerəsiːn/
litter	/ˈlɪtə/
marine	/məˈriːn/
nature	/ˈneɪtʃə/
pollution	/pəˈluːʃn/
quake	/kweɪk/
recycle	/ˌriːˈsaɪkl/
sewage	/ˈsuːɪdʒ/
trash	/træʃ/
vital	/ˈvaɪtl/
waste	/weɪst/
yard	/jɑːd/
zoo	/zuː/

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

DISCOVERING LANGUAGE

Before you read

Look at the map and answer the questions.



1. Which part of the American continent does the map represent?

2. What is Brazil famous for?

3. What are the two imaginary lines shown in the map?

4. What is the weather like in the areas/countries which are near these imaginary lines?

As you read

1 Read the text and check some of your answers to the questions above.

The Amazon rainforest is one of the world's greatest conservation challenges. There are four countries with areas inside the Amazon ecosystem: Brazil, Peru, Ecuador and Bolivia. This vast equatorial forest is home to one fifth of the planet's plant and animal species. Carbon stocks equivalent to more than a decade (ten years) of global fossil fuel emissions are stored in the wood of its trees.

The Amazon basic ecosystem has historically been protected from threats because of its isolation. Access to the forest was difficult. So resource extraction was limited to the immediate margins of its navigable rivers. However, throughout the 1960s and the 1970s new roads were built in Amazonia by the Brazilian government and colonization projects settled millions of people into the region. In three decades, 15% of the forest was cleared and 4 to 5% was degraded through timber harvest. Each year, 18,000 km2 of forest trees are felled by timber companies.

It is not yet too late to think about ways to conserve the Amazon forest. Eighty percent of the forest is still standing, but if nothing is done to stop its degradation soon, the Amazon forest will be devastated within 20 years' time.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷ **Read the text on the previous page again and answer these questions .**

A. How much carbon is stored in the trees of the Amazon forest?

B. Why has the Amazon basin ecosystem historically been protected?

C. Why is the preservation of the Amazon forest considered as one of the greatest conservation challenges?

After reading

GRAMMAR DESK

Read sentences A-D below and answer the questions that follow.

A. *18,000 km2 of forest trees* ***are felled by timber companies.***

B. *Throughout the 1960s and 1970s new roads* ***were built*** *in Amazonia* ***by the Brazilian government.***

C. *The Amazon basic ecosystem* ***has*** *historically* ***been protected*** *from threats.*

D. *The forest* ***will be devastated*** *in less than 20 years.*

1.Who really fells the trees in sentence **A** and who really **built** the new roads in sentence **B**? Are these sentences passive or active ? Why?

2. Rewrite sentences **A** and **B** starting respectively with **timber companies** and **the Brazilian government.**

3. Compare your sentences with sentences **A** and **B.** Which sentences focus on **the doer** of the action and which ones focus on the **action itself** ?

4. Compare your sentences and sentences **A** and **B** again. What has the writer of sentences **A** and **B** done to transform your sentences into the passive?

5. Match sentences **A-D** above with the following tenses:

A.the future simple passive B.the present perfect passive

C.the present simple passive D.the past simple passive

6. Read sentences A-D again. Is it always necessary to use **by** in passive sentences?

See Grammar Reference N°10, pp.199-200

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

PRACTICE

❶ Read the report below and put the verbs between brackets into the simple past passive.

The Exxon Valdez (wreck) just off the coast of Alaska in 1986. It was carrying a huge cargo of oil. The oilspilled out, and it (wash) onto the beach by the wind. The water(pollute). The beach (damage) . The fishing industry (ruin). Hotels and restaurants(close).

❷ Conjugate the verbs between brackets into the simple past active or the simple past passive. Then listen to the dialogue and note how was and were are pronounced.

Speaker A. What happened to the Exxon Valdez?
Speaker B. It (wreck) off the coast of California and the oil spilled out.
Speaker A. the oil (wash) out onto the beach?
Speaker B. Yes, it was. It (spread) out by the winds.
Speaker A. the fish (poison)?
Speaker B. Yes, they were. They (suffocate) for lack of oxygen.

❸ Pair work. Act out the dialogue above (books closed). Pay attention to the pronunciation of the auxiliaries.

❹ Turn sentences A-E below into the passive form. Use by and make the necessary changes .

A. Fumes from automobile exhaust pipes **cause** air pollution.
Air pollution _____.

B. Water pollution **will deplete** many water zones of their oxygen soon.
Many water zones _____.

C. The Algerian government **will ban** cigarette smoking next year.
Cigarette smoking _____.

D. The Post and Telecommunication Ministry **has** already **issued** a lot of environmental stamps. A lot of environmental stamps _____.

E. We **haven't imposed** drastic limits on gas emissions and noise yet.
Drastic limits _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

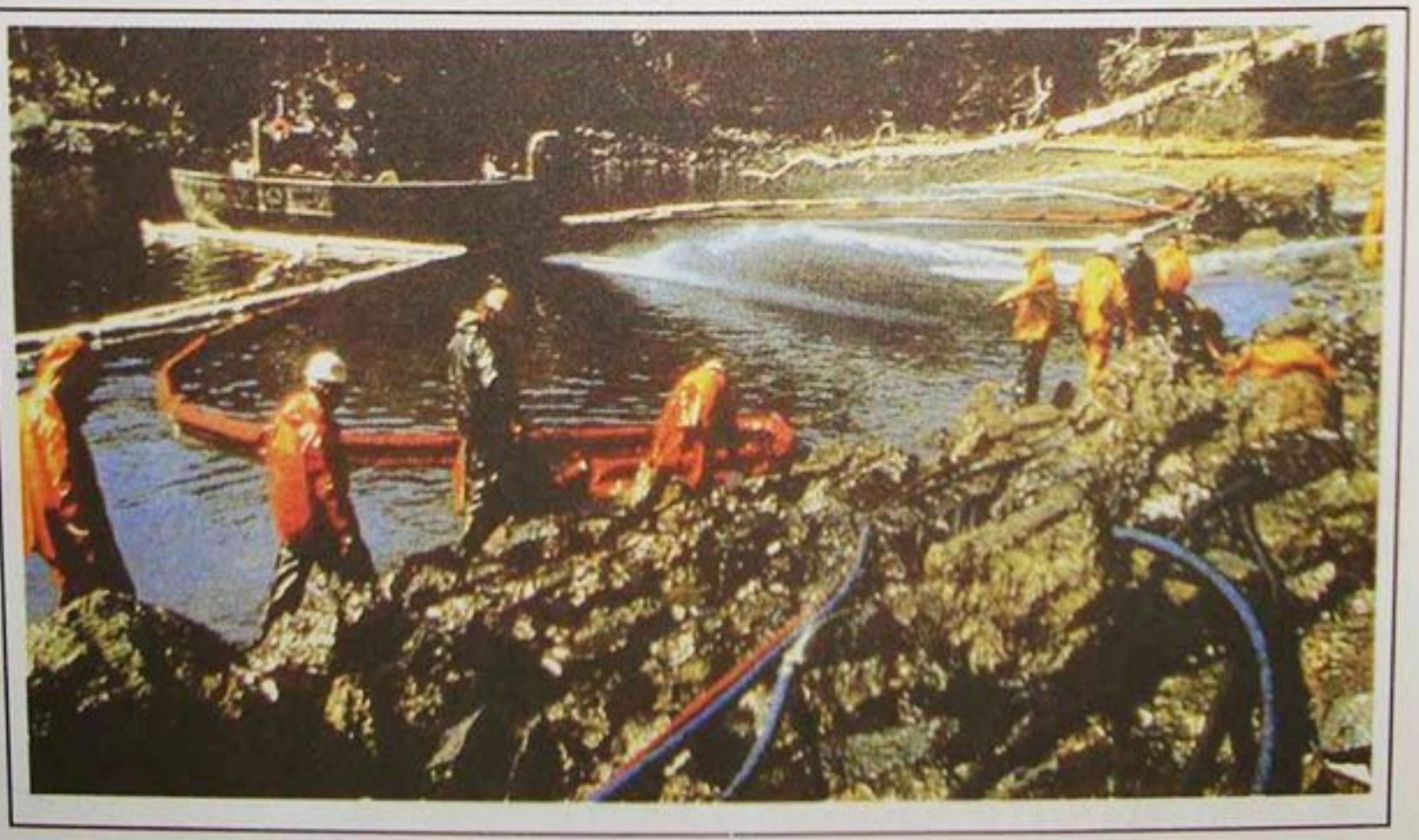
❑ Write it right

Right after the Exxon Valdez catastrophe, the owner of the shipping company made a press release to apologise for the damage and to promise reparation. **Re-write the press release using the secretary's notes in the box below and the future passive. You can add sentences of your own.**

- 2 000 workers/recruit/ soon
- oil /recuperate with special machines
- beaches/clean/
- birds/wash out
- marine life/ restore
- tourist industry/compensate /for its losses
- hotel workers/employ/ by the company …

Press Release

We make our sincere apologies for the damage caused by the wreck of the Exxon Valdez yesterday. We promise that _____.



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ Listen to your teacher reading the text below and mark the intonation on the words in bold type with appropriate arrows. (↗ or ↘)

There are five types of alternative **energies: solar**, **wind, biomass** and **hydroelectric** energies. All of them can be produced in our country because we have the following natural **resources**: the **wind**, the **sun**, the **mountains** …

However, solar energy is by far the most **viable**. It is **cheaper**, **safer** and less **polluting**. SONELGAZ has already built power plants in **Biskra**, **Djelfa**, **Hassi Rmel** and other localities in the South of **Algeria**.

❷ Class work. Consider the consonant and vowel sounds in the boxes and answer the following questions.

A. Which ones don't you have in your own language?

B. Which ones aren't easy for you to pronounce? Give examples to illustrate and discuss.

p	t	k	f	s	θ	ʃ	tʃ
b	d	g	v	z	ð	ʒ	dʒ
h	l	r	w	m	n	ŋ	j

ə	iː	uː	ʊ
ɪ	ɜː	ɔː	ɒ
e	æ	ɑː	ʌ

❸ The underlined letters in the words below are mispronounced. Correct the mistakes in the transcriptions.

A. He put the l**e**tte**r** /liːtər/ in the mail box.

B. Thousands of b**eau**tif**u**l /buːtɪfʊl/ trees were burn**ed** /bərnəd/ down.

C. They w**ere** /weər/ sav**e**d /seɪvəd/.

D. The rivers have been p**o**llut**ed** /pɒljuːtəd/ .

E. Many b**ir**d /bɪrd/ species are in danger of extinction.

F. The car has been wa**shed** /wɒtʃəd/.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

1. Look up the following words in a dictionary: conserve - sewage- deplete.
2. Recapitulate the various steps you have gone through to find the meanings of the words in exercise 1 above.
3. Read the dictionary entry below and put the following keys in the right boxes: part of speech - definition - colloquial English - figurative language - complex word - American English - proverb - example - uncountable -something - transitive/intransitive verb -pronunciation- somebody

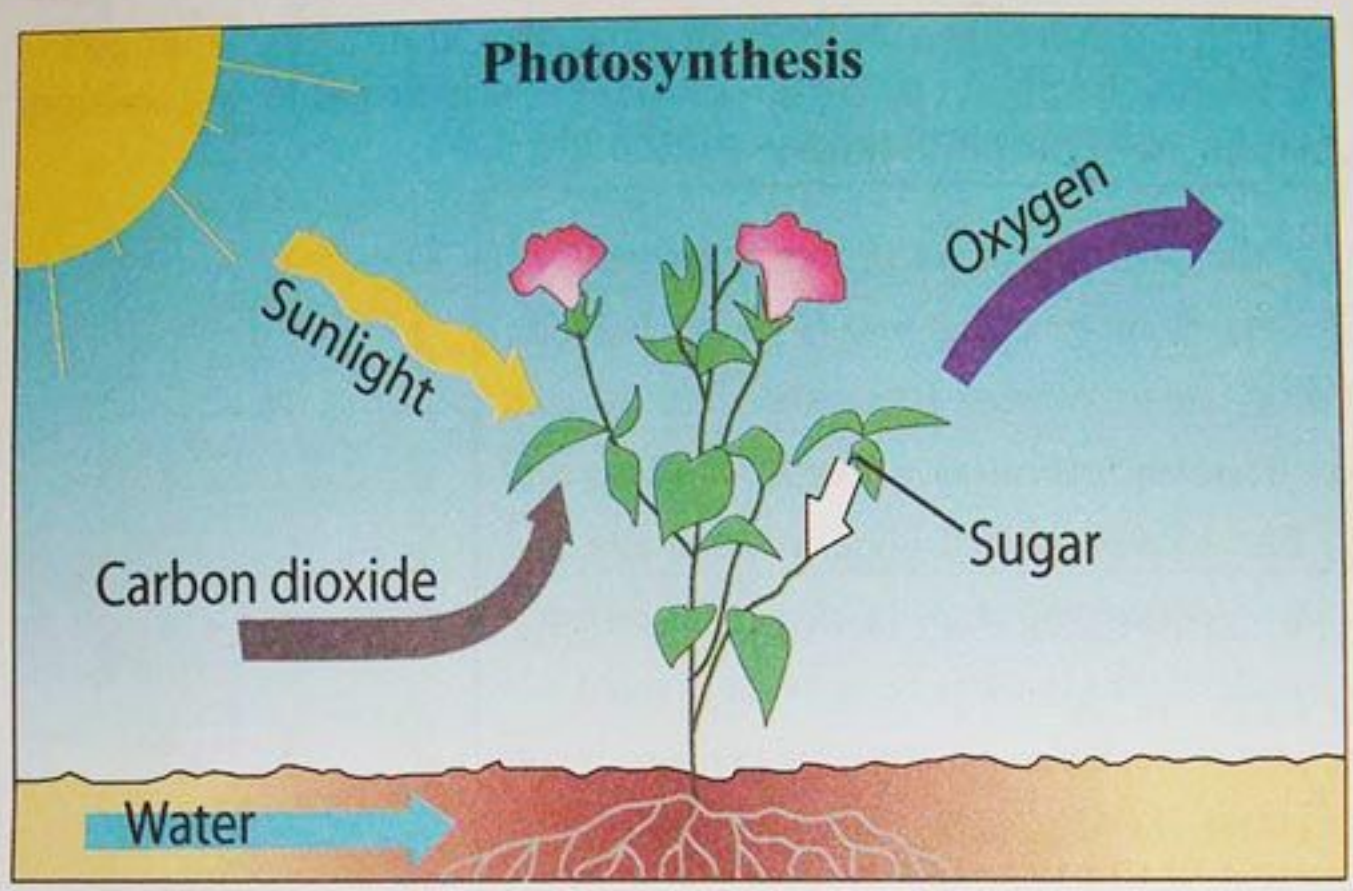
Waste /weɪst/ adj **1** (of land) that is not or cannot be used; no longer used; barren: ~ land, not occupied or used for any purpose, ~ **land** / -lænd/ ***n*** (**a**) barren, desolate or unused land, (**b**) land ravaged by war, etc: ***Vietnam reduced to ~ land by bombing and shelling***. (**b**) (fig) life, society, looked upon as culturally and spiritually barren. **lay** ~, destroy the crops in, ravage (**eg** territory occupied in war). **2** useless; thrown away because not wanted: ~ - ***paper***; ~ ***products***, unwanted after a manufacturing process. q **vt**, ***vi*** **1** [VP6A, 14,2A] ~ **sth** (**on sth**), make no use of; use without a good purpose; use more of (**sth**) than is necessary: ~ ***one's time and money on paying bribes***; ~ ***one's words/breath***, talk without making any impression (on sb). ***All his efforts were ~ d***, had no result. **W~ not, want not.** (prov) If you do not ~ your money, etc you are unlikely to be in need. **2** [VP6A] make (land) waste; ravage. **3** [VP6A.2A.CI] (cause to) lose strenght by degrees: **He's wasting away. *Consumption is a wasting disease. His body was ~d by long illness.*** **4** [VP2A] be ~d: ***Turn that tap off - the water is wasting*** q ***n*** **1** [U] wasting or being ~d: ***There's too much ~ in this house. It's a ~ of time to wait any longer. What a ~ of energy!*** **go/run to ~**, be ~ d: ***What a pity to see all that water running to ~!*** eg instead of being used for generating electric current. **2** [U] ~ material; refuse. ~ - **basket/ -bin** [US], ~ - **paper-basket** [GB] ***nn*** basket or other container for scraps of paper, etc. ~**-pipe** ***n*** pipe for carrying off used or superfluous water. **3** [U] area of ~ land: ***the ~s of the Sahara***; dreary scene: a ~ of water. ~r ***n*** (colloq) wastrel. ~ **-ful** / -fəl/ adj causing ~; using more than is needed: ***~ful habits/ processes***; ***~ful expenditure***. ~ **-fully**/ -fəli/ ***adv***

A
B
C
D
E
F
G
H
I
J
K
L
M
N

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

LISTENING AND SPEAKING

❶ Look at the picture and fill in the blanks in sentences (A-E) using the correct form of the verbs in the box on the right.



- release
- derive
- produce
- absorb
- capture

A. Carbon dioxide ___from the air. **B.** Water _____from the soil.
C. Sunlight energy ___by chlorophyll. **D.** Oxygen _____ by the plant.
E. Sugar _____ .

❷ Listen to your teacher simulating a lecture and check your answers to the question in exercise 1 above. Then describe the photosynthesis process.

❸ Listen again to your teacher and note how must be, can't be and shouldn't be are pronounced. Cross out the wrong transcriptions.

Plants **must be** protected. /mʌstbi:/ /məsbi:/
They **can't be** replaced by man-made converters . /kæntbɪ:/ /kɑ:mbɪ/
They **shouldn't be** cut down. /ʃʊldntbi:/ /ʃʊmbi:/

❹ Make the best use of your knowledge in botany. Discuss with your partner the process of respiration in plants at night and describe it to the class.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Your turn

Turn the sentences below into the passive. Then read them aloud paying attention to the pronunciation of the modals.

A. We **mustn't** hunt animals in danger of extinction.
Animals in danger of extinction _____.

B. We **shouldn't** throw recyclable objects.
Recylable objects _____.

C. We **should** stop desertification.
Desertification _____.

D. We **can** divide pollution into four types.
Pollution _____.

E. We **may** group alternative energies in five categories: wind, solar, biomass and hydro-electric .
Alternative energies _____.

F. We must protect our human resources.
Human resources _____.



TIP BOX

When people speak for quite a long time (e.g., when making a speech, giving a lecture, a report, or a detailed explanation), they usually use a number of link words to organize their ideas and to make it easy for the listener to follow what they are saying. Some of these discourse markers are:

- *to begin/ start with ...*
- *first (ly), second (ly), the first/second reason why ...*
- *next, then, another reason why...*
- *furthermore, moreover, in addition, besides ...*
- *lastly/finally/ to conclude ...*
- *In short/in conclusion...*

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ **Write it up**

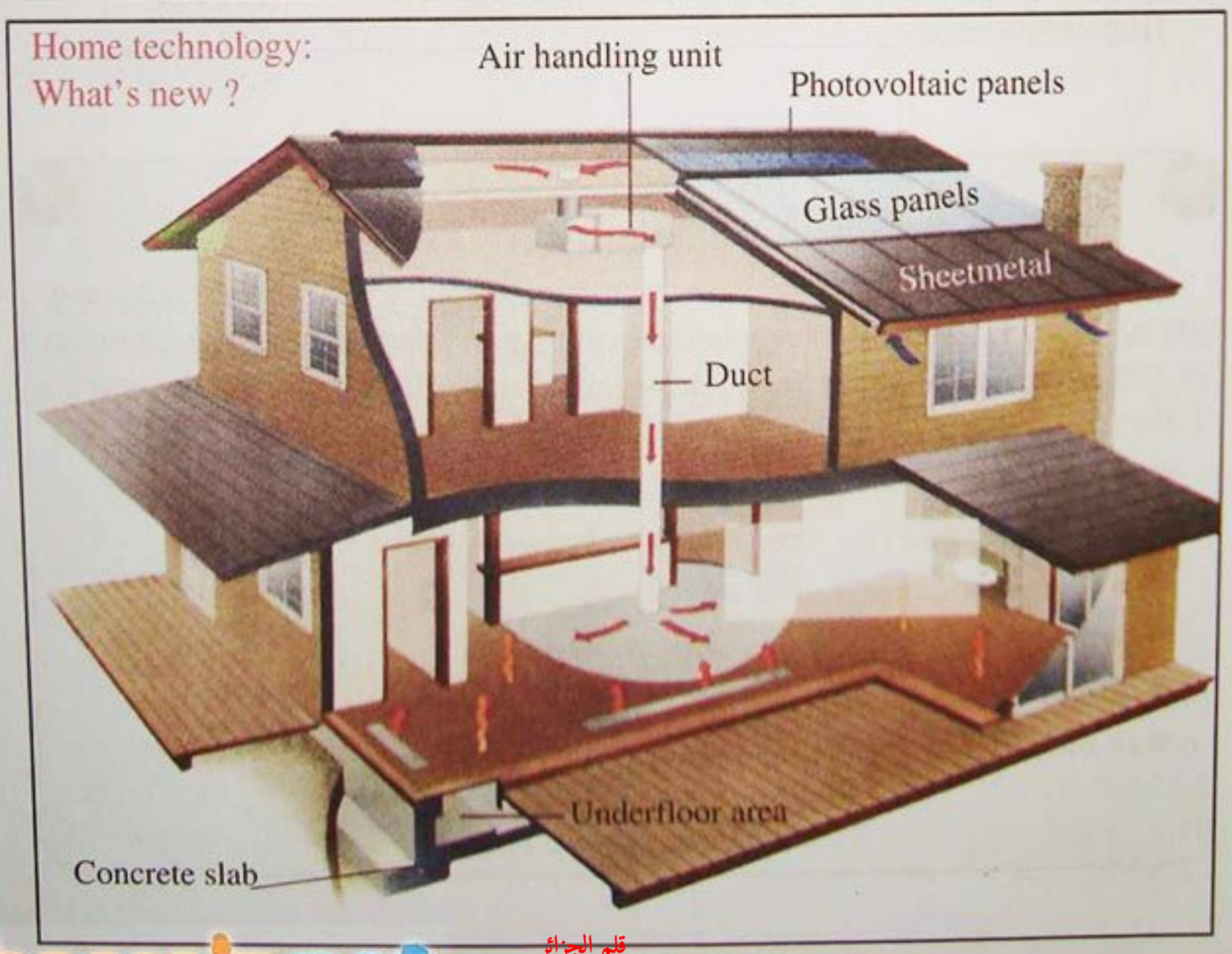
Use the notes below to write a presentation of the solar home in the picture. Use appropriate link words from the tip box on the previous page. Add other link words if necessary.

Start like this

Ladies and gentlemen, this is our new type of solar home. It is better than other homes because it is environmentally friendly. It is totally operated by solar energy. _____.

Notes

- During winter, outside air/ capture/ warm/glass roof panels.
- This warm air/ force down/ into a water tank/ an air handling unit.
- The water in the tank/ heat/ and greater quantities of warm air/ release.
- The hot air then/send down a duct / in under-floor area.
- Warm air / rise / through floor to the living space.
- Some of the heated air /absorb/by concrete slab.It / release/at night.
- The process/ reverse/during summer.



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING

❶ Pictures A-B illustrate a magazine article. Look at them and circle the choice (A-C) that best completes statements 1, 2 and 3.





1. The ear in picture A is_____.

A. shown through a broken window.

B. assaulted by noise.

C. aching.

2. The ear in picture B is wearing _____.

A. a phone device.

B. an 'MP3'.

C. a hearing aid.

3.The topic of the magazine article will be about _____.

A. ear diseases.

B. the different functions of ears.

C. noise pollution.

❷ Read the text and check your answers to questions 1, 2 and 3 above.

For a long time, noise has been known to cause sleeplessness and irritability. Now other studies are linking it to a wide range of mental and physical disturbances. In Los Angeles, researchers have found that people living near airports have a higher rate of mental illness than people living eight kilometres away. In industry, a link has been established between high noise levels and the high number of cardiovascular disease and stress-related problems. The effect of noise on people is borne out by experiments on rats, which show that those exposed to certain high frequency sounds had up to 20 times the normal amount of adrenalin in their blood. In the opinion of many hearing specialists, time is running out. If urban noise continues to increase at the present rate, in 20 years our cities will be twice as loud as they are now. The number of mental diseases will be multiplied by two or three and that of physical illness by three or four. This health alert against the dangers of noise pollution is seriously taken by the American public authorities.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Read the article on the previous page again and find the following:**

A. a **noun** which means 'the condition of someone who is easily made angry'.

B. a **verb** which means '**is confirmed**'.

C. an **adjective** which is related to the brain/mind.

❹ **Choose the best title for the article. Justify your choice.**

A. Another kind of pollution

B. Pollution

C. Air pollution

D. Hearing problems.

❺ **Pick out examples from the text on the previous page to complete the blanks in the tip box below.**

TIP BOX

There are generally **four types of sentences** in well-written **paragraphs**. Each type of sentence has a different function.

A. There are sentences **which focus on the general/main idea** of the paragraph as a whole. This type of sentence is called the topic sentence.

e.g., _____.

B. There are sentences which **give details to support/develop** the general idea made in the topic sentence. These sentences are called supporting sentences.

e.g., _____.

C. There are sentences that **provide a smooth transition from one idea to another**. They are called transitional sentences.

e.g., _____.

D. There are sentences which support the new idea.

e.g., _____.

E. Finally, there are sentences **which logically conclude the ideas discussed in the paragraph**. They are called concluding sentences.

e.g., _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it out

❶ Put the verbs between brackets into the correct form of the passive.

A. Throughout the world, deserts (create) because pastures near arid lands heavily (graze) and (trample).

B. Around towns, adjacent forest belts (denude) by people in their search for firewood.

C. More productive plants (introduce) into semi-arid lands. As a result, indigenous plants necessary for the maintenance of the soil (nudge) out.

D. Many people think that desertification (cause) only by a change in climate, but the truth is that deserts (provoke) by human actions.

E. Because of the intensive production of cash crops like cotton and groundnuts, soil nutrients (dissipate) and the topsoil (erode) by wind and water.

F. A long time ago, history (make) in the deserts.

G. Today, about 140 million people (threaten) by the spread of the desert caused through the interaction of climatic fluctuations and man's abuse of his environment.

H. Desertification must (stop) now, otherwise deserts (transform) into a curse for man soon.

I. These civilizations (build) in deserts because people knew how to live in harmony with nature.

J. At least two great civilizations (be established) there.

❷ The sentences in exercise 1 are not in the right order. Re-order them into a coherent newspaper article about desertification.

Follow this process

Topic sentence → supporting sentences → transitional sentence
supporting sentences for a new idea → conclusion.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

A CONSERVATION PLAN

Your conservation plan will be presented in the form of a prospectus. It will include:

A. a fact sheet synthesizing the main conservation measures that have already been taken by the Algerian government.

Conservation Fact Sheet

Natural resources:

a. Soil : e.g., A "green" dam was built to stop desertification in …

b. Water: _____

c. Wild life and open spaces (e.g, forests, animals…):_____

d. Mineral Resources: ___

e. Monuments: _____

Human resources:

a. Health: _____

b. Education: _____

c. Culture: _____

d. Economy: _____



B. diagrams with presentations of how the public amenities and waste disposal systems work in your town. (Use sequencers and the present simple passive).

C. a country code and a town code (Use modals with the passive).

The Town Code

e.g., Energy saving resources must be used.

D. a map of an ideal (future) town with symbols and a small presentation.

e.g., My ideal town will be built ….

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can …	Very well	fairly well	A little
A. use **a.** the passive with the present simple tense. **b.** the passive with the past simple tense. **c.** the passive with the present perfect simple. **d.** the future simple passive. **e.** the passive with modals **must, may, can,** etc. in the passive.		✓	
B.. pronounce **was** and **were** with passive verbs.			
C. use link words (sequencers) : **first, to begin with** ... when describing a process.			
D. pronounce problem vowels and consonants.			
E. pronounce modals **mustn't be, can't be** and **shouldn't be.**			
F. use appropriate intonation when listing items.			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

A WORLD WITHOUT OIL

Have you ever stopped to think how your life would change if the world ran out of oil? Take a look at your daily activities. The roof of your home is probably made waterproof by an oil product, bitumen. The same product is used for the road surface outside your home. Before you leave to go to work or school, just examine your surroundings. Is the room warmer than the cold air outside? Oil or electricity from oil-fed generators may be keeping you comfortably warm. If you are comfortably cool in a tropical climate, your air conditioning unit may also depend on oil-fed generators.



In the kitchen and the bathroom you will probably see some plastic fittings such as tiles and working surfaces, curtains made from synthetic materials, disinfectants and detergents. All owe their origin to the oil known as petroleum (Latin/Greek 'petra', rock, and Latin 'oleum', oil), found deep in the earth. Look inside the medicine cupboard for more petroleum products, medical paraffin and petroleum jelly. Cosmetics such as face creams, lipsticks and hair preparations are often based on petroleum.

When you're out, notice the fields and gardens. Fertilizers and insecticides made from petroleum can improve crop production. Recently protein feeds for animals have been developed by growing yeast in a petroleum-based stock. As you head for your bus, train or car, all of which use petroleum products in the form of fuel to move them and lubricants to keep them in working order, take a look in the mirror. What are you wearing today? a polyester shirt or dress, nylon socks or stockings, an acrylic sweater - a raincoat of PVC (polyvinyl chloride)? All of these are based on petroleum products.

Scientists predict that the world's known oil resources will run out early in this century. But long before then the world will have to decide on its priorities. Can we afford to use so much of our limited petroleum supplies for private motoring? Should airlines compete on similar routes allowing planes to fly long distances with empty passenger seats? What alternative energies can be developed?

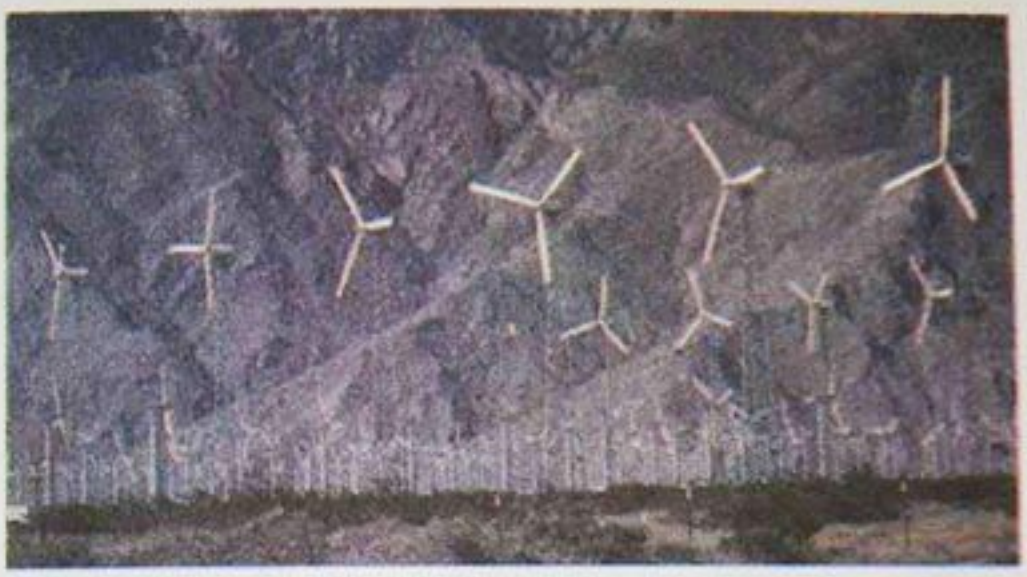
There is an old English saying, "Necessity is the mother of invention," which means that when you are faced with a need you will discover some way of fulfilling it....

(From ***BBC Modern English***, p. 25)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Energy Consumption in Modern Times

Since the early days of the Industrial Age, industries and utility companies have relied on a variety of different sources of power. The Danes were pioneers in wind-generated electricity, building over 100 systems to capture the North Sea winds in the 1890s. Coal was the fuel of choice for the steam-powered engines, which were widely used in manufacturing and transportation. In fact, in the 1890s, more electricity and steam-powered cars were sold than those using gasoline. The world's first geothermal electric plant was built in Italy in 1904. Surprisingly, photovoltaic (solar) cells were built as early as the 1880s, but it wasn't until Bell Labs developed silicon cells in 1954 that solar cells could be used efficiently. In 1958, the Vanguard satellite was equipped with solar photovoltaic cells. The world's first power plant using ocean tides was built in France in 1966.



The global energy situation began to change significantly in the second half of the last century. For example, in the U.S., from 1950 to 1995, coal virtually disappeared as a heating source for homes. By 1995, natural gas was used for heat in over 50 percent of U.S. homes, and electricity was used in 27 percent of them. During the same period, per capita electricity consumption rose by over 1,000 percent. Widespread ownership of energy-hungry appliances such as air conditioners, refrigerators, and clothes dryers contributed to this huge growth in energy consumption, while individual automobile ownership created a heavy demand for new petroleum supplies. By 1958, the U.S. had begun to consume more fuel of various kinds than it produced. Oil prices per barrel rose from about $5 in the 1960s to over $17 in October 1973, and further production limitations caused the price to rise to over $60 in 2005... .



(Adapted from ***Forum,*** p. 68)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The conservation of human resources

As producers, human beings are positive resources, adding greatly to the sum total of our industrial production. As consumers, they are negative resources.



The conservation of positive human resources begins with health improvement, in which vast progress has been made since 1900. However, medical services and various types of equipment for the lame or the blind could be made more widely available if public money were appropriated to cover the costs. The profit to the country would far outweigh the cost in the long run, since those who benefited would become gainfully employed. As a result, they would become a positive resource and would add to the national income.

Human conservation also takes the form of education and training. The growth of technology and automation is plainly pushing us toward the employment of fewer workers in the production of things and more workers in services, ranging from schoolteaching to the designing of electronic computers or the operation of large organizations. Growing scarcity of physical raw materials will impel our descendants still further in this direction. To accommodate themselves to the new jobs they will have to be far better educated than their forebears. Otherwise, they will contribute nothing to the economy and will become a negative resource.

Human beings as a negative resource -as consumers rather than producers - will clearly become the most serious problem facing the U.S. and the world in general - that is, if men avoid killing themselves off by the hundreds of millions in a nuclear war... .







(From ***The Book of Popular Science***, pp. 11-12)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The World's Water Supply

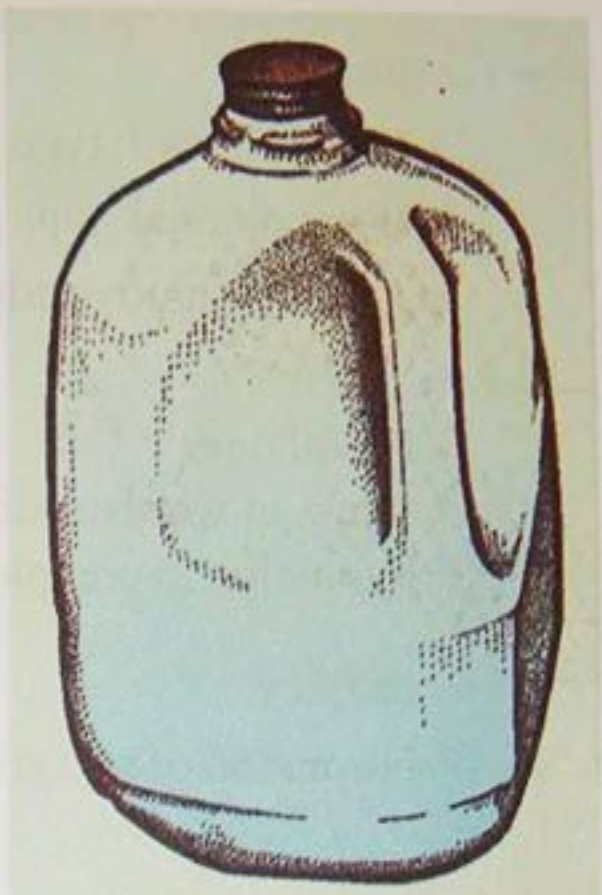
Without water, life could not exist. Because water is essential to all life, we must manage it intelligently and carefully. We think there's plenty of it - in oceans, lakes, rivers and streams. It may even seem as though we had more water than we need.

Water is essential to people in more ways than you might think. We need water for cooking, bathing, transportation and recreation. We eat aquatic plants and animals. We use water to irrigate our crops, and to manufacture products.

Most of the water on Earth - 97 percent - is saltwater stored in oceans. Only about three percent of the Earth's water is fresh water - and most of that is locked up in ice caps and glaciers.

There will never be any more water on Earth than there is now. The same water is simply recycled over and over again. Just think - the water we are using now is the very same water that the dinosaurs used millions of years ago.

(Adapted from ***Forum***, 1999, p.48)



If all Earth's water should fit in a gallon jug, available fresh water would equal just over a tablespoon - less than half one percent of the total. About 97 % of the planet's water is seawater; another two percent is locked in icecaps and glaciers. Vast reserves of fresh water underlie the earth's surface but much of it too deep to be economically tapped.





elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 4: BUDDING SCIENTIST

In this unit, you will <u>learn</u> the following:

DISCOVERING LANGUAGE

Grammar

- **If**-conditional: type zero
- **If**-conditional: type one (revision)
- The comparative adjectives (revision)

Pronunciation

- Diphthongs
- Stress in words ending in **-gy**, **-ical**, **-ics**
- Intonation in complex sentences

Vocabulary

- Formation of adjectives with suffixes.

PROJECT

- Writing reports on scientific experiments
- Writing an A B C of Dreams

See pages 92 -93 and get organized before starting the unit.

DEVELOPING SKILLS

Functions

- Expressing condition
- Making predictions
- Giving warnings
- Making promises
- Making offers, issuing threats
- Making and replying to suggestions
- Agreeing and disagreeing

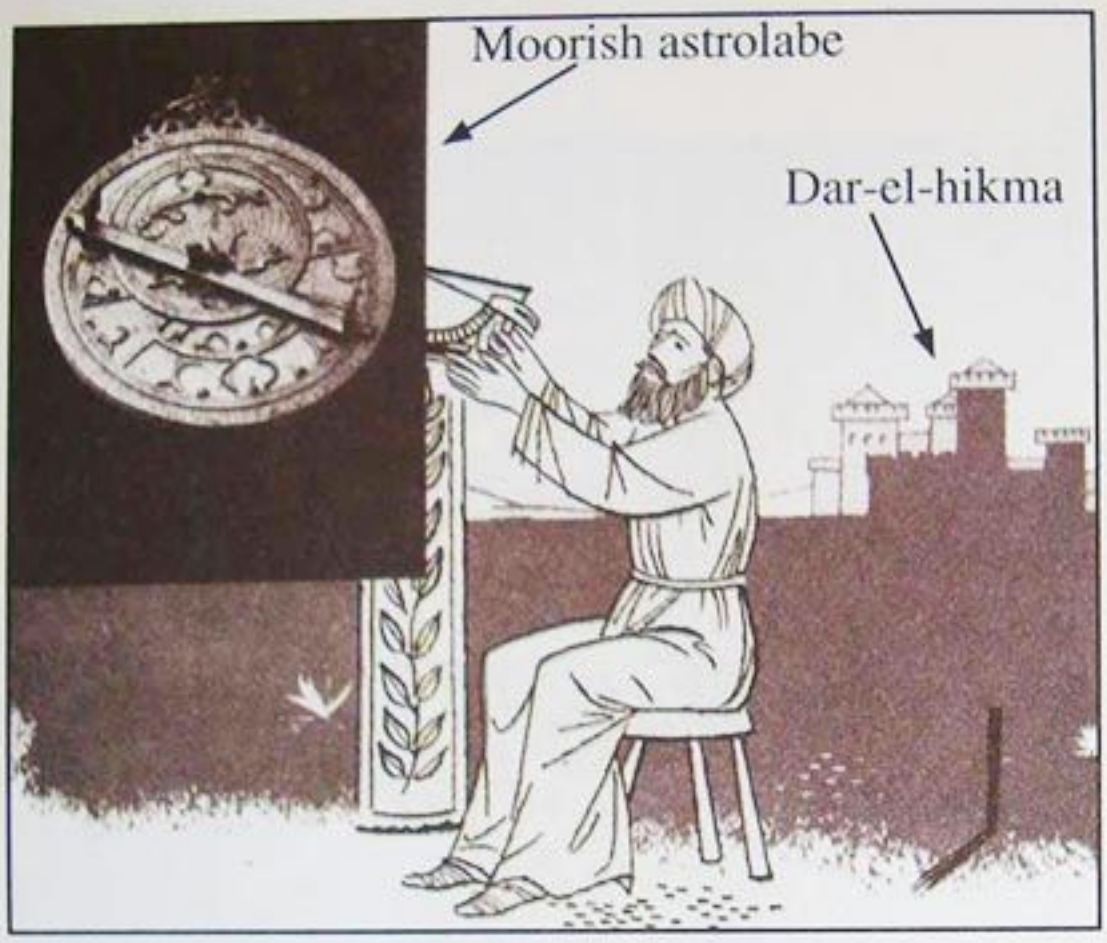
SKILLS

- Reading an expository text/report about an experiment
- Listening for gist
- Talking about dilemmas
- Reporting results of a scientific experiment
- Writing a caption
- Writing an expository paragraph
- Writing a letter asking for advice.
- Writing a letter giving advice
- Writing a letter about a contingency plan

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 4: BUDDING SCIENTIST

Think it over





Words to say

geometry
/dʒɪˈɒmətrɪ/
geometrical
/dʒɪəˈmetrɪkl/
science
/ˈsaɪəns/
scientific
/ˌsaɪənˈtɪfɪk/
sociology
/ˌsəʊsɪˈɒlədʒɪ/
sociological
/ˌsəʊsɪəˈlɒdʒɪkl/
algebra
/ˈældʒɪbrə/
algebraic
/ˌældʒɪˈbreɪɪk/
astrolabe
/ˈæstrəleɪb/
air
/eə/
boil
/bɔɪl/
cipher, cypher
/ˈsaɪfə/
now
/naʊ/
Moor
/mʊə/

elbassair.net

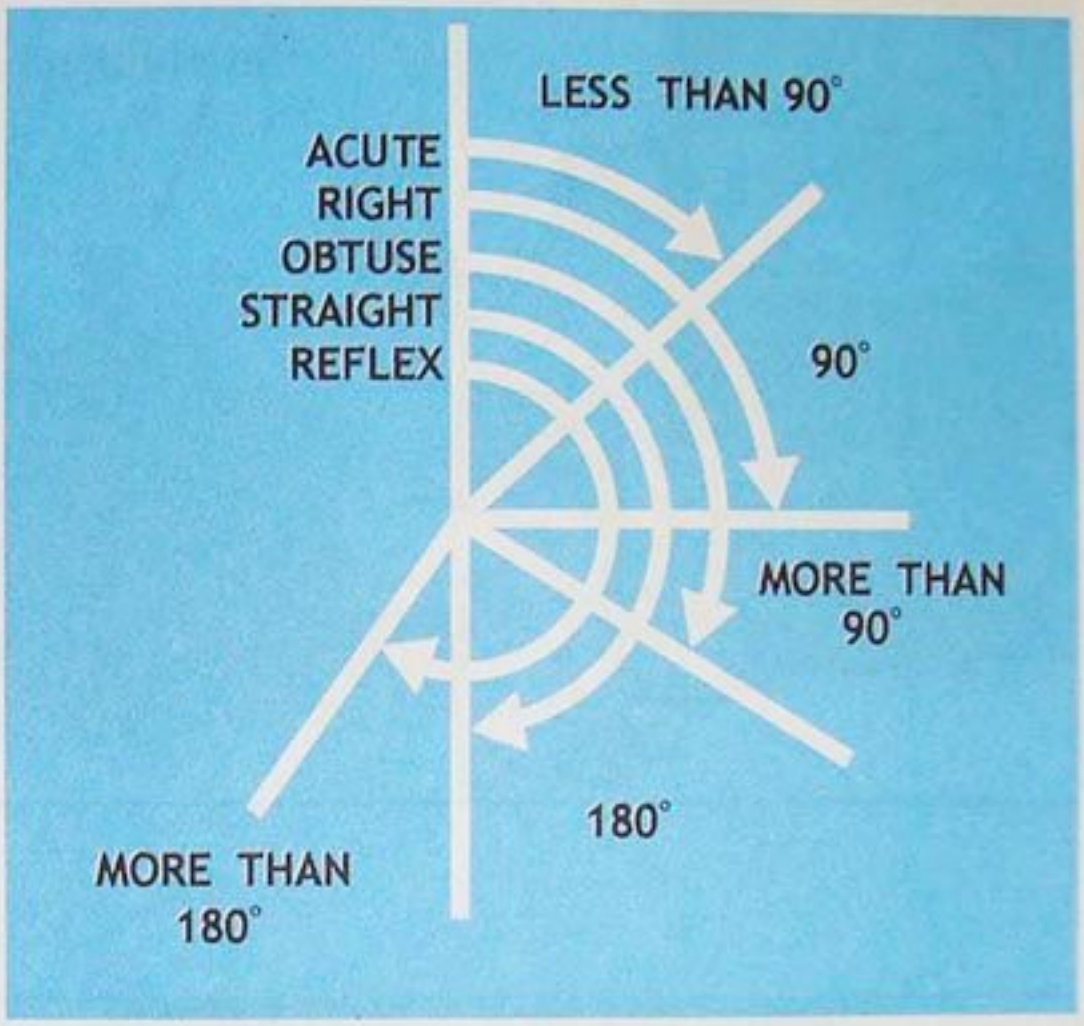
قلم الجزائر
WWW.DZPEN.COM

Before you read

Look at the picture and use the information to write 5 definitions of the angles.

Start like this:

An acute angle is an angle which ...



(Figure 1)

As you read

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

Our lesson today is about geometry. Geometry has many branches.The first branch we shall consider is plane geometry – the study of points, lines and figures occurring in planes. Just what do we mean by these terms? A point is the simplest element in geometry. It has neither length nor thickness, which is another way of saying that it has no dimensions. We can represent a point by a dot made with a lead pencil or a piece of chalk. Such a dot is not a geometry point but a physical point since it has length, width and thickness.

If there are two different points, the shortest distance between them is called a straight line. This line segment has only one dimension, called length; it does not have have width or thickness. A straight line that we draw on paper with a pencil has width and thickness.

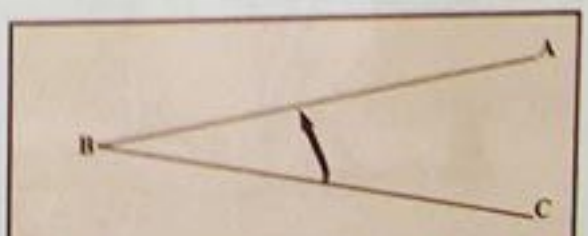


Figure 2: AB and BC are two rays having the same starting, B. They form the angle ABC.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The name ray is given to the part of a line that starts at a given point. A plane figure formed by two rays is called an angle. In figure 2, there are two rays with the same starting point B. If two lines meet so that all the angles formed are equal, the lines are said to be perpendicular and the angles are called right angles. If two lines cross, the opposite angles are always equal.

If an angle is less than a right angle – that is, if it has less than 90 degrees it is called acute. It is obtuse if it is greater than a right angle – that is , if it has more than 90°. When the obtuse angle becomes so large that its sides form a straight line, it is a straight angle and has 180°. An angle larger than a straight angle is called a reflex angle. Of course it must have more than 180°.

That's all for today. Remember that you'll have an exam in geometry next week. If you revise today's lesson, you will get a good mark. If you don't, you may fail.

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

1. What is plane geometry?
2. In geometry, is there any difference between a point and a dot ? Why?
3. What is the advice that the teacher gives his/her students?

After Reading

GRAMMAR DESK

Read sentences 1-4 below and answer the questions that follow.

1. *If you revise today's lesson , **you'll get a good mark.***
2. *If two lines cross, **the opposite angles are always equal.***
3. *If you don't (revise your lessons), **you may fail.***
4. *If there are two points, **the shortest distance between them is called a straight line.***

A. Compare the result-clauses of sentences (1 and 2) written in bold type. What do you notice about the tenses used?

B. Which condition is **true** **at any time**, the one in sentence 1 or the one in sentence 2? Why?

C. Which **'if'** in the sentences can you replace by **when**? Re-write them using **when.**

D. Order sentences 1-4 above according to the **degree of certainty** expressed in the result clauses.

See Grammar Reference N°11, pp.201-202

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

PRACTICE

❶ Put the verbs between brackets into the correct tense.

a. We (get) wet if it (rain).
b. If you (boil) water at 100 degrees centigrade, it (evaporate).
c. If you (throw) water on fire, it (stop) burning.
d. If you (take) an aspirin, you (feel) better.
e. She (fall) sick if she (drink) from that polluted water.

❷ Put the verbs between brackets in the sentences of column A into the right tense. Then match sentences 1-6 in column A with their functions in column B.

A: Sentences	B: Functions
1. If you (buy) two, you (get) one free.	A Prediction
2. I (help) you do the exercises if you (want).	B Offer
3. If you (not stop) making noise, I (switch off) the TV.	C Warning
4. He (understand) if you just explain why you (come) late.	D Threat
5. If you (touch) that wire, you (get)an electric shock.	E Advice
6. If this jacket (be) the correct size, it (fit) me.	F Promise

❸ Write <u>conditional</u> sentences to express the same functions as in column B above. Then read them aloud using the right tone.

❹ Group work. Think about what <u>you'll do if you pass your exams</u>. Then play a chain game by asking the other group what they will do next.

Example

Group 1: If we pass our exams, we'll go to England.
Group 2: What will you do if you go to England?
Group 1: If we go to England, we'll visit Liverpool.
Group 2. _____ if _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❺ **Make the result clauses in the sentences sound less categorical (likely) by using the auxiliaries <u>may</u> or <u>can.</u> Then write 2 sentences similar the ones you have obtained.**

A. If you fall, you'll break your arm.

B. That boiler will explode if you put too much pressure in it.

C. He'll hurt himself if he mixes chemical products carelessly.

D. They'll fail their mathemathics and physics exams if they don't learn the theorems.

❑ Write it right

Use the information below to write a short description about water properties. Use the conjunctions <u>if</u>, <u>when</u> and <u>as</u>.

Start like this

Like air, water is found almost everywhere. It is familiar to us in different forms – as drinking water, rain, water vapor, ice and snow.

Water has some surprising qualities. For example, _____.

● Most liquids/freeze/ to become denser
Water to become/ lighter
You/ to fill pan of water with ice cubes/ you/to note/ unmelted particles/to remain at the surface
Why? frozen water lighter than water in liquid form

● Water to expand / to become ice
to expand/ it /to exert pressure
to fill a glass bottle/ and to put in the freezer/ bottle/to break
Why? expansion of frozen water/to exert pressure on glass bottle

● Water molecules/to have/strong attraction to each other
force of attraction/to call/ cohesion
to moisten two packet mirrors/ impossible to pull them apart.
But dry the mirrors/ not difficult at all to separate them
Why? water molecules on the surface of packet mirrors / to attract

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ Listen and mark the intonation at the end of each sentence in the dialogue below. Use arrows (↗ or ↘).

Car owner: What should I do if the engine fails to start?

Mechanic: Check if there's fuel in the tank .

Car owner: And if there's fuel in the tank?

Mechanic : Then you should check if the battery is all right.

❷ Pair work. Act out the dialogue above. Then make similar dialogues using <u>should</u> and <u>if</u>.

❸ Listen to your teacher reading the words in the table below. Then mark the primary stress with a prime (ˈ). The secondary stress is already marked.

A) words	Pronunciation	B) words	Pronunciation
Psychology	/saɪkɒlədʒɪ/	Solution	/səluʃn/
Democracy	/dɪmɒkrəsɪ/	Television	/telɪvɪʒn/
Responsibility	/rɪˌspɒnsəbɪlətɪ/	Realistic	/ˌrɪəlɪstɪk/
Technology	/ˌteknolədʒɪ/	Static	/stætɪk/
Technological	/ˌteknələdʒɪkl/	aeronautics	/ˌeərənɔtɪks/

❹ Now discuss the following points and draw pronunciation rules.

A. Count the number of syllables in the words in column A in exercise 3 starting **<u>from the end</u>**. Which syllable carries the primary stress? Why?

B. Count the number of syllables in the words in column B in exercise 3 starting **<u>from the end</u>**. Which syllable carries the stress? Why?

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

❶ **Complete the blanks in the table below with adjectives of your own.**

Suffixes	Meaning	Adjectives
- able / ible	- that can be/ fit to be / showing qualities of	- reli**able**
- al , -y , -en	- related to, like	_____
- ate	- related to	- passion**ate**
- ed	- having the characteristic of	_____
- ful	- full of , having the quality of	_____
- ial	- having the characteristic of	_____
- ic	- related to	_____
- ive	- having the tendency towards/ quality of	_____
- lar	-in the shape of	_____
- less	- without	_____
- like	- resembling	- life**like**
- ly	- having the qualities of/regular occurrence	- scholar**ly**, year**ly**
- ous	- having the qualities of	_____
- some	-which causes	_____
-ss, -ese, -sh, -ch, an…	-nationality	- tire**some** - Swi**ss**

❷ **Unmix the letters to find out the name of a science. Then complete the crossword puzzle.**

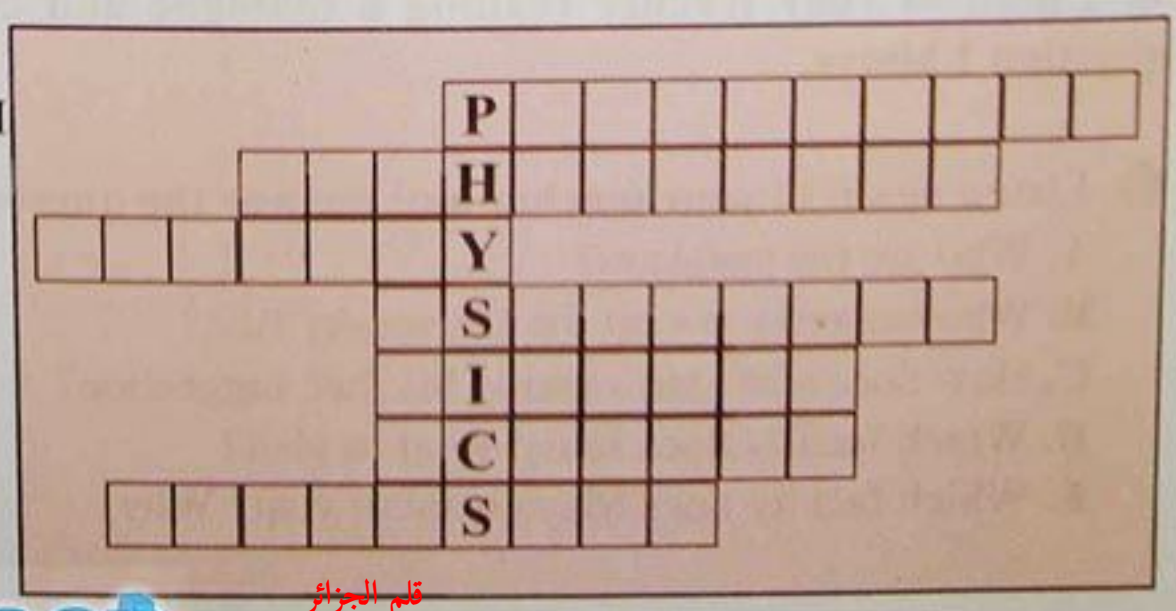
Example: hpyiscs = Physics

Across

A. OGLYCHOPSY
B. STATICMAHEM
C. GLOOZOY
D. MAYSTROON
E. GLOIBOY
F. YELOCOG
G. CHERYMIST

Down

H. HPYISCS



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

LISTENING AND SPEAKING

❶ Skim through the advertisement below and answer the following questions.

A. Whom does the advertisement address?

B. What is the meaning of "open day" ?



University College Open Day



In addition to the mini-lectures and talks taking place across the campus on Saturday, there are a number of other ways that will help you find out study opportunities for high school graduates in our university.

A. The English Language library will be open from 9.00 to 5.00. This library is one of the largest libraries in our university. We are proud of its outstanding collection of specialist books and learning resources.



B. Guided tours of the Intensive Language Centre and Computer laboratories will be running all day. You are welcome to test the excellent technical facilities of the language centre. Tours leave at 11.00 a.m, 1.00 and 3.00 p.m from the reception area at the main entrance.



❷ Listen to your teacher reading a dialogue and check your answer to question 1 above.

❸ Listen again to your teacher and answer the questions below.

A. Who are the speakers?

B. Who suggests to visit the University first?

C. How does s/he start making his /her suggestion?

D. Which faculty does Jamel want to visit?

E. Which faculty does Maya want to visit? Why?

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

TIP BOX

- When we make a suggestion we can use the following expressions:
  - I feel like chatting on the Net. **How about you…? What about you …?**
  - It's a sunny day. **Why don't we go out for a picnic?**
  - You aren't good at maths. **Why don't you take extra lessons?**
  - We still have some free time. **We could go and check out books from the library.**
  - We're a little bit late. **Shall we** go?

- When we agree to a suggestion, we can do it in one of the following ways.
  - How about going to the lab? **Yes, why not?/Good idea/ Ok, why not?/ That sounds great/Good/ Sure.**

- When you turn down a suggestion, make sure you give a reason why you say no, or suggest something instead.

A.What about revising our French lessons this afternoon?

B. Sorry, I can't. I'm going to do my maths exercises.
How about meeting in the evening instead? I'll have finished my homework then.

❑ Your turn

Pair work. Imagine that your friend was in a dilemma. Suggest to him/her a solution to get out of it. Help yourself with the tip box above.

Example:

Your partner: I can't make up my mind about the type of *baccalauréat* exam I'll take. If I register for the scientific stream exam, I'm sure I'll fail and I'll be sorry for it. If I register for the literary stream exam, I'll certainly succeed but my mother won't forgive me. She wants me to be a scientist.

You: Why don't you speak to your mother? If you explain, she'll understand.

Your partner: I'm sorry, I can't. She has always pinned her hopes on me.And if I start talking about literature, she won't listen to me at all …

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it up

❶ Imagine you are in a dilemma, write a letter to an 'agony aunt' to ask for advice.

TIP BOX

When the English have a problem and no one to turn to, one solution for them is to write to an 'agony aunt' for help and advice. This is the person who answers readers' problems in a newspaper or magazine in Britain.

A letter for seeking advice usually consists of three parts. An introduction where you say why you are writing. A short paragraph where you introduce yourself and another paragraph where you expose your problem and ask what you should do.

Say why you are writing.

Introduce yourself.

Explain the problem.

Dear _____,

I'm writing to _____.

_____

_____

_____

_____.

I find myself in a dilemma and I have no one to turn to._____

_____

_____.

❷ Now, imagine you are an 'agony aunt'. Read your partner's letter and reply by suggesting a solution to his/her problem. Keep to the following plan:

- Introduction
- Expression of sympathy and reassurance
- Analysis of the problem
- Recommendations/suggestions

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING

❶ Read and answer the question in the caption attached to Figure 1 below.



Figure 1. Two balloons, rubbed against a wollen sleeve, repel each other. Could you tell if the charge is positive or negative?



Figure 2. A glass rod rubbed with silk acquires a positive charge. If the balloons are attracted to the rod, what does this mean?

❷ Read paragraphs 1 and 2 below and check your answers to the question in caption 1 above. Then discuss the following questions.

A. Does the illustration (Figure 1) help you to understand paragraph 1? Why?

B. Have you used the knowledge you have acquired in other subjects (maths, physics ..) to understand what the paragraphs are about? Explain.

C. Can you answer the question included in the caption attached to figure 2 above? Does the author answer the question in the text at this stage?

We can remove great numbers of mobile electrons from certain materials, leaving an excess of protons. This produces a positive charge on the materials. If a given material picks up an excess of electrons from some other object, a negative charge is produced. The charges, positive or negative, are given the name of static electricity. We can perform a number of experiments with this kind of electricity.§1

Our first experiment illustrates the fact that unlike electrical charges are attracted to each other, and like charges are repelled by each other. Suspend two balloons by equal lengths of thread from a thumbtack fastened to the top of an open doorway. (Figure I). Rub each balloon on a woollen coat sleeve. This will charge both balloons the same way. Note that they repel each other. But we do not know whether the charge they carry is positive or negative. §2

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ Read paragraph 3 below and check your answer to question c in exercise 2 on the previous page.

Now, rub a glass rod with silk. When glass is rubbed with silk, it acquires a positive charge. Place the glass rod between the balloons. (figure 2) If the balloons are attracted to the rod, they are negatively charged because unlike charges attract each other. If the balloons move farther apart, they are positively charged because like charges repel each other. §3

If a balloon is rubbed and then placed on a woollen coat sleeve, it sticks to the wall. This happens because there is always an attraction between a charged object, like the balloon, and an uncharged object, such as the wall or a ruler or pencil. When a negatively charged balloon is brought up to an uncharged wall (Figure 3), the electrons move to the opposite side on the balloon. There is an attraction between the balloon and the positive (+) charge on the near side of the wall. On the other hand, if a balloon is positively charged, it attracts electrons (figure 4). The electrons will rush over to the edge of the wall nearest the balloon and the balloon will stick to the wall. §4

Figure 3

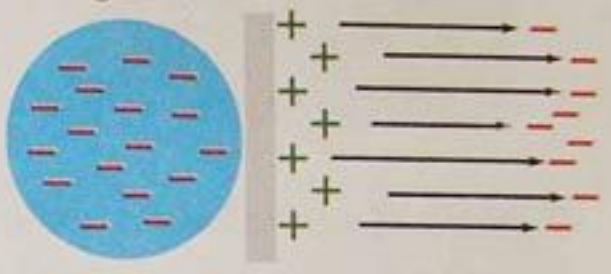
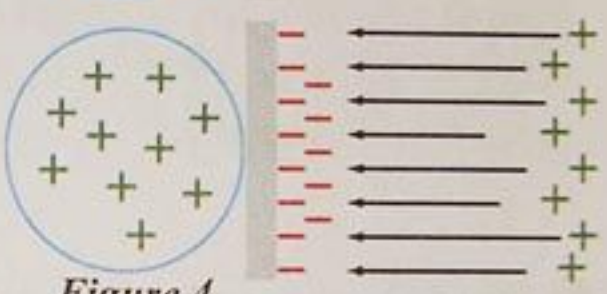


Figure 4



❹ Have a look at the tip box below. Then read paragraph 4 above and write captions for figures 3 and 4.

TIP BOX

When you read texts, try to use the following strategies. They can help you read them more quickly and understand them better.

1. Use your background knowledge i.e., the knowledge you have already learnt inside and outside school. You are more likely to understand what someone is writing if you already have an idea of the topic before you start reading.

2. Look at the illustrations attached to texts. They can help you in many ways. A text with an illustration can help you understand the meaning of several words at once. The illustration can even show some kinds of information more clearly than the text itself.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it out

❶A friend of yours has written you a letter because s/he is anxious to know what you'll do if you pass or fail the *Baccalauréat* exam. Reply to him/her by revealing to him/her your contingency plan just to relieve him /her of his/her anxiety.

Your address

Opening _____

Thank you for _____.

_____

_____.

Positive Results If I pass my *Baccalauréat*, I'll _____.

_____

_____

Negative Results If I fail my *Baccalauréat* exam, I'll _____.

_____

_____.

_____.

Closing _____.

Greetings _____

❷Correct your mistakes. Then exchange drafts with your partner for further error checking.

❸Write a revised version of your letter and hand it to your teacher.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

THE A B C OF DREAMS (Literary Streams only)

Make a search into how people of your locality interpret their dreams and write an *A B C of Dreams* in the form of a poster with illustrations.

You can use the sample of the *A B C of Dreams* below written by a an English high school student as a model.

For thousands of years people have believed that dreams can tell us what will happen in the future. They were seen as '**divine messages**'. Some people still believe that dreams foretell the future. Here are some of the most common dreams and their meanings.

Animals: **If** you dream of a pet, you **will** be happy . But wild animals, like lions and tigers mean you **will** have many enemies.

Ball: **If** you are playing with a ball in your sleep, you **will** receive some very good news.

Coffee: Drinking coffee shows that you **will** soon move house.

Drums: **If** you hear drums, you **will** quarrel with your family. If you see them, the quarrel will end.

Eating: This is an unlucky dream. It often means the end of a marriage or relationship.

Fish: One fish means you will get money. More than one fish means your friends will help you.



Grass: To dream of grass means that something wrong **will** happen to you **if** you don't leave the countryside. You must live in the city.

Hungry: Don't worry **if** you dream of being hungry. You will never be hungry in your life.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

REPORT ON SCIENTIFIC EXPERIMENTS (Scientific Streams only)

- Your report should be about 300 words and not longer than 400.
- As you carry out the experiments, make careful observations and keep a record of the results. Use **if**.
- Give the details of your work as far as possible in charts, diagrams … .
- The experiments can be carried out outside or inside school (school laboratory). Seek the help of your teachers if necessary.
- **Please don't try to experiment with things that may cause you harm. *e.g.*, electricity, mixing chemicals together in a haphazard way.**
- It's preferable to choose experiments with water or air. Draw inspiration from these pictures.













elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓ to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can …	very well	fairly well	A little
A. use **if + ...present simple., ... present simple...** to express a condition that is true at any time.		✓	
B. use **if +... present simple, ... will/won't ..** to predict a likely result in the future if the condition is fulfilled.			
C. use **if ....present simple**, ... **will/won't** ...to: **a.** give warnings. **b.** make promises. **c.** issue threats. **d.** make and reply to suggestions. **e.** make offers.			
D. use **if + present simple + may/can/ should.**			
E. make and reply to suggestions.			
F. read aloud complex sentences containing **if** with the appropriate intonation.			
G. mark stress shift in words when they change their categories as a result of suffixation. **e.g;,** geometry --- gometrical.			
H. differentiate between the different diphthongs.			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

A Bag of Tricks

The first arithmetic book to be printed in English was published in the year 1540. It was entitled *The Grounde of Artes, by Robert Recorde, Doctor of Physik.* Dr Recorde's book certainly found a wide audience, for it was reprinted again and again until the last edition in 1699. We would find the old spelling difficult to read, and the methods of working problems very clumsy. Shortly afterwards, arithmetic became a real study for scholars. However, people began to discover interesting number combinations. No one knows who invented the **two number games** that follow, but they have been used as "tricks" by arithmetic pupils for a long time.

The trick of **two** is a very simple one. Write down on a piece of paper any number you choose. Multiply it by two. Add four to this answer. Multiply your new figure by three, and divide the result by six. From your last answer subtract the number you started with, and you will always finish with two!

7x2=14
14+4=18
18x3=54
54÷6=9
9-7=2

This time, begin by writing down your own age. Multiply the number by three, and add six to the product. Divide the last number by three. Subtract your age from the final number, and once again you are left with two.

When you have followed these directions carefully to prove that the tricks really work, think about how you might use these games to puzzle others. You can use the first trick of **two** to guess "by magic" any number that a friend may think of. What directions will you give him/her? Write them down in order, as simply as you can. You will have to memorize the steps, because it would spoil your "magic" to have a book or paper in your hand. Here is a start:

1. Write down any number at all.
2. Multiply it by 2.
3.
4.
5.
6. Tell me the number you now have.
7. The number you first thought of is _____ .

What must you, as "magician," do between 6 and 7? Work this out yourself before trying it on a friend. There is a difference here between *taking* directions and *giving* them.

The second trick of *two* can be used to find anyone's age. You will ask the person not to tell you his age, but to use it as his first number. Again write out the directions you would give him, simply and in order. **Two** is still an important number, but it is the "magician's" secret.

Your arithmetic teacher may know these two games or others that are just as fun. Ask him/her to show you some more interesting number tricks.

(From ***Adventures Ahead,*** Harcourt, Brace & World, Inc.1962. p. 16)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Arab Science

In the ninth century the Arabs became the chief standard-bearers of science and philosophy. The golden age of Arab science lasted for about two centuries, from roughly 900 A.D to 1100 A.D. The world owes a great debt of gratitude to the Muslim caliphs for their support for learning during this period.

The Arabs made important contributions to mathematics. The most outstanding work in Arabic in this field was probably the ***Arithemetic*** of the Persian Al-Kwarizmi (ninth century). In this treatise the author introduced a striking innovation – the number system that we use today and that we call 'Arabic numerals'. The Arabs called them ***gobar numbers.*** In this system, which Al-Kawarizmi derived from the Hindus, the value of a digit depends upon its position in a series of digits. Thus 2 by itself stands for two;in the series 21, it stands for 20.

Al-Kawarizmi also wrote a treatise entitled ***On Algebra***. It was based to a certain extent on Hindu sources. The name 'algebra' is of Arabic origin; it comes from 'al-jebr', meaning 'the union of broken parts'.

The Arabs were greatly interested in astronomy. Caliph Ma'mun built a splendid observatory in Baghdad in the year 829, and his astronomers made regular observations of the heavens.

One of the greatest among the Arab astronomers was Al-Battani (died 929). Al-Battani revised many false notions in Ptolemy's book ***Great Composition,*** which was translated into Arabic under the title of the ***Almagest.***

Alchemy had many devotees among the Arabs. The word *alchemy* itself is of Arabic origin. The most famous Arab alchemist was Jabir or Jaber, a Syrian physician who lived in the eighth or ninth century. Jabir perfected new methods of evaporation, filtration and crystallization and he was able to prepare a number of chemical substances, such as alums, alkalis, saltpetre and mercuric oxide. The Persian-born physician Rhazes (865?-925) also contributed to literature with his **Book of the Art.**

The most famous Arab physicist was Alhazen (965 A.D ? –1038 A.D) of Basra. His chief works were the ***Treasury of Optics*** and ***On the Burning Sphere.*** Alhazen worked out the laws of reflection; he experimented with spherical and parabolic mirrors and with magnifying glasses.

(***The Book of Popular Science*** *v.2*, pp.299-301)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The Property of Buoyancy

Everyone knows that some objects float in water and that others do not. An object that floats in water might sink in alcohol, and one that sinks in water might float in glycerin. All liquids possess in varying degrees the property that is called buoyancy – an upward push upon objects that are submerged within them.

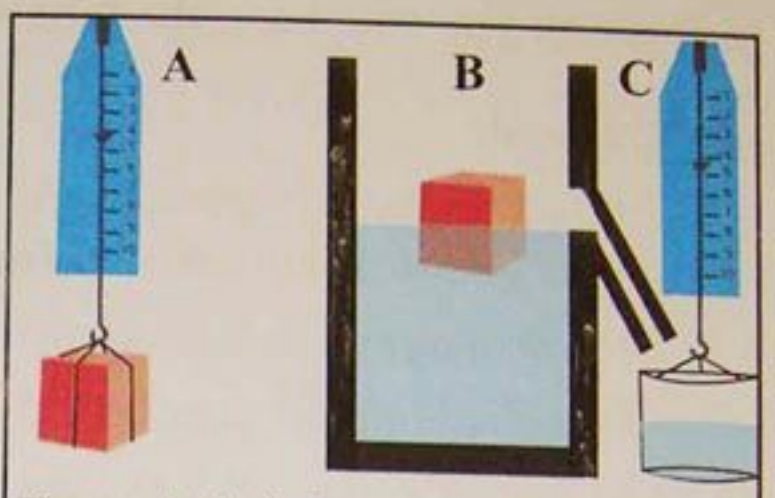


Figure - A block of wood weighs 5 ounces (**A**). It is put into an overflow can with water up to the spout (**B**). The displaced water flows into the container at the side of the overflow can (**C**). The weight of the displaced water equals the weight of the block.

If you throw a piece of dry wood into a pond or a pool, the wood floats; the upward push of the water makes this possible. An object that sinks in water – like a piece of iron – weighs less when under water than in the air; this also is because the water exerts an upward pressure upon it. When you are taking a bath in a well-filled tub, you can raise your whole body easily by a slight pressure of your hands on the bottom of the tub. You could not do this so easily if you tried to raise yourself from the living-room floor because, though air is buoyant, it is less buoyant than water.

In the third century B.C., the Greek mathematician and physicist Archimedes discovered the principle of buoyancy which bears his name. Archimedes' Principle states that a body wholly or partly immersed in a fluid is buoyed upward with a force equal to the weight of the volume of liquid it displaces. Let us imagine that in a full pail of water we place an iron ball that weighs ten pounds when weighed in air. We discover, however, that under water this ball weighs only eight pounds – a loss of two pounds. The volume of water that spilled over when the ball was placed in the full pail weighs two pounds, which just equals the ball's loss of weight. In other words, our iron ball, though it sinks, is actually buoyed up by a force equal to the weight of the water it displaces.

A floating body always sinks to such a depth that the weight of the displaced liquid is the same as that of the body itself (see figure). A body that weighs more than the liquid that it displaces will sink. A ship having a total weight of 5,000 tons sinks into the water until the weight of the water displaced is 5,000 tonnes. If a barge floating on a river is given a load of 2,000 tons of coal, the barge will sink farther down until an additional 2,000 tons of water is displaced. On the other hand, a block of iron will not float in water because it weighs more than the water it displaces. Since iron sinks in water, you may wonder why a ship made entirely of steel (an alloy of iron) can float. The reason is that it is not solid but contains much hollow space filled with air; its density is less than that of solid iron.

(From ***The Book of Popular Science***, v.2; p. 32)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 5: NEWS AND TALES

In this unit you will learn the following:

DISCOVERING LANGUAGE

Grammar

- Past perfect tense with time conjunctions **when**, **after**, **before**...
- Past simple (consolidation)
- Past continuous (consolidation)
- Comparatives with **...as ...as** and **like** .
- Definite article **the**

Pronunciation

- Silent letters w, t, r, e, gh, l, s, k ...
- Stress in compound words

Vocabulary

- Adverbs : naturally, fortunately ...
- Compound words
- Figures of speech (metaphors, similes)
- Transforming adjectives into nouns : **the** poor , **the** French ...

DEVELOPING SKILLS

Functions

- Agreeing
- Disagreeing
- Asking for and giving opinion
- Narrating

SKILLS

- Reading and interpreting a map
- Reading a newspaper article
- Reading a news story
- Listening to a folktale
- Making a summary
- Writing a news story
- Writing a short story

PROJECT

Writing a Collection of Stories

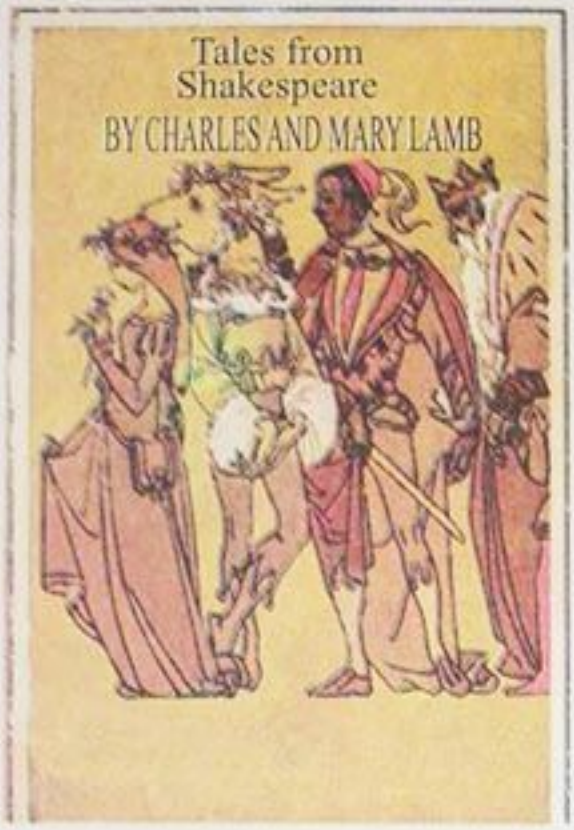
See page 112 and get organized before starting the unit.

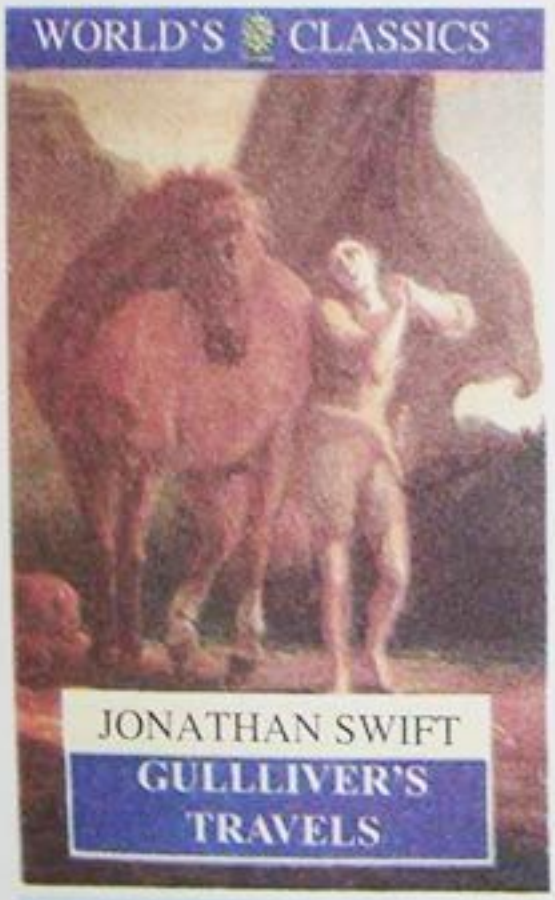
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

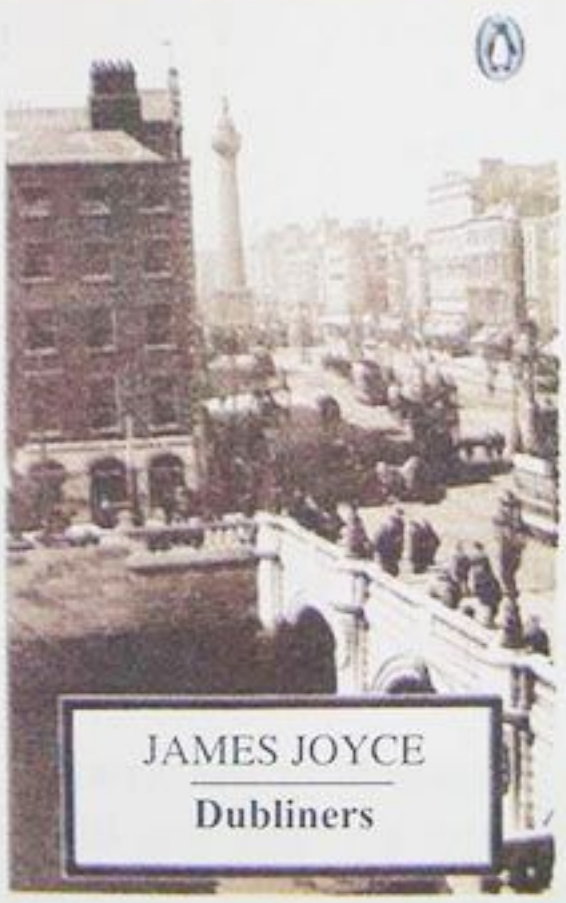
UNIT 5: NEWS AND TALES

Think it over











Words to say

listen
/ˈlɪsn/

write
/raɪt/

reporter
/rɪˈpɔːtə/

playwright
/ˈpleɪraɪt/

folktale
/ˈfəʊkteɪl/

character
/ˈkærəktə/

island
/ˈaɪlənd/

know
/nəʊ/

novel
/ˈnɒvl/

sign
/saɪn/

alliteration
/əˌlɪtəˈreɪʃn/

rhyme
/raɪm/

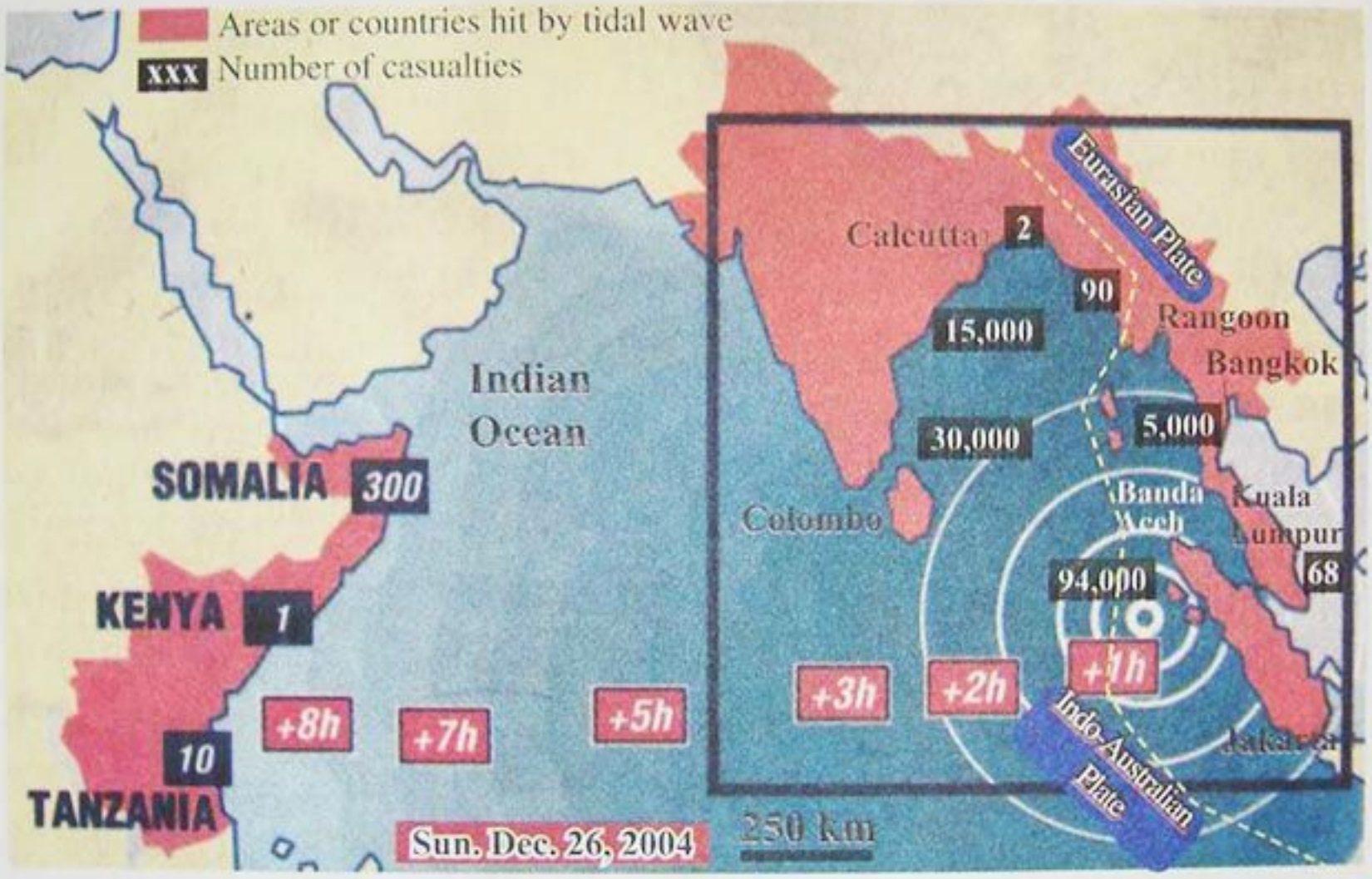
rhythm
/ˈrɪðəm/

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Before you read

1 Pair work. Look at the map. Then ask and answer questions about the following points:

- the epicentre of the earthquake,
- the areas hit by the earthquake/tidal waves (*tsunami*),
- the number of people killed,
- the date of the earthquake ... .



2 Read the newspaper article and check some of your answers to exercise one above.

Tsunami in the News

The natural phenomenon of *tsunami* was little known before it had hit the South-East Asian shores on December 26, 2004. Since then '*tsunami*' has become one of the most popular Japanese words across the world. Thousands of TV channels covered for more than a month the disaster that it had caused. It had made more than one hundred thousand victims. It had left thousands of others homeless and had wiped out the industrial infrastructure of many towns.

It was not the first time that a *tsunami* had hit this region. Indeed, twenty years earlier than the 2004 *tsunami*, a similar natural catastrophe had occurred along the Chinese coast. But people across the world had not heard about it at

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

the time. They had not seen on TV the extent of the damage that such a natural disaster could cause then.

The reason why the 2004 *tsunami* was given such wide publicity was due to the fact that its victims did not belong to one nationality, ethnic group or religion. It spared neither the poor nor the rich, and it killed both the elderly and the young. This time the *tsunami* had not chosen its victims "beforehand". The dead, the injured and the homeless had no nationality in this tragedy. Thus, when the *tsunami* had recessed, the reaction was universal.

TV channels from different countries did not wait until the countries hit by the *tsunami* had announced the death toll to send their reporters. As soon as they had heard about it, they sent them to cover the news for their viewers ...

❸ **Read the text again and answer the following questions.**

A. Why was the natural phenomenon of *tsunami* little known before December 26, 2004?

B. Why has *tsunami* become one of the most popular Japanese words?

C. Was it the first time that a *tsunami* had hit South Asia?

D. What was special about the *tsunami* of December 26, 2004?

After you read

GRAMMAR DESK

Read the sentences and answer the questions

A. *The natural phenomenon of tsunami* ***was*** *little known before it* ***had hit*** *the South East Asian shores.*

B. *When the tsunami* ***had recessed****, the reaction* ***was*** *universal.*

Sentences **A** and **B** contain two verbs each stating actions that happened in the past.

1. Which actions in the sentences happened first?
2. Which actions happened after the first action?
3. What tense is used to describe the first action?
4. What tense is used to describe the second action?

See Grammar Reference N°12, pp.203-204

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

PRACTICE

❶ **Rewrite the sentences below using the past perfect or the past simple tense for the verbs between brackets. Sometimes both are possible.**

A. My husband and I (weep) when we (hear) the terrible news.
B. The world never (know) such a disaster before.
C. It (be) the first time that an earthquake of such a magnitude (hit) our country.
D. People (stay) outdoors until the local authorities (tell them) to go back into their homes.
E. Many people (die) before the paramedics (arrive).
F. Old people (tell) us that our country already (experience) such a catastrophe.
G. By the time the fire brigade (arrive), our house (burn out).
H. I just (switch on) TV to watch the news when the flood (come in).
I. The house which he (build) twenty years earlier (be) in fire.

❷ **What do you call people from these countries?**

Example

People from China? **The** Chinese

France? ___ Ireland? _____ The Netherlands? _____
Wales? _____ Spain? _____ Switzerland? _____
Japan? _____ Burma? _____ Sweden? _____

❸ **Replace each of the phrases in bold by an adjective functioning as a noun to make the sentences sound better. Make the necessary changes.**

Example:

The people from Japan *hadn't suffered much from the tsunami.*
The Japanese *hadn't suffered much from the tsunami.*

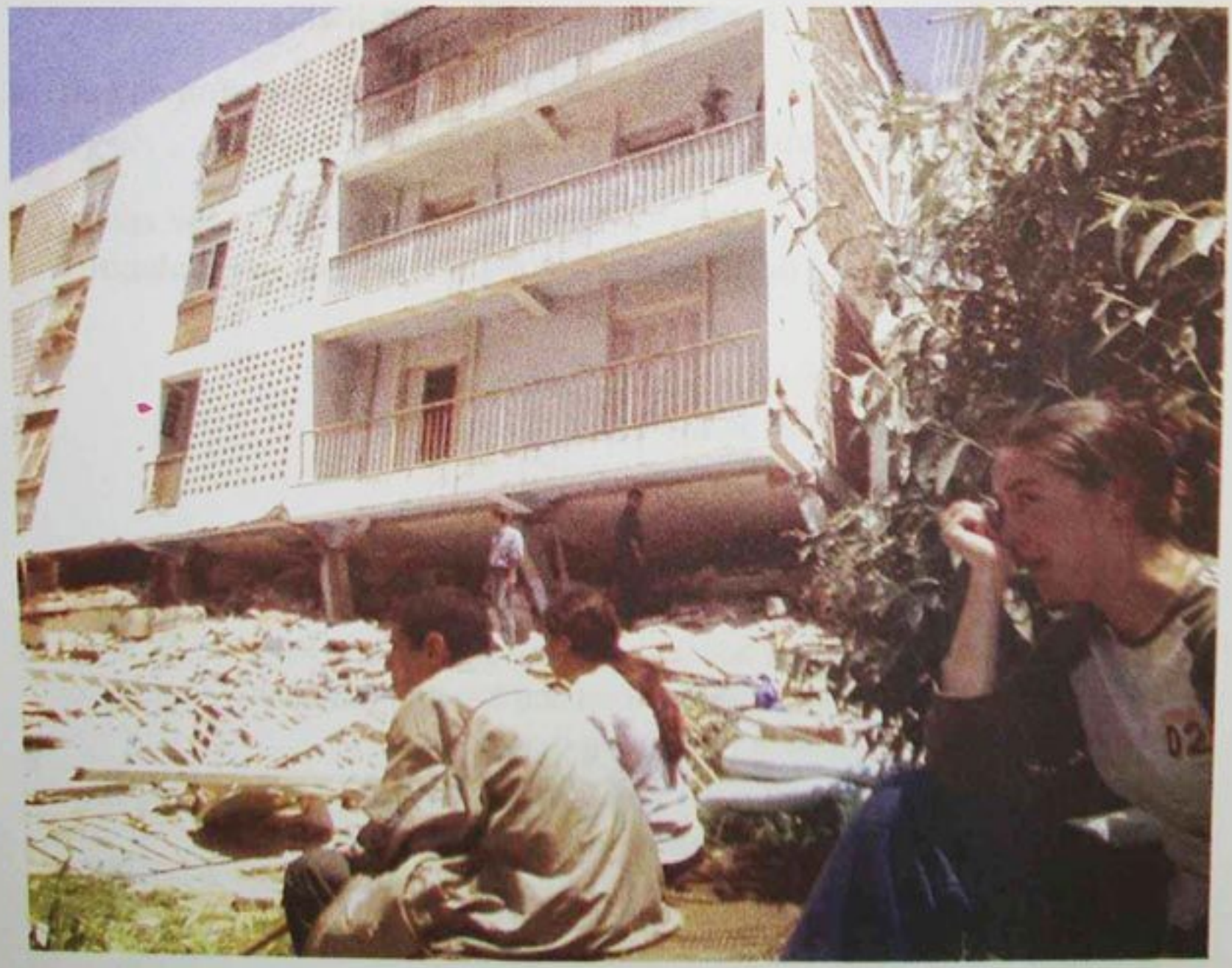
A. The *tsunami* spared neither **the people who belonged to the poor class** nor **those who belonged to the rich one.**
B. **The people who were injured** and **those who were sick** were taken to hospital.
C. Aid agencies gave food and water to **the people who suffered from hunger and thirst.**
D. **The people who became homeless** were sheltered in tents.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it right

Use the guidelines below to tell a story about a disaster (an earthquake, a fire, a gas explosion, a sandstorm ...) to which you been witness.

- It was in ___ (year ?). It was ___ (which season , part of the month, or day was it?). (What was the weather like, was it raining, was the sun shining?)
- Where were you? What you and the other people around you were doing? (*Narrate in detail using the conjunction* ***while*** .)
- What happened suddenly? (*Use simple past with* ***suddenly***) (*Narrate the rest of the events in detail using the past continuous or/and the simple past.*)
- Make the story more interesting by using one of the following adverbs: **luckily**, **fortunately**, **unfortunately ...**
- Describe what you saw around you when the disaster had passed. (*Use the past perfect. e.g., The furniture* ***had fallen*** *to the ground . ...)*



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ Listen to your teacher and underline the stressed syllable in the compound words written in bold in the folktale below.

Once upon a time there was a little **red-haired** and **blue-eyed** girl who was loved by all who knew her. She was called Little Red Riding Hood. One day her mother told her to take some **sweet-smelling** cakes to her **grandmother** who was living in the woods, but not to go into **by-paths**. That was dangerous.

When Little Red Riding Hood reached the woods, she met a **funny-looking** and **bad-smelling** wolf . Naturally, Little Red Riding Hood did not know what a wicked animal the wolf was! She thought that it was **kind-hearted.** So she listened to it when it told her to pick up some **bluebells** and daffodils for her grandmother.

While Little Red Riding Hood was picking flowers, the wolf entered her grandmother's house and ate her up. Then he put on her grandmother's **night gown** and **night cap** and went into the **bedroom.** When Little Red Riding Hood got to her grandmother's house, she found the door **wide open.** Obviously something was wrong. Even her grandmother was **odd-looking**.

❷ Read aloud the folktale above paying attention to intonation and stress. Then discuss how compound adjectives are formed in English.

❸ Listen and use arrows (↗ or ↘) to mark the intonation at the end of the sentences of the dialogue in the text below. Then act out the dialogue with your partner.

"Oh, grandmother," she said, 'what **big ears** you have !"
" The better to hear you with, my dear," said the wolf.
" Grandmother, what **big eyes** you have!"
"The better to see you with ."
"Grandmother, what **big teeth** you have!"
"The better to eat you with!"

And the wolf jumped out of bed and swallowed up Little Red Riding Hood. A **huntsman** saved Little Red Riding Hood and her grandmother by cutting out the wolf's stomach. They both lived happily ever after.

❹ Form compound adjectives by using the words below. Underline the stressed word in each of the compound adjectives you will form.

- **Adjectives**: big, good, left, light, blue, yellow, dark, old, fast, hard, black ...
- **Nouns**: hand, eye, tooth, paste, bird ...
- **Verbs**: move, work ...

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

❶ Complete the sentences in a logical way using the adverbs in bold. Check the meaning of the adverbs in a dictionary if necessary.

A. My grandfather fell off the ladder the other day when he was painting the kitchen. **Fortunately/unfortunately/obviously** he _____.

B. When Zohra first went to live in England, her English was very poor. **Gradually / Naturally** she _____.

C. I left no stone unturned in my search for my missing keys. **Eventually/ Strangely** _____.

D. She was shouting and knocking at her neighbour's door. **Suddenly/ Surprisingly** _____.

E. As the woman came down the stairs, she slipped. Farid, **immediately**, _____.

F. He lived up to the age of 120 years. **Sadly** he _____.

❷ Fill in each of the blanks in the sentences below with appropriate word to get similes.

A. He laughs like a .
B. She is as hungry as a .
C. She wouldn't listen.She was like an  with its head in the sand.
D. They clung to the tree's branches, as agile as .

❸ Fill in each of the blanks in sentences A and B below to get <u>metaphors.</u>

A. She is a . **B.** The moon was a  tossed upon a cloudy sea.

❹ Poetry competition. Write a poem using as many similes and metaphors as you can.

HOW A GOOD GREYHOUND IS SHAPED

A head like a snake, a neck like a drake,
A back like a beam, a belly like a bream,
A foot like a cat, a tail like a rat.



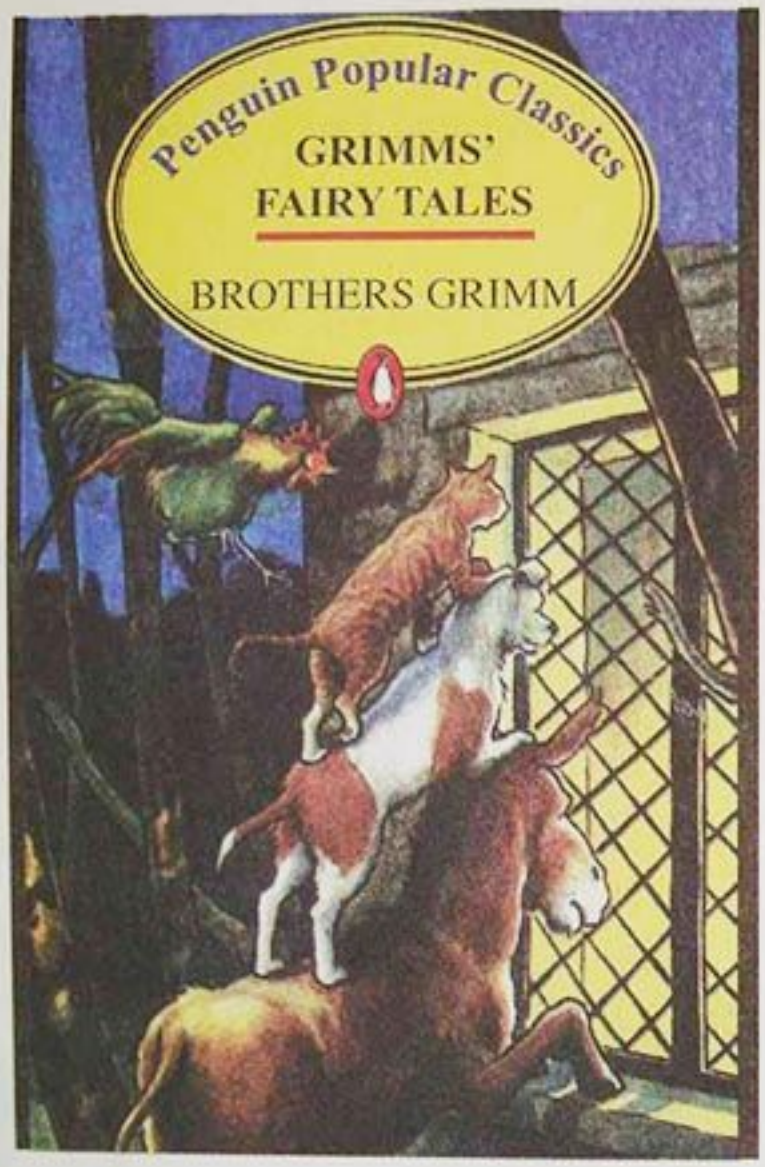
Anonymous

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

LISTENING AND SPEAKING

❶ Look at the picture of the book cover on the left and read the blurb on the right. Then discuss the following points.

A. the author of the collection of stories
B. the story represented on the book cover
C. the purpose of the blurb



Penguin Popular Classics

GRIMMS' FAIRY TALES

The highly evocative stories in this treasury of tales have become part of our heritage and culture and are an essential part of evey child's imaginative uphringing.

In bringing to life a host of unforgettable characters such as Tom Thumb, the Frog-Prince and Ashputtel, the Brothers Grimm created a feast of stories to stimulate the mind and emotions of readers of all ages. Some of the tales are sinister, some funny; others teach us about love, compassion or revenge, greed, cruelty or kindness. Because of their enormous range and scope, they form a vital part of our understanding of the world.

ISBN 0-14-062156-X
90601
9 780140 621587

❷ Have a look at the tip box below. Then listen to your teacher reading a folktale entitled "Four Friends". Each time s/he pauses, anticipate what will come next.

TIP BOX

When you listen, it is important to anticipate /predict what will come next. When you predict, use your background knowledge. This will help you become active listeners.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Summarize the folktale in six to seven lines using your own words. Use the following questions as a guide.**

A. Why did all the animals decide to leave their homes?

B. Where did they go? Why?

C. What did they do on their way there?

D. What happened to them eventually ?

E. What moral can you draw from the folktale ?

❑ Your turn

❶ **Ask your partner for his/her opinion about the films/ short stories/plays/ you have seen/read. Use the information in tables 1 and 2 below.**

Example

You: What do you think about Alfred Hitckcock's ***The Birds?***
Your partner: I think that it's a really good film. The characters are lifelike. The theme is topical with all this news about bird flu….

Column A	Column B
I think (that)…	**Characters:** lifelike/ hateful, lively, ridiculous
I believe (that)…	**Narrative**: captivating, lengthy...
In my opinion, …	**Action:** full of suspense, boring ...
It seems to me (that)…	**Theme**: un/interesting, good ...
As far as I'm concerned,…	**Mood:** sad, cheerful ...
If you ask me, …	**Language:** simple, complex, poetic...
	Actors: skilful, unconvincing...
	Setting: unforgettable, picturesque... ❶

Some other ideas to support your opinion.

- You like and admire the characters/actors and what they stand for.
- You learn something new - something you had never known or thought of before.
- You get to know about the customs of different peoples,times, and ways of life.
- You are amused and laugh often as you read the book/watch the film.
- You like action and adventure. ❷

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷ **Make a statement about a film, a play, a folktale… you have seen/read. Your partner will agree or disagree with you using the expressions in the table below.**

Example

You: Some people think that fairy tales./ Folktales are too old-fashioned and don't teach anything useful.

Your partner: Don't you think that they are exaggerating?

Agreeing strongly	Agreeing	Agreeing but not strongly	Disagreeing politely	Disagreeing strongly
Absolutely. Exactly. I couldn't agree more. You're telling me.	Yes. I know. I agree. Right/That's right/You're right	I suppose so, but… I guess so.	Yes, but... I know, but... I see /take your point, but... But don't you think …? I'm not so sure.	No, it isn't/ No, s/he isn't … That's not true You must be joking!/ No way! I can't accept that… Rubbish !

❑ Write it up

Work in groups and write a short tale following the guidelines below.

- Begin the story like this: Once upon a time ….
- Describe the characters (physical appearance and personality)
- Describe the setting (where and when)
- Give a dramatic turn to the story (Something unexpected happened.)
- Imagine the rest of the story.
- Conclude with a happy or unhappy ending. 'And they all lived happily ever after .'

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING

❶ Read the newspaper lead-in below. Then ask and answer questions using who, where, when, how and why.

HEAD-ON COLLISION ON HIGHWAY

Two people died and nine were hurt as two vehicles, one of them on the wrong side of the road, collided near Boudouaou on Tuesday. Police/ Gendarmerie officers say the motorist heading to Boumerdes was phoning while he was overtaking a bus. According to the same officials, the second motorist, who was on his way to Algiers, had tried vainly to avoid the tragic head-on collision.



❷ Now, read the article on the next page and discuss the following points.

A. Is the rest of the article more or less informative than the lead-in above? Why?

B. Has the illustration helped you in any way to understand the article? Explain.

C. Does the writer simply report facts or does he give both facts and opinions? Why does s/he do so?

D. Are you moved by the article or not ? Why?

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The future looked bright for Saida K and her husband as they were driving in their old Volkswagen. Their son, Karim, 17, had just passed his *Baccalauréat* exam with distinction, and their daughter Karima, 23, was going to graduate in biology in September. The family was going to move to a new flat soon, and they were on their way to Algiers to celebrate all these happy events with the grandparents.

Saida K. and her husband, a warm-hearted couple, never had a chance to enjoy that future. While they were driving on the motorway, their car collided head-on with a 25-tonne lorry loaded with cement. "The lorry driver was overtaking a bus while he was phoning", said an eye-witness. " As soon as I had realised that there was a fatal injury, I took my mobile phone and called the *Gendarmerie*." Another eyewitness said that after the accident had occurred, the lorry driver appeared, shouting, 'My God! My God! I couldn't stop. My brakes failed."

❸ **Have a look at the tip box below. Then write a lead-in paragraph of three to four lines using the information in the table that follows.**

TIP BOX

Lead-in paragraphs are the first paragraphs in 'hard' news stories (articles). They usually help the reader to answer important questions – **who**, **what**, **where**, **when** and sometimes **why** or **how** – very quickly . The other paragraphs in news stories give additional information.

We generally use the past continuous, the past simple and the past perfect with link words like while, when, as, before, after to report 'hard' news stories.

Column A	Column B
1.Tragic Air Crash	Skyways Company / Yesterday, 120 passengers dead - no survivors - flying low – hit the Himalaya...
2. Train Crash Kills 20	Two trains – collide- Constantine- Tuesday 25 – no respect – traffic sign ...

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it out

❶ There is a wrong tense use in each of the statements in the accident report below. Correct them. An example is given to you.

Accident Report

Type of accident: ROAD ACCIDENT

Statement (s) by motorist (s) and eyewitnesses

A. He was holding a mobile to his ear with his left hand while he ~~drives~~ *was driving* with his right hand .
B. The motorist did not wear his seatbelt when the accident occurred.
C. While the bus driver he was driving, he talks to one of the passengers.
D. I checked the wing mirror when the lorry hit me from behind.
E. While I turned slowly into a narrow street, the pedestrian jumped in front of my car.

Statements by the traffic police officer

A. As soon as I was arriving at the scene of the accident, I made the traffic move.
B. The paramedics had taken the victims to hospital before I was arriving.
C. After I had questioned some witnesses, I had taken some photos of the damaged vehicles.
D. I didn't write my report until I questioned the eyewitnesses.
E. When I finish questioning the eyewitnesses, I went to hospital to question the injured motorists.

❷ Imagine you were a police officer. Write a report about an accident making the best use of the information in exercise 1 above.

Start like this:

An accident happened/occurred yesterday at 5 p.m. _____

_____

_____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WRITING A COLLECTION OF STORIES

Your collection of stories will include the various types of story you can think of. (e.g., a disaster story, a love story, a folktale, a news story, a fantasy story …).

A. Each member of the group will write a story.
B. The group will write a foreword/ preface to the collection of stories
C. Every member of the group will give his/her short biography in the appendix.
D. Write a blurb for your collection of stories.
E. Illustrate your stories with pictures if you can.

On-line Writing School
FREE

Email workshops,
Telling Tales, Rhyme & Reason
and
Novel Beginnings

WriteBytes

www.writebytes.co.uk

Writers' Circle



Moufdi Zakaria
Poet Laureate

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓ to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can …	Very well	fairly well	A little
A. use the past perfect tense with time conjunctions **when, until, as soon as, by, before** and **after** in narratives.		✓	
B. use the past simple tense time conjunctions **when, while** and **as** in narratives.			
C. use the adverbs **naturally**,**fortunately**, etc in narratives.			
D. use **the** with adjectives functioning as nouns.			
E. ask for and give opinion.			
F. express agreement and disagreement.			
G. use stress in compound words.			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Learning the Hard Way

Once upon a time there was a shepherd living near the sea. One day, while he was pasturing his flock on the shore, he looked at the calm sea and decided to make a voyage as a trader. So he sold his sheep, bought a quantity of dates, and set sail. As he was sailing on the Indian Ocean, a storm broke out. Even after he had thrown all his dates, it took him all his time to bring the empty ship safely to land. Long afterwards, a passer-by drew his attention to the stillness of the sea, which happened just then to be motionless. 'Ah, my good Sir,' said the shepherd, 'I expect it wants some more dates. That is why it looks so quiet.'

(From ***Fables of Aesop*** , Penguin Classics, p. 199)

The Little Girl and the Wolf

One afternoon a big wolf waited in a dark forest for a little girl to come along carrying a basket of food to her grandmother. Finally a little girl did come along and she was carrying a basket of food; 'Are you carrying that basket to your grandmother?' asked the wolf. The little girl said yes, she was. So the wolf asked her where her grandmother lived and the little girl told him and he disappeared into the wood.

When the little girl opened the door of her grandmother's house she saw that there was somebody in bed with a night cap and night gown on. She had approached no nearer than twenty-five feet from the bed when she saw that it was not her grandmother but the wolf, for even in a night cap a wolf does not look any more like your grandmother than the Metro-Goldwyn lion looks like Calvin Coolidge. So the little girl took an automatic out of her basket and shot the wolf dead.

(From James Thurber, *Fables for our Time*)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The Story of the Chest

May my story be beautiful and unwind like a long thread…

Once there was a king – though there is no other king but God – and this king had a dearly beloved son who said to him, King, my father, let me go to the market and see your subjects.'

'Do what you please,' the king replied to him.

So the prince went to the market, and he said to all the men there, 'You must not sell, nor buy, until you can answer these riddles. Who is it who, in the morning walks on four feet, at noon, on two, and on three in the evening? Second, what tree has twelve branches with thirty leaves to a branch?' No one knew what to answer. All were mute. The marketeers dispersed. A week went by. The next market day brought back the king's son. He asked, 'Have you found the answers to my riddles?'

Once again, all were silent and they went away. He who went to buy, bought not. And he who went to sell, sold not. The market closed. But, among those assembled was the market supervisor. He was very poor and had two daughters – one very beautiful and the other, the younger one, slight but keen of mind. In the evening when her father came home, the younger said to him,

'Father, for two market days you left home, but you returned empty-handed. Why?'

'My daughter,' he replied, 'the king's son came and told us not to buy or sell, and not to sell or buy until we would know the meaning of what he was going to say.'

'And what did the prince ask you to guess?'

'He asked us; "Who is it who in the morning walks on four feet, at noon, on two, and on three in the evening? And, what tree has twelve branches with thirty leaves to a branch?'

His daughter reflected a little before replying: 'It's easy, father, He who walks in the morning on four feet, at noon, on two, and on three in the evening is Man. In the morning of his life, he crawls on all fours, later, he goes on two feet, and when he is old he leans on a cane. As for the tree, it is the year; the year has twelve months and each month has thirty days.'

A week went by – in its course it brought another market day and with it the king's son. He asked, 'And today, have you figured it out?'

The supervisor spoke up. He said, 'Yes, my lord. He who walks in the morning on four feet, at noon, on two, and on three in the evening is Man. In the morning of his life, he crawls on all fours, older he goes on two feet, and when he is old he leans on a cane. As for the tree, it is the year; the year has twelve months and each month has thirty days.'

'Open up the market!' commanded the king's son…

(From Taos Amrouche, ***Le grain magique*** from ***Winding Threads*** edited by H. Bruner)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

THE GRATEFUL FRIENDS

A certain man, who had lost almost all his money, resolved to set off with the little that was left him, and travel into the wide world. Then the first place he came to was a village, where the young people were running and shouting. 'What is the matter?' asked he. 'See here,' answered they, 'we have got a mouse that we make dance to please us. Do look at him: what a droll sight it is! how he jumps about!' But the man pitied the poor little thing, and said, ' Let the mouse go, and I will give you money.' So he gave them some, and took the mouse and let him run; and he soon jumped into a hole that was close by, and was out of reach.

Then he travelled on and came to another village, and there the children had got an ass that they made stand on its hind legs and tumble, at which they laughed and shouted, and gave the poor beast no rest. So the good man gave them some money to let the poor ass alone.

At the next village he came to, the young people had got a bear that had been taught to dance, and they were plaguing the poor thing sadly. Then he also gave them some money to let the beast go, and the bear was very glad to get on his four feet, and seemed quite happy.

But the man had now given away all the money he had in the world, and had not a shilling in his pocket. Then said he to himself, 'The king has heaps of gold in his treasury that he never uses; I cannot die of hunger, I hope I shall be forgiven if I borrow a little, and when I get rich again I will repay it all.'

Then he managed to get into the treasury, and took a very little money; but as he came out the king's guards saw him; so they said he was a thief, and took him to the Judge, and he was sentenced to be thrown into the water in a box. The lid of the box was full of holes to let in air, and a jug of water and a loaf of bread were given him.

Whilst he was swimming along in the water very sorrowfully, he heard something nibbling and biting at the lock; and all of a sudden it fell off, the lid flew open, and there stood his old friend the little mouse, who had done him this service. And then came the ass and the bear, and pulled the box ashore; and all helped him because he had been kind to them.

But now they did not know what to do next, and began to consult together; when all of a sudden a wave threw on the shore a beautiful white stone that looked like an egg. Then the bear said, 'that's a lucky thing: this is the wonderful stone, and whoever has it may have everything else that he wishes.' So the man went and picked up the stone, and wished for a palace and garden, and a stud of horses; and his wish was fulfilled as soon as he had made it. And there he lived in his castle and garden, with fine stables and horses; and all was so grand and beautiful that he never could wonder and gaze at it enough.

(From ***GRIMMS' FAIRY TALES***, Penguin Popular Classics, p.58)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

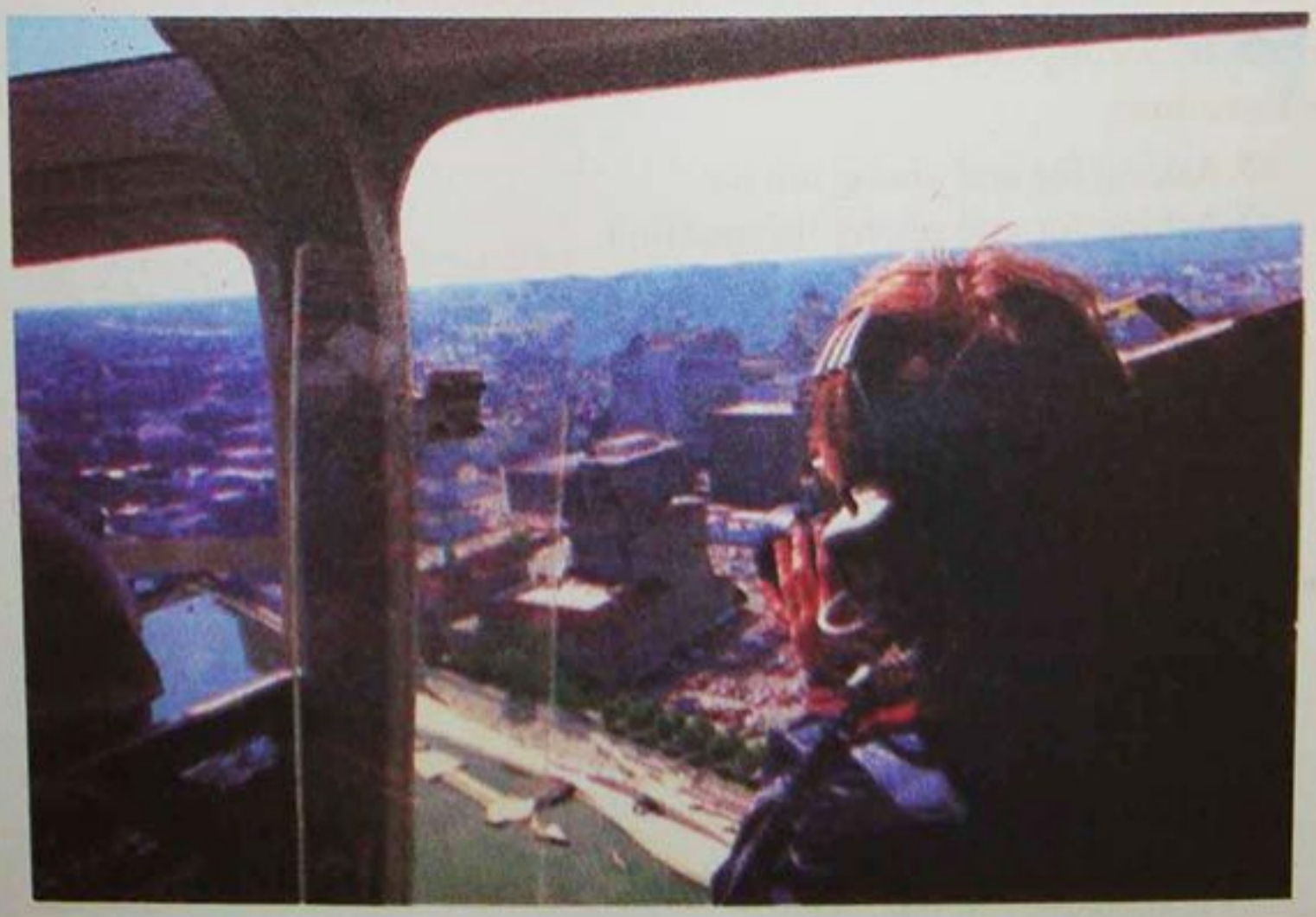
STREET SCENE

A helicopter in the sky
    Observed the traffic down below,
Establishing the where and why
    Of anything that stopped the flow.

A motorist in a crawling queue,
    Distracted by the whirring rotor,
Looked up to get a better view
    And rammed (of course) another motor.

Policemen worked for half the day
    To clear things, and at least succeeded
The helicopter whirled away
To see where else it might be needed.

PETER SUFFOLK



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 6: NO MAN IS AN ISLAND.

In this unit you will learn the following:

DISCOVERING LANGUAGE

Grammar

- Reported speech with the present perfect and the past simple
- Present perfect (revision)
- The imperative
- **Had better**
- Link words **for, since ...**
- Simple past (revision)
- **How long**?

Pronunciation

- Intonation in **yes-no** and **wh**-questions
- Silent letters: **k, n, p,…**
- Pronunciation of final **-ed**

Vocabulary

- Vocabulary related to disasters and human solidarity
- Reporting verbs

DEVELOPING SKILLS

Functions

- Asking for and giving advice
- Asking for and giving information
- Reporting
- Quoting someone
- Making claims
- Expressing interest and surprise
- Disagreeing politely

SKILLS

- Reading a report
- Managing through a conversation
- Writing a news story
- Writing a report
- Writing a questionnaire
- Conducting an interview

PROJECT

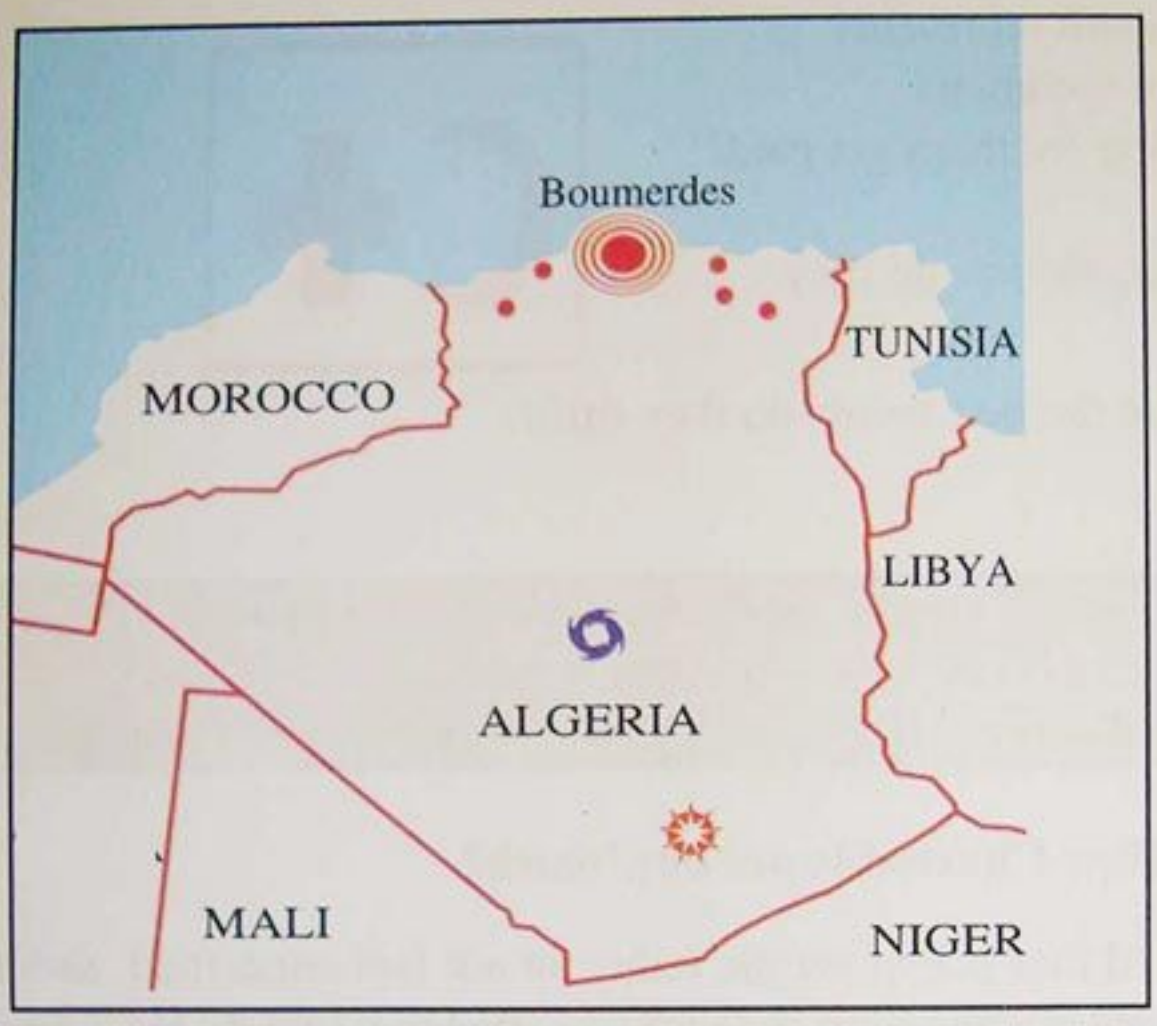
Making a Survey

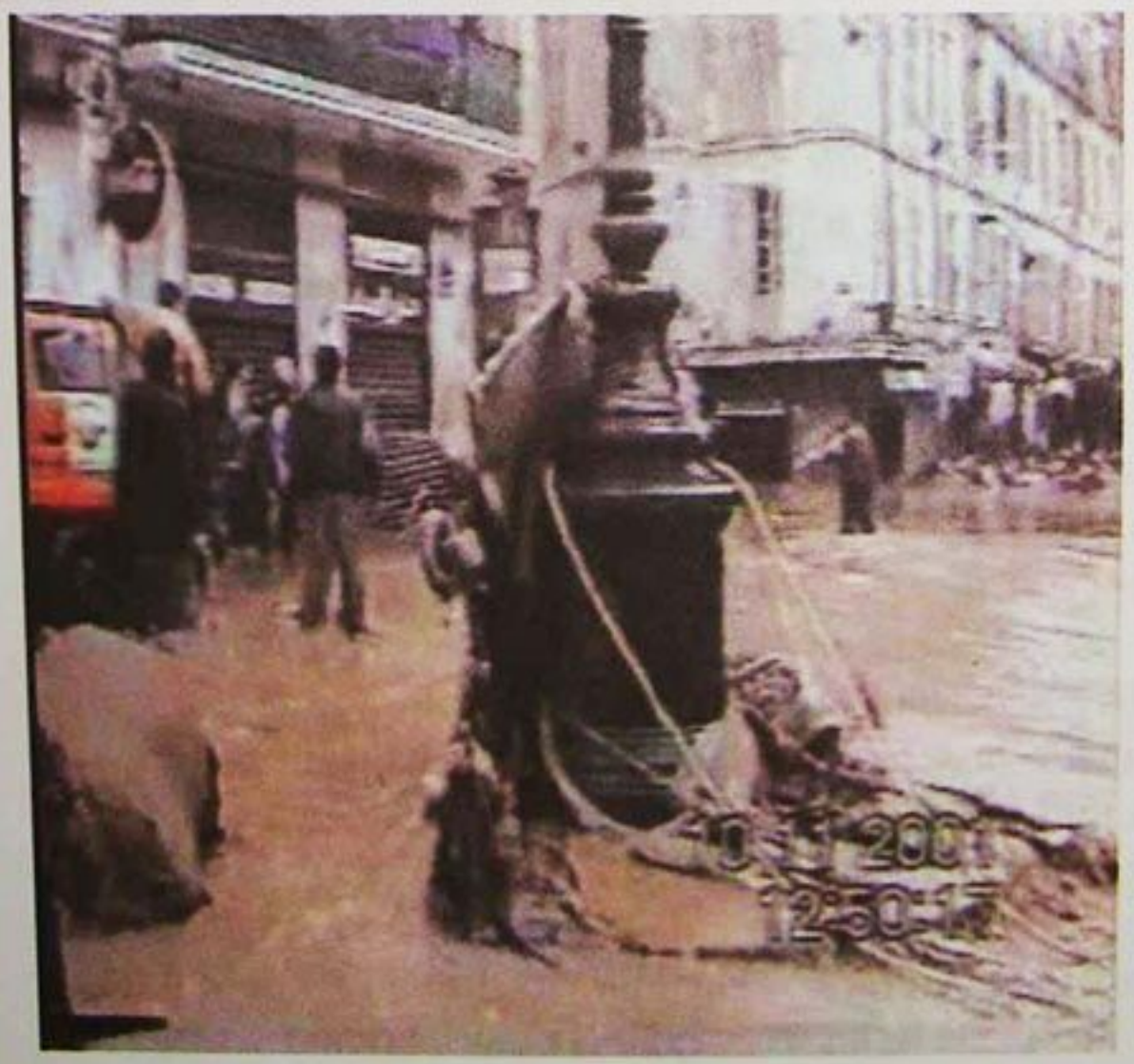
See page 132 and get organized before starting the unit.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 6: NO MAN IS AN ISLAND.

Think it over





Words to say

reported
/rɪ`pɔ:tɪd/
flooded
/`flʌdɪd/
asked
/ɑ:skt/
trembled
/trembld/
exploded
/ɪks`pləʊdɪd/
burned
/bɜ:nd/
helped
/helpt/
bogged
/bɒgd/
saved
/seɪvd/
announced
/ə`naʊnst/
claimed
/kleɪmd/
blocked
/`blɒkt/
worried
/`wʌrɪd/
volunteered
/vɒlən`tɪəd/
starved
/stɑ:vd/
donated
/dəʊ`neɪtɪd/
flashed
/flæʃt/
ebbed
/ebd/

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Before you read

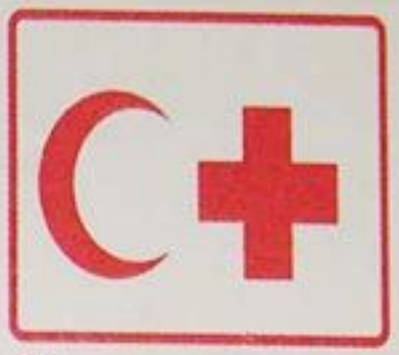
❶ Look at the symbols and answer the questions below.

A. What does each of them represent?

B. What do they have in common?

C. Do the people working for them get paid? Why or why not?

D. In what emergency situations do they intervene?



E. Which of the duties in the box below do they fulfil?

1. fund raising	4. cleaning affected areas after disasters
2. collecting food aids	5. helping with medical care
3. preventing man-made disasters	6. providing assistance in emergency situations

How Charitable are our Youth?

It is generally believed that young people today do not feel concerned about community issues. The older generation is deeply worried that society can't face up to problems, such as floods and earthquakes, because they consider that the youth have become less charitable and thoughtful about other people than their elders used to be. The magazine ***Youth 2010*** has recently carried out a survey about charity among secondary school children to check out on these two questions. §1

Let's find out by looking at some of the questions ***Youth 2010*** asked its informants and how they responded to its questions. ***Youth 2010*** asked the teenagers if they had ever experienced an emergency situation. Interestingly, forty of them said that they had experienced a natural or man-made disaster and no less than seventy of them told the ***Youth 2010*** reporter that they had felt deeply moved by the disasters covered in the media. When the reporter asked them whether they had contributed anything to help during emergency situations, twenty of them answered that they had donated either money or blood. Thirty of them told the reporter that they had volunteered to help the Algerian Red Crescent collect food aid. §2

The data gathered by ***Youth 2010*** suggest that our youth are more thoughtful and charitable than some parents think. They know that they will live through highly risky times and that in such times every little contribution can help. §3

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷ **Read the report above and answer the following questions.**

A. What is the report about?
B. In which paragraph does the author speak about the findings/results, and in which one does he give the interpretation?
C. Why does the reporter use **interestingly** in the second paragraph?
D. Does the report confirm the older generation's worry about society or not? Why?

After you read

GRAMMAR DESK

Read the questionnaire and the sentences from the report. Then answer the questions below.

QUESTIONNAIRE: How Charitable are Our Youths?

Have you ever experienced an emergency situation? *Yes 40 No 30*
Did you contribute anything to help? *Yes 60 No 10*

Sentences from the Report

A. ***Youth 2010*** *asked the teenagers if they had ever experienced an emergency situation.*

B. *Forty of them said that they had experienced a natural or man-made disaster.*

C. *The* ***Youth 2010*** *reporter asked them whether they had contributed anything to help during emergency situations.*

D. *Twenty of them told the reporter that they had donated either money or blood.*

1. Which tense are the verbs in the reporter's questionnaire?
2. Which verb is used to report the questions in the report? Which tense is it?
3. Are there any differences between the tenses in the reporter's questions and the way they are reported in the description of the results? Why?
4. Which verbs are used to report the informants' answers?

See Grammar Reference N°13, pp.205-206

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

PRACTICE

❶ **Pair work: Read the interview in the box below . Then ask and answer questions reporting what is said in the interview.**

Example

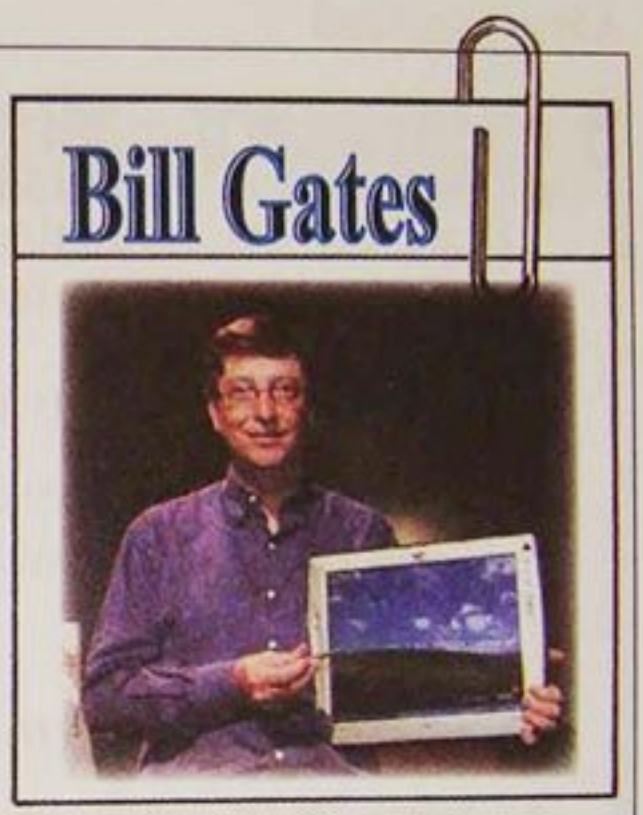
You: *What did the interviewer ask Bill Gates?*

Your partner: *S/he asked him* ***when*** *he had started Microsoft.*

You*: And what did he say/answer?*

Your partner: *He said/told him that* _____.

Interview with Bill Gates,
(Man of the Year for 2005)



Interviewer: Where did you grow up?

Bill Gates: In Seattle, Washington.

I: Where did you discover your interest in software?

G: At the private Lakeside School.

I: When did you begin computer programming?

G; At the age of 13.

I: When did you enter Harvard University?

G: In 1973.

I: Did you develop the first microcomputer there?

G: Yes, that's where I did it.

I: How long have you been Head of Microsoft .

G: For more than 20 years.

I : Why have you set up the Bill Gates Foundation?

G: I have always been thoughtful about others, you know. That's why I did it.

I: How much money have you donated this year?

G: $3.2 million.

I: Which charities have you supported so far?

G: So far, I have supported organizations working in the fields of health and learning.

I:Has your wife helped you?

G: Yes, she has.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷ **Turn the quotes into reported speech using the verbs given to you.**

A. " I doubt whether present-day Americans have become any happier since their grandfathers settled in the country." **Albert Einstein**

- Albert Einstein doubts/ doubted _____.

B. " No man is an island." **John Donne**

- John Donne writes/ wrote _____ .

C. " Three passions have governed my life: the longing for love, the search for knowledge, and an unbearable pity for the suffering of mankind."

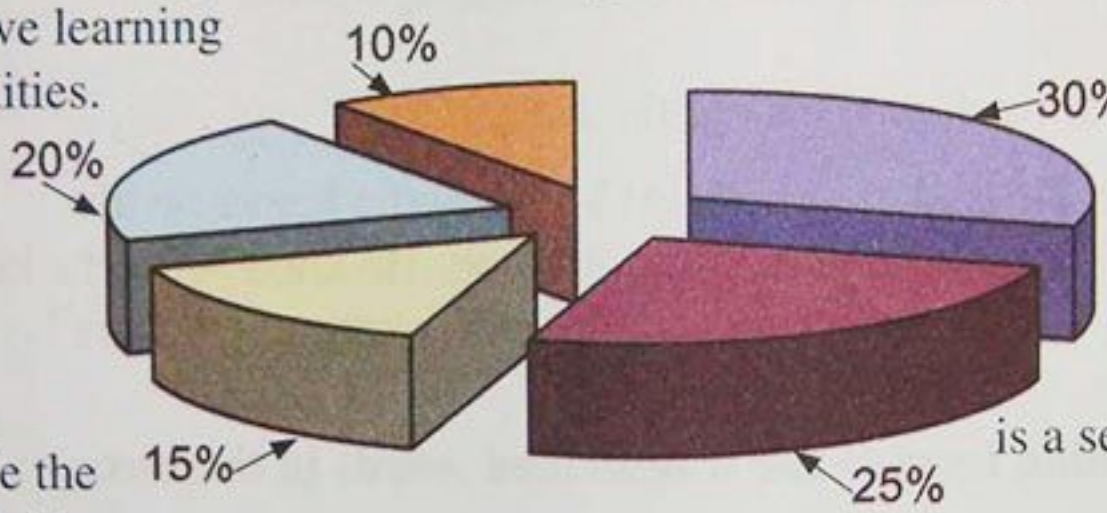
- Bertrand Russel says/ said _____. **Bertrand Russell**

❑ **Write it right**

Use the information in the pie chart and the layout that follows to write a report about why Americans elected Bill Gates Man of the Year for 2005. Pick up appropriate verbs from the yellow box.

wrote ***Business @ the Speed of Thought*** which has helped solve business problems.

has donated money to improve learning opportunities.



sponsored vaccination campaigns in Africa

is a self-made man.

has made the PC available for everyone

think - believe - consider - regard - reckon - state

LAYOUT

Why was Bill Gates elected Man of the Year?

Introduction:

Bill Gates was elected Man of the Year for 2005. We have carried out a public opinion survey to find out about the reasons why he was so elected.

Here are our findings. 30% of our informants _____

_____

_____.

These results suggest/show that _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ Listen to your teacher reading the poem below and the dialogues that follow and cross out the letters which are not pronounced. An example is given to you.

I keep six honest serving men
They taught me all I knew.
Their names are What and Why and When
And How and Where and Who. **(Poem by Rudyard Kipling)**

A **You**: I beg your pardon. What did you say?
Your partner: I said, "One autumn day a column of condemned prisoners solemnly marched along, singing hymns".

B **You**: I beg your pardon. What did the warder say?
Your partner: He said, " The knight knocked the knave on his knuckles with a knotted knob. He knew when he knelt on his knees that he had a knife in his knitted knickers".

❷ Find the spelling form of the transcribed words in the box.

Pronunciation	Spelling	Pronunciation	Spelling
/ˈlɪsn/		/ˈraɪtɪŋ/	
/rɪˈpɔ:t/		/ˈwenzdɪ/	
/fəˈmi:n/		/stɑ:v/	
/ˈdɒktə/		/kʌt/	
/ˈkʌbəd/		/kju:t/	

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

Homework.

❶ Check the meaning of the verbs in the box below in your dictionary. Then use some of them to report the quotes in the box that follows.

admit, beg, request, pray, order, claim, report, apologise, threaten, blame, agree, suggest, insist, refuse, promise, deny, persuade, advise …

A. A thief is speaking to a police officer.
"I have stolen her bag."
→ *The thief* ***admitted*** *that* ***he had stolen her bag.***

B. A mother is speaking to a doctor.
"Please, Doctor. Save my son!" → The mother_____ .

C. A schoolgirl is speaking to her teacher. "Sorry, I'm late".
→ She _____.

D. A mother is speaking to her child. "Come here !"
→ She _____ .

E. A friend is speaking to another friend. "Let's go out for a walk."
→ S/he _____ .

F. A friend is speaking to another friend.
"If I were you, I would consult a doctor. " → S/he _____.

G."The vase is broken. It's your fault." → S/he _____ .

H."You're right. The flowers are really beautiful." → Leila _____.

❷ Make other sentences with the verbs you haven't used in exercise 1 above.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

LISTENING AND SPEAKING

❶ The earthquake safety measures A-D below are not in order. Re-order them to get a coherent set of measures. Write letters in the boxes.

Number	The most important 1	2	3	The least important 4
Letter				

A. On the road, drive away from underpasses and overpasses; stop in a safe area; stay in your vehicle.

B. Stay calm. Don't panic.

C. Inside, stand in doorway, or crouch under desk or table, well away from windows or glass dividers. Don't take the stairs or lifts.

D. Outside, stand away from buildings, trees, telephone and electrical lines.



❷ Listen to your teacher simulating an interview and check your answer to task 1 above.

❸ There is one mistake in each of the sentence below. Listen to your teacher again and correct them.

A. If you're inside a building during an earthquake, you'd better to stand in a doorway.

B. You'd better not to try to take the stairs and lifts.

C. You 'd better to stand away from buildings.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Your turn

● **Have a look at the tip box below. Then do the exercise that follows.**

TIP BOX

● When you ask for advice, make sure you explain what **the problem** is before or after asking for advice.

I 'm deeply worried about earthquakes. Can I ask for advice?

● When asking for advice, use one of the following expressions.

Can I ask for your advice/opinion about ...?/ Do you think I/we should ...?
What do you think I should/ought to do ?
I'm thinking of ... . What's your opinion?

● When giving advice, use one of the following expressions.

You should/ You ought to prepare for earthquakes.
You should not/shouldn't stay near windows.
If I were you, ... / Make sure... / You'd better/'d better not...

● **Pair work. Ask for and give advice about what to do <u>before, during</u> and <u>after</u> an earthquake using the verb idiom <u>had</u> /<u>'d better</u> /<u'd better not</u>.**

Example

You: What should I do during an earthquake?
Your partner: You'd better not panic.

Before an earthquake

- Have an earthquake survival kit at hand.
- Know how to turn off gas, water and electricity.
- Plan emergency procedures.
- Make plans to keep your family together.
- Know emergency telephone numbers (doctor, hospital...).
- Do not anchor objects like bookcases and kitchen units to walls.
- Do not place objects over beds.

After an earthquake

- Check for injuries.
- Provide first aid.
- Check for building damage and potential problems during aftershocks.
- Clean up dangerous spills.
- Wear shoes.
- Turn on the radio and listen for instructions from public safety agencies.
- Use the telephone for emergencies only.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ **Write it up**

- **Have a look at the tip box below. Then do exercise that follows.**

TIP BOX

When giving advice to someone, we should see to it that the reader understands the reason why we give each piece of advice. Otherwise, s/he won't take it seriously. Here are some of the link words, you can use to express reason: <u>because</u>, <u>for</u> and <u>as</u>.

- **Write a short announcement advertising the precautions that people should take <u>before</u>, <u>during</u> and <u>after</u> an earthquake.**

ANNOUNCEMENT

Dear citizen,

Our town is situated in an earthquake zone. We can't do anything to stop earthquakes, but we should see to it that safety measures are taken in order to limit both the loss of human life and material damage.

Before an earthquake, we'd better _____ because _____.

_____.

During the earthquake _____ _____, for _____.

_____

_____.

After the earthquake _____ because _____.

_____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING

❶ **Look at the picture below and guess to whom the women are taking food and why they are doing it.**



❷ **Read the newspaper report and check your answers to task one above. There are some punctuation mistakes in the first paragraph. Ignore them for the moment.**

Great calamities can show the best in man. For instance, while I was covering, for my newspaper, the earthquake in Bourmedes, I met a group of women carrying plates of *kouskous*. Where are they going all together like that ? I asked Rafik, my Algerian friend and translator. They're taking food to their neighbours who have lost their homes he replied. After a few minutes, he added, People have always helped each other over here. But this earthquake has considerably increased that sense of neighbourliness. §1

Rafik stopped talking for a few minutes before he resumed his speech. "This earthquake has made everyone of us show his best", he said pointing to the debris of a fallen building. I didn't understand what he meant by that. So I asked him to explain. "The youths have played a heroic role in the first minutes of the disaster," he answered. "Did you see that young man shown on TV last night?" he asked. I said that I did. "That young man has become our local hero. Yesterday, he saved two children from certain death," he told me. §2

As I listened further to Rafik, I understood that disasters could certainly kill people, but in some way they are like hammers that weld the brotherly spirit of humanity. §3

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Have a look at the tip box below. Then Punctuate the first paragraph of the article on the previous page to separate the reporter's words from those of his informant.**

TIP BOX

- When we write reports or stories, we often include pieces of conversation between quotation (speech) marks.
- When we quote, we can use either a comma or a colon after the reporting verb.

  e.g., S/he says/said, "The flood has tested our strength."
  They said: " We've risked our lives for other people."
- When the quotation comes at the beginning , we use only a comma.

  e.g., " They're taking food to their neighbours," he replied.

❹ **Turn the conversation between Rafik and the journalist into reported speech. Use the information in the table below.**

	verb in the present simple	verb in the past simple
A. The journalist	asks Rafik _____.	asked Rafik _____.
B. Rafik	replies that _____.	replied that _____.
C. Rafik	says that _____.	said that _____.
D. Rafik	answers that _____.	answered that _____.
E. The journalist	further asks _____.	further asked him _____.
F. Rafik	tells the journalist that ____.	told the journalist that ____.

❑ Write it out

❶ **Report the opinions below using the following verbs and expressions: think/assert/believe/state/claim/maintain/ and are of the opinion that ... .**

"We can reduce poverty in Africa by giving more food aid."
"Food aid is not the solution to starvation and malnutrition in Africa."

Start like this:

Some people think _____.

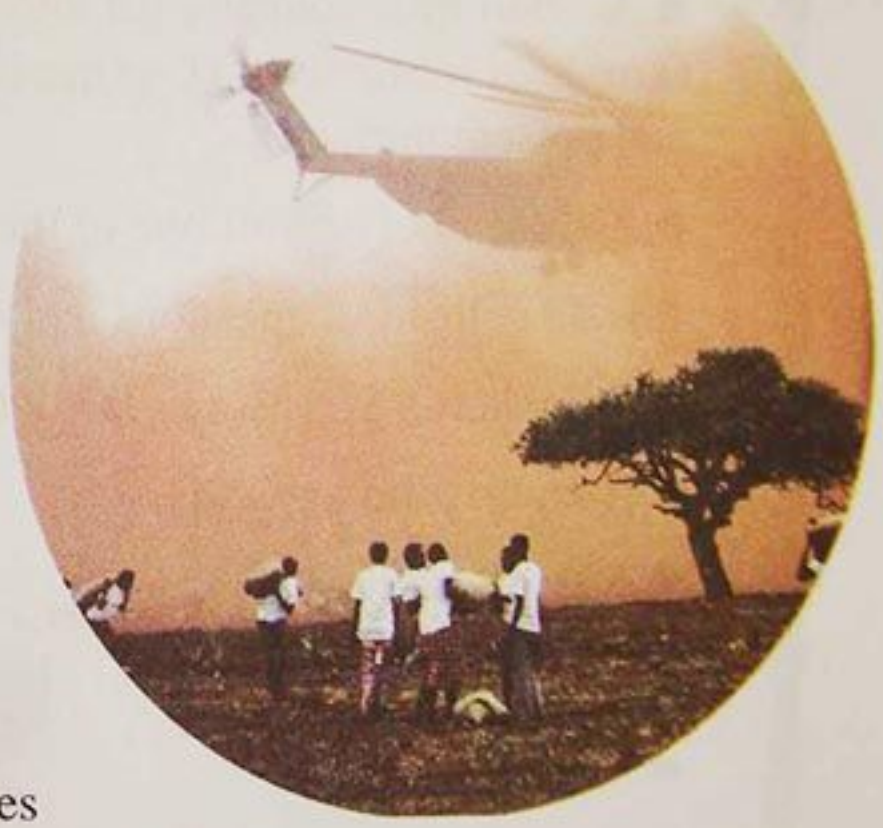
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷ **Now, develop an argument against the claims reported in exercise 1 on the previous page. Use the hints in the box below and the notes that follow.**

Here are some hints:

> *Some people think/say _____ . This is totally wrong. / This view is open to doubt. / They seem to be / are mistaken./Serious doubt can be raised against this opinion/claim. / I disagree with this view. Though ___*

- billions of dollars already spent on food aid
- African countries rich
- people still suffering from malnutrition / starvation
- vaccination campaigns
- thousands of people dying from hunger / famine
- people leaving villages for feeding centres
- Africa long history / culture
- people lazy and dependent on charity
- food not reaching the right people
- essential to deal with problem of poverty at root
- cancelling debt of poor countries
- music beautiful
- investing in sustainable development projects
- practising fair trade
- destroying the environment
- easy access of African products to international markets
- stopping conflicts to allow people to work on the land
- conserving human resources



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

MAKING A SURVEY

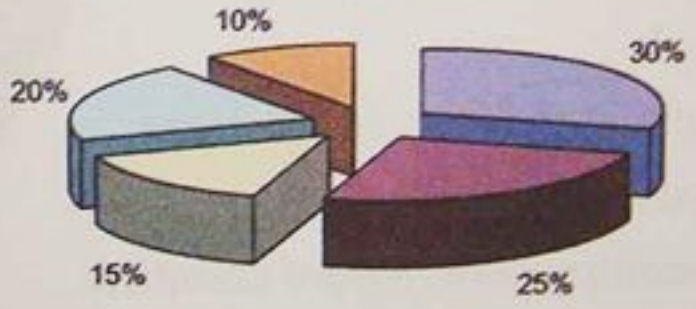
Your survey will deal with people's readiness to face natural and man-made disasters, floods, fires, droughts, earthquakes, home/road accidents, etc.

It will be presented in the form of a booklet and will include the following:

- A short questionnaire (of 8 to 9 questions) addressed to a sample of informants. (Use questions containing the past simple and present perfect.)
- A short interview of one of the informants.
- Data collection questions and results.

(Cf. model in SE1 Book ***At the Crossroads*** pp. 72-73)

- A report with a graph.
- A set of safety instructions about the disaster (s) you've surveyed.



- A reminder of how people abroad deal with such disasters.
- Include pictures and slogans against carelessness and give a list of precautions in order to mitigate risks due to natural and man-made disasters .

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓ to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can…	Very well	fairly well	a little
A. use the past perfect in complex sentences with: **when. before. after. until.**		✓	
B. use the past simple and past continuous in complex sentences with: **when. as. while.**			
C. express advice using **had better ('d) /had better not/'d better not.**			
D. change verbs to the past perfect tense in reported speech.			
E. use the + adjective as noun to refer to a group or class of people.			
F. use reporting verbs (e.g. beg, declare ...).			
G. pronounce words containing silent letters.			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Exploring matters further

Solidarity in Natural Disasters

Statement by Salvano Briceno, Director, Secretariat for the ISDR at the 12 th Civil Defence World Conference, June 25, 2001

Mr Chairman, Dear Participants,

The Secretariat for the International Strategy for Disaster Reduction (ISDR) is very pleased to have been invited to make a statement at the opening session of the 12 th Civil Defence World Conference held under the theme of International solidarity against natural and man-made disasters.

Mr Chairman,

During the past decade there has been a considerable increase in the number of natural disasters which have caused hardship and suffering in many countries. Disasters are not confined to particular regions, nor do they discriminate between developing and developed countries. For the past year alone, widespread floods in France, Hungary, Italy, Switzerland, Algeria and Vietnam as well as devastating earthquakes in El Salvador and India have reminded us of the need to take global preventive measures against disasters.

During the 1990s, there was a ten per cent annual increase in economic loss due to disaster…. Global warming is expected to increase the incidence of disasters such as storms, droughts and floods.

Although we continue to refer to these disasters as 'natural', they are, to a large extent, man-made. Population growth, together with population movements and displacements to hazard prone areas ; the uncontrolled growth of megacities, the increasing emission of carbon dioxide and other green house gases; deforestation and desertification; erosion of agricultural land through poor irrigation practices; the destruction of rangelands through overgrazing are all human factors which play a key role in the increase of natural disasters. Perhaps, the most significant lesson we have learnt from the recurrence of disasters is that solidarity, close coordination and long-term commitment are necessary to promote a culture of disaster prevention.

(Adapted from the Internet, www.unisdr. org)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

IFRC Seeks Deal on Religious-Free Symbol

The Red Cross was first adopted in 1863, when Swiss humanitarians founded the movement to care for casualties of war ; it reversed the colours of the Swiss flag. But Muslim countries refused to use it because it reminded them of the Crusaders' cross. The Ottoman empire first used the Red Crescent to protect medical personnel in the Russo-Turkish war of 1876-78.

Seven fundamental principles bond together the National Red Cross and Red Cresent Societies, which form the International Federation of Red Cross and Red Crescent.

Humanity

The International Federation of Red Cross and Red Crescent (IFRC) seeks to bring assistance without discrimination to the wounded on the battlefield . Its purpose is to protect life and health and to ensure respect for the human being.

Impartiality

It makes no discrimination as to nationality, race, religious beliefs, class or political opinions.

Neutrality

In order to continue to enjoy the confidence of all, the National Red Cross and Red Crescent Societies cannot take sides in hostilities or engage at any time in controversies of a political, racial, religious or ideological nature.

Independence

The National Red Cross and Red Crescent Societies must maintain autonomy so that they may be able at all times to act in accordance with the principles of the International Federation of Red Cross and Red Crescent.

Voluntary service

They provide voluntary relief, and they are not prompted in any manner by the desire for gain.

Unity

There can be only one Red Cross or one Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory.

Universality

All societies have equal status and share equal responsibilities and duties in helping one another .

(Adapted from the Internet)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Charities

Charities are independent organizations that help the poor, the homeless, children, old people and animals. They are involved with human rights, education, medical research and the conservation of the environment.

In 1997 there were about 180, 000 charities in Britain, with a total income of £18 billion. Many charities that are now well known throughout the world, such as **Oxfam** and **Amnesty International**, began in Britain. Americans are also enthusiastic supporters of charities. In 1995 they gave over $ 116 billion.

Oxfam has aid programmes to help poor people overseas, especially the victims of natural disasters. Other well-known charities working in Britain include **Barnado's,** which helps children, and **Age Concern** and **Help the Aged** which support old people. **Shelter** provides food and a place to stay for the jobless and the homeless.

The traditional method of raising money is to organize a **flag day**. Volunteers stand in busy streets asking members of the public to put money in a **collecting tin**. In exchange they are given a **sticker** to be put on coat lapels.

Nearly every town in Britain has at least one charity shop. These are run by volunteer staff and sell second-hand clothes, books and household goods at low prices in aid of charity. At Christmas, people often buy **charity cards**, i.e.,Christmas cards sold in aid of charity.

In recent years, the **telethon** has proved an effective method of fund-raising. During an evening of popular television programmes, television stars ask the public to telephone and pledge (= promise) money to the charities involved. Other fund-raising activities include fêtes (= outdoor sales for craft work, plants, etc.,) and **jumble sales** (= sales of second-hand clothes). Sponsored walks, cycle rides, even parachute jumps are also popular.

At Christmas or Thanksgiving, schools organize collections, called **food drives** in the US, for the elderly and the poor. In America, the custom of Hallowe'en has changed, and now some children ask for money to give to UNICEF, a charity for children run by the United Nations.

(*Adapted from* ***Oxford Guide to British and American Culture****, p.100*)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 7: SCIENCE OR FICTION?

In this unit, you will <u>learn</u> the following:

DISCOVERING LANGUAGE

Grammar

- **If**-Conditional type 2
- **If**-conditional type 3
- **If only** …

Pronunciation

- Emphatic stress (<u>do</u> and <u>did</u>)
- Stress in compound words

Vocabulary

- Vocabulary related to science fiction
- Adverb + past participle : **well known, well documented** ...

DEVELOPING SKILLS

Functions

- Expressing condition
- Giving advice
- Expressing regret
- Laying blame on someone
- Making speculations
- Making suppositions
- Expressing wishes

SKILLS

- Reading a newspaper article about science fiction (sci-fi)
- Reading for specific information
- Listening to a conversation
- Managing through a conversation
- Reading for general ideas
- Writing a short newspaper article (speculating about past events)
- Writing a short biography
- Writing and reading a poem

PROJECT

- Writing Miscellanies
- Making a Repertory

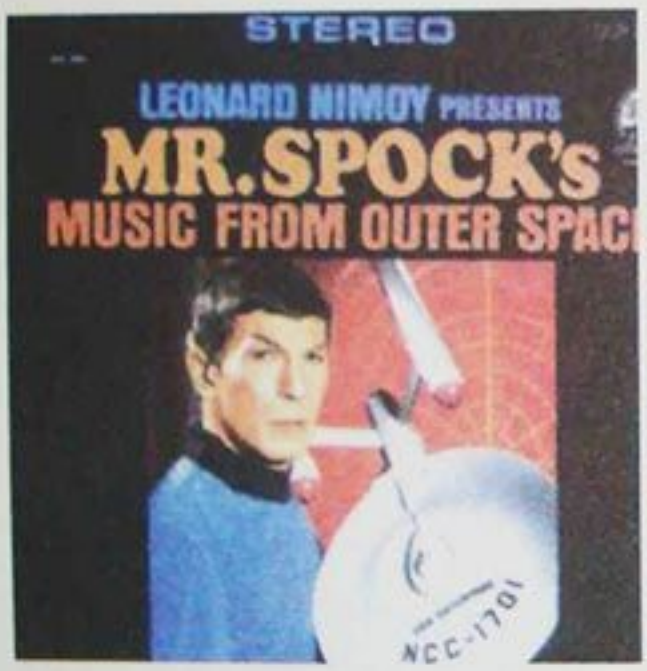
See pages 152 & 153 and get organized before starting the unit.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 7: SCIENCE OR FICTION?

Think it over







Words to say

science fiction
/ˌsaɪənsˋfɪkʃn/
sci-fi
/ˌsaɪˋfi/
X-files
/ˋeksˌfaɪlz/
sound effects
/ˋsaʊndɪˌfekts/
fantasy films
/ˋfæntəsɪˌfɪlmz/
flying saucer
/ˋflaɪɪŋˌsɔːsə/
third kind
/ˋθɜːdˌkaɪnd/
sit-com
/ˋsɪtˌkɒm/
eye witness
/ˋaɪˌwɪtnəs/
finger prints
/ˋfɪŋgəˌprɪnts/
spaceship
/ˋspeɪsˌʃɪp/
outer space
/ˋaʊtəˌspeɪs/

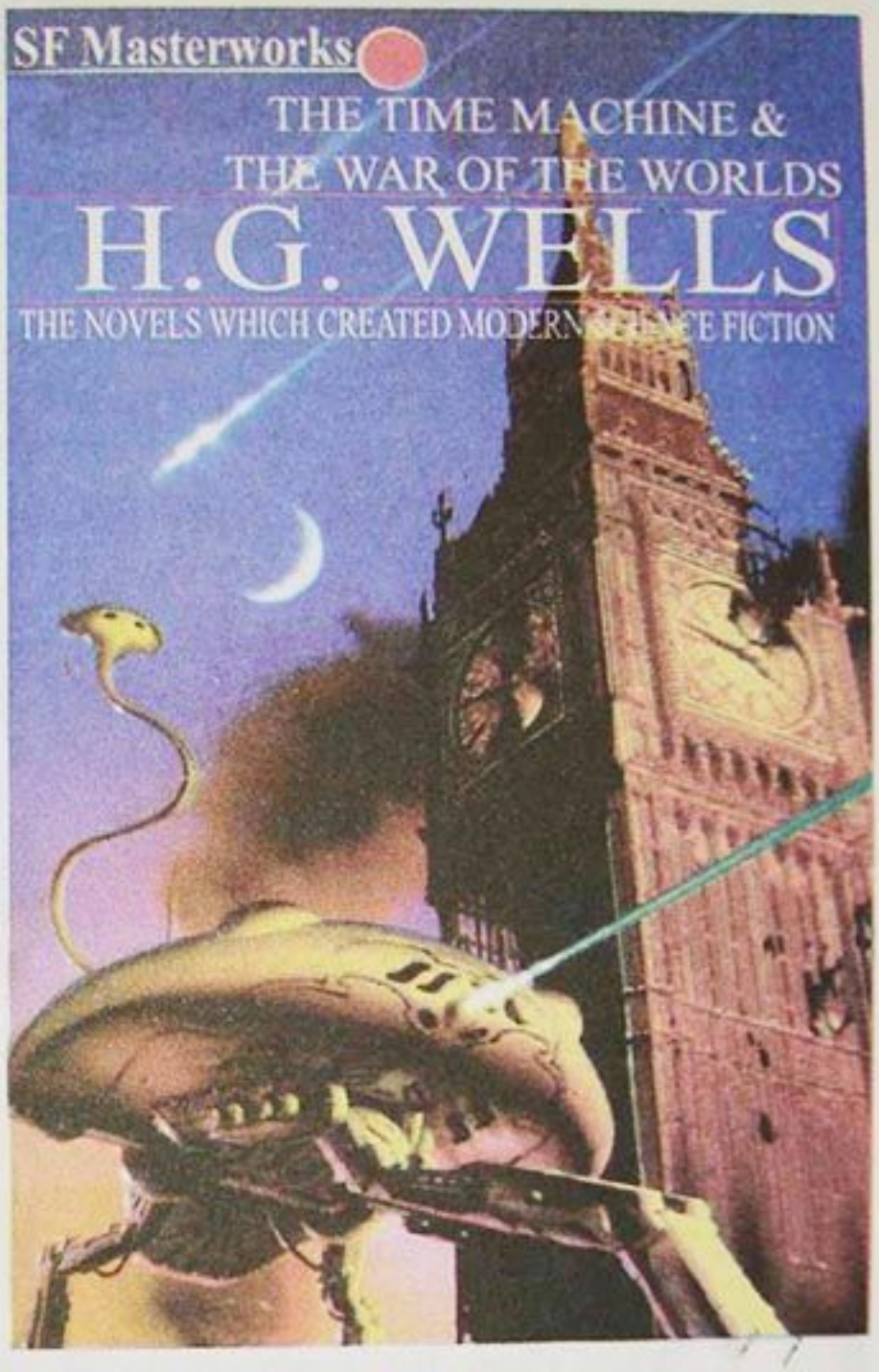


elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Before you read

Look at the picture of the book cover. Then ask and answer these questions.

A. Who is the author of the book ?
B. What are the titles of the novels included in the book?
C. What is their theme ?
D. What science fiction books / films have you read/ seen?
E. Do you like science fiction? Why (not)?



As you read

1 Read the text below and check some of your answers to the questions above.

Science fiction is a genre of fiction and film dealing with imaginary scientific,technological or futuristic themes. The starting point for writers and film makers of sci-fi is: What if it were real? On this supposition, they construct different scenarios about what would happen if Martians, for example, invaded our planet. Some of them have supposed that if Martians invaded the Earth, they would use us as a source of food. Others have imagined that Martians were friendly. So they suppose that if Martians came into contact with us, they would help us cure diseases like cancer.

Sci-fi takes its ideas and concerns from current ideas in science. Sci-fi writers and film makers imagine a recreated past, and a possible future to express these ideas and concerns. These unreal pasts and future histories are filled with speculations about how things would have been different if we had known better and if we had done things otherwise.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

This kind of scenario is well-established among sci-fi writers and film makers, and is generally well-accepted among readers and viewers of sci-fi books and films. For instance, in Robert Louis Stevenson's ***Dr Jekyll and Mr Hyde*** (1886) if Dr Jekyll had not tried to change human nature by separating its evil side from its good one, he would not have transformed himself into Mr Hyde, a murderer. And if the scientist Baron Frankenstein in Mary Shelley's ***Frankenstein*** had not tried to give life to a dead body, he would not have created a monster, a monster that killed his brother and his father.

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

A. What is the supposition or hypothesis on which all science fiction films and books are based?

B. Are the scenarios that science-fiction writers and film makers make about Martians the same or different? Why?

C. Where does sci-fi take its ideas from?

D. What lesson does Stevenson want to teach us in ***Dr Jekyll and Mr Hyde?***

After you read

GRAMMAR DESK

Read sentences A-D below and answer the questions that follow.

A. *What would happen if Martians invaded the Earth?*

B. *If Martians invaded our planet, they would use us as a source of food.*

C. *If Martians came into contact with us, they would help us cure cancer.*

D. *Things would have been different if we had known better.*

1. What does the conjunction **if** express in each of the sentences above?
2. What is the tense of the verb in the **if**-clauses of sentences **A**, **B** and **C**? Do the **if**- clauses refer to the past, the future, or the present?
3. Which modal is used in the result clauses in sentences A, B, and C? What is the future form of this modal?

Now consider sentence D.

1. Which tense is used in the **if**-clause ?
2. Does the **if**-clause refer to something possible or something impossible in the past ? Why ?
3. What is the tense in the result clause of the sentence ?

See Grammar Reference N°11, pp.201-202

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

PRACTICE

❶ The writer of the sentences below is <u>imagining the past and the future to be different</u>. Put the verbs between brackets into the right tense.

A. If animals (can speak), they (complain) against our ingratitude to them.

B. I (change) my destiny if time travel (be)possible.

C. If Hitler (not exist), the history of the world (be) different.

D. If Arabs (not translate) and (conserve)Greek scientific works, humanity (lose) an important part of its intellectual heritage.

❷ Match the sentences in column A with their functions in Column B.

Column A	Column B
A. If I were you, I would study English at University.	**1.Regret**
B. If I had done my homework, I would have got a better mark.	**2.Blame**
C. If you had started earlier, you would have arrived at school on time.	**3.Advice**

❸ Group work. Speculate and add some endings to the if-clauses below. Each group will write their favourite sentences on the board.

A. If Thomas Edison hadn't invented the light bulb, _____.

B. If Alexander Fleming hadn't discovered penicillin, _____.

C. If Albert Einstein had died before developing nuclear physics, _____.

D. If World War II had not happened, _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❹ **Make the statements below less categorical by replacing <u>would</u> by the <u>past forms</u> of the modals <u>may</u> and <u>can</u>.**

A. If I had worked harder at school, I <u>would</u> have got a better job.

B. We <u>would</u> have saved thousands of lives if people had donated organs

C. We <u>would</u> have gone out if the weather hadn't been so bad.

D. If they had played better, they <u>would</u> have won the match.

❑ Write it right

Write a short newspaper article speculating about how things would have been different if the events in the box below had not happened. Give examples to illustrate your speculations about each event.

- Christopher Columbus's discovery of the New World
- The Industrial Revolution
- Karl Marx's writing of the ***Communist Manifesto***
- The anti-colonialist struggle
- The development of the computer ...

Start as follows

I consider that there are five important events that have really marked modern history. If these events hadn't taken place, our world might/could/ would have been totally different. If _____.

_____

_____

_____

_____

_____

_____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ **Listen to your teacher and underline the word which you hear most in each of Garfield's responses in the cartoon (left). What do you notice?**







❷ **Make the first sentence of each exchange (1-3) more emphatic by adding <u>do</u> or <u>did</u>. Then act them out.**

You: Come to watch a science fiction film with me if you can!

Your partner: That will be nice! ❶

You: I enjoyed that film!

Your partner: So did I. It gave me quite a fright! ❷

You: I believe in the existence of Martians.

Your partner: So do I. ❸

❸ **Listen to your teacher reading the sentences below and learn to pronounce them with the appropriate emotive emphasis.**

A. The film was **so** nice!

B. It was **such** a nice film!

C. Oh, what a beautiful surprise!

Ah, that's just what I wanted!

D. What **on earth** are you doing here?

E. I'm **terribly** sorry.

F. We are happy **indeed**.

G. Am I angry!

H. You **bad**, **bad** boy/girl!

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

❶ **Fill in the blanks in the sentences below with <u>well</u> + <u>the past participle</u> form of the following verbs: write - appreciate - inform - pay - know**

Examples from the text

The scenario is **well-established** among sci-fi writers and film makers.

The scenario is **well- accepted** among sci-fi book readers and film viewers.

A. Many people have heard of Steven Spielberg. He is very ___ among sci-fi fans.

B. Readers like sci-fi books because they are generally _____.

C. ***Star Wars*** is a science fiction film. It is _____ by people who like special effects.

D. Science fiction writers and film makers know a lot about science. They are also _____ about the ethical problems it creates.

E. Actors can afford expensive houses and cars. They _____ .

❷ **Homework. Make a chart of compound words. Use the entry examples to this unit (page 138) as a model.**



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Read the dictionary entry on the left and and supply the right adverb or preposition to examples A-G on the right.**

Dictionary Entry	*Examples*
look /lʊk/ vt,vi (pt,pp, ~ ed) (*For uses with adverbial particles and preps →7 below). [VP2A, C,3A,4A]* ~ ***(at)***, use one's sight; turn the eyes in some direction; try to see : *Look (up) at the ceiling ; Look down at the floor.* **look about (for sth)**, be on the watch, in search of; examine one's surroundings, the state of affairs, etc: ___*(1)* **look after sb/sth, (b)** take care of; watch over; attend to: ____*(2)* **look away (from sth)**, turn the eyes away. **look back (on/to sth)**, (fig) turn one's thoughts to sth in the past: __(3) **look down on sb/sth**, despise; consider oneself superior to; ___(4) **look forward to sth**, anticipate (usu with pleasure): ___5___. **look into sth**, (a) investigate; examine: __ (6) **look sth up**, search for. ___ (7)	**A.** When you come across difficult phrasal and prepositional verbs, look them ___ in a dictionary. **B.** Don't look _____ the past. Nostalgia is sweet, but it makes you feel sad. **C.** Look ___your mother. She is very sick. **D.** It's bad to look ____ people. Everyone of us deserves respect. **E.** I'm looking ____ to receiving your answer. **F.** Scully is looking ___ the case of abduction of a child by extra-terrestrial aliens. **G.** When he saw me, he looked ___ in order not to cross eyes with me.

❹ **Write illustrative sentences of your own with " look + a preposition or an adverb".**

❺ **The verbs look up and look down in the dictionary entry have two special meanings each. Why ?**

❻ **Homework. Write dictionary entries for the adverbial and phrasal uses of the following verbs: turn , give, put, switch and go .**

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

LISTENING AND SPEAKING

❶ **Look at the picture below and answer the following questions.**

A. What are the women doing? Why?

B. One of them is wearing a mask. Why?

C. Do you think that human beings can catch animal diseases? Explain.



❷ **Listen to your teacher reading a dialogue. Synthesize the dialogue in your own words and read it to the class.**

❸ **This time listen to your teacher and note down the following:** ❸

A. a sentence or an expression that one of the speakers uses to ask for an explanation.

B. a sentence or an expression that one of the speakers uses to interrupt.

C. a word that one of the speakers uses to resume speaking after being interrupted.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❹ **Listen to your teacher and mark the intonation after each pause with an arrow (↗ or ↘). The pauses are on the words in bold type.**

You have **said it**, they **might**.... But you know that argument is based on ignorance of **science**. There are new diseases all the **time**, mad cow, **bird flu** ... Science also creates **problems** . It doesn't just solve **them** .

❑ **Your turn**

TIP BOX

- When you don't understand what someone says in a conversation, don't just forget about it. It's good to ask for explanations and clarifications.
- You can do so by saying:
  What do you mean? / What does that mean?
  I didn't quite catch/grasp what you mean/what you've just said.
  I don't see your point.
- If you are the speaker, you can make things clearer to your interlocutor by giving examples to illustrate your point. Start by saying **I mean/ For example/For instance**,... and then proceed with the explanation.

❶ **Pair work. Take turns to ask for and give explanations. Have a look at the tip box above first.**

Example

You: Anyway so far science hasn't just solved problems. It has also created some of them.

Your partner: What do you mean?

You: Well...Take the case of nuclear physics for example. If physicists hadn't done research in nuclear physics, they wouldn't have invented the nuclear bomb.

❷ **Speculate about your childhood by saying in what ways it would/might/ could have been different. Use <u>for example</u>, <u>for instance</u>.**

Start like this

I think back on my childhood with regret. For example, If _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it up

❶ Read the information in the tip box below and complete the "lament" in the box that follows.



TIP BOX

A lament or elegy is a type of poem which expresses grief and regrets over what is definitely lost because of death or simply because of the passing of time.

Poems are written in verse. These verses or lines are put in blocks called stanzas. Good poems are those which have **similes**, **metaphors**, **rhyme**, **assonance** and **consonance**. So check the meaning of these words before you start writing your lament.

Repetition is a recommended technique because it makes the poem rhythmical and more emphatic.

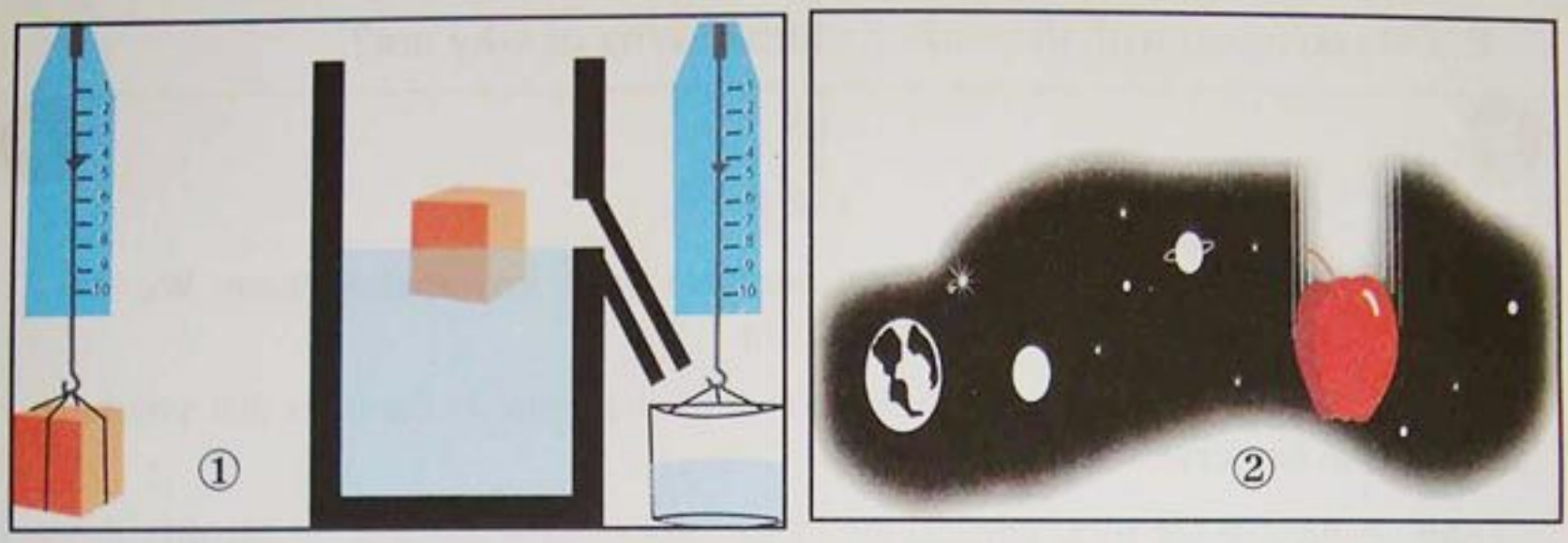
Title	***LAMENT OVER LOST OPPORTUNITIES***
First stanza	Sometimes I lie in bed at night
	And think how my life could have been quite all right
	I think and think of all the opportunities I have lost.
	Oh! If only _____ .
Second stanza	If only_____.
	I would have _____.
	If only_____.
	Then I would not have_____.
Third stanza	_____.
	_____.
	_____.
	_____.

❷ Correct your mistakes. Then recite your poem to your classmates.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

READING AND WRITING

❶ **Look at pictures 1 and 2 and discuss what scientific law or principle each of them illustrates. In what circumstances do you think these laws and principles were discovered?**



❷ **Read and check your answer to the questions in exercise 1 above.**

When I read biographies, I sometimes wonder whether some inventors and discoverers would have made their discoveries and inventions if they had not met with happy accidents in their own lives. The discovery of what today is known as Archimedes' Principle is a case in point. If Archimedes had not taken his bath in a well-filled tub, he would not have discovered the principle of buoyancy that states that a body wholly or partly immersed in a fluid is buoyed upward with a force equal to the weight of the volume of the liquid it displaces. If Archimedes had expected what he would discover, he would not have jumped out of his bath tub running outside totally naked and crying his now famous word *Eureka*! *Eureka*!

The story of the discovery of the law of gravity by Isaac Newton is another example which shows that important discoveries were made by accident. The story goes that as he was sitting in a quiet orchard, Newton observed an apple falling to the ground. The idea flashed in his brain that the same force that pulled the apple to the earth also drew the moon toward the earth and held the planets in their courses. Newton called this force of mutual attraction gravitation. The question that the readers can ask themselves as they read this story is whether Newton would have made his discovery if he had not found himself in the orchard at the very moment the apple fell to the ground. The answer is probably no.

elbassair.net
قلم الجزائر
WWW.DZREN.COM

❸ **Read the text on page 149 again and answer the following questions.**

A. What is the topic of the text?

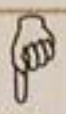
B. What is the main idea/argument of the text?

C. What type of text is it? Circle the best choice (a-d).

It is **a)**. a descriptive **b)** an argumentative **c)** a narrative **d.**expository text.

D. How many examples does he give to illustrate his/her point?

E. Do you agree with the author's ideas? Why or why not?



TIP BOX

When we read texts, we don't content ourselves with just reading them. We often react to these texts by commenting on them.

To make a commentary, we answer the same questions as the ones that you have answered in exercise 3 above.

Topic: A topic is the most general idea that comes out of the text. To identify it, we read the first and last sentences of the text paying attention to key words.

General idea: The general idea is the statement that indicates the opinion that the author has formed about the topic.

Response: The author defends his/her opinion and we may or may not agree with him/her. Your response is your reaction to the author's opinion.

Here are some of the verbs that we can use to make your commentary.

- *The text is about/ The text deals mainly with/The text mainly discusses ...*
- *The author thinks that/believes that/claims that ...*
- *The author wants to convince/to describe/to persuade...*
- *I agree with.../I don't really agree with.../I agree with...but .../I am not exactly of the same opinion as ...*

❹ **Now use your answers in exercise 3 above and the expressions in the tip box above to write a short commentary about the text on the previous page.**

Here are some views, differing from the author's, to help you.

- It is true that some of the greatest discoveries happen by accident; but it is also true that it takes a genius to understand the meaning of the accident.
- It takes a lifetime of preparation and perspiration to make an invention.

Start like this : **This text is about** _____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it out

Write a short autobiography about Michael Faraday implying that his career furnishes a classical example of a poor boy who succeeded as a scientist.

TIP BOX

When you write a biography, you generally write about a chain of events in a famous person's life . You can't mention all the events that happened during that person's lifetime. Therefore, you have to select the most important ones. These events should be presented in a chronological order.

Biographies are also written to teach lessons in life. So choose some of the lessons you want to teach your reader. These lessons are often implied rather than stated openly and explicitly..

One of the greatest names in the history of electrical research in the first half of the nineteenth century is that of Michael Faraday. _____.

Place of birth: Newington, Surrey, England.
Date of birth: 1791
Father : poor blacksmith, moved to London
to mend his fortunes
Brothers : Michael /Third son
Education : drop/ elementary grades
Apprenticeship : apprentice/ bookbinder
Personality : curiosity/ reading books / bind
save money / attend lectures on science
Job : laboratory assistant to Sir Humphry Davy, one of the most famous scientists at the time
Duties included bottle washing and other disagreeable chores
Sir Humphry Davy/jealous/ Faraday/quit his job
spend/ the rest of his time/ do research/ teach
Marriage : marry/ Sarah Barnard, a Silversmith's daughter.
Sarah Barnard/devoted wife
Achievements : professor of chemistry 1833
discovery of the principle of the dynamo
discovery of radio waves 1845
study of electrolysis
introduced scientific terms such as 'anode' and 'cathode'

Though Faraday's electrical discoveries were his chief contributions to science, he also did important work in chemistry.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WRITING MISCELLANIES

Your miscellanies will be presented in the form of a journal. They will include the following:

a what-if section answering these questions:

- Suppose you could meet very famous people, who would they be? Why? And what would you say to them?
- Suppose you could live in another place and time in history, what would they be?

a shortlist of fantasies,

- If cows could fly___.
- If time travel was possible _____.

a section about wishful changes,

- If I had money, _____.
- If I didn't have to go to school _____.

a world affairs section,

- If I were Kofi Anan, _____.
- If I were Prime Minister, _____.

an advice section,

- If I were you, _____ .

Note

- Include cartoons in your miscellanies.
- **Use if-conditional, type two.**

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

MAKING A REPERTORY OF INVENTIONS AND DISCOVERIES

Your repertory will be about human achievements. e.g., inventions or discoveries in various fields: medicine, technology, astronomy …

It will be presented in the form of a wall sheet or a magazine feature, and should include as many illustrations as possible.

Make sure, you

- use if-**conditional, type three** to underline the importance of the achievements.
- use **if only** to express regret about the bad use (or misuse) of the invention or discovery.
- give a title to your repertory. *e.g.* ***My Seven, My Eight*** *... if you make seven or eight choices of history-making dicoveries/ inventions ...*

Draw inspiration from the following:

The Seven Medicines that Have Changed the World



All medicines are important to someone, but seven of them have completely changed the world: penicillin, ...

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓ to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can…	very well	fairly well	a little
A. use **if**-conditional, type two **a.** to make suppositions about the future. **b.** to give advice.		✓	
B. use **if**-conditional three **a.** to speculate about the past. **b.** to express a wish. **c.** to lay blame on someone.			
C. use **if only** to blame and express regrets.			
D. ask for and give an explanation.			
E. use phrasal and prepositional verbs.			
F. use compounds: adverb + past participle.			
G. use emphatic do and did .			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

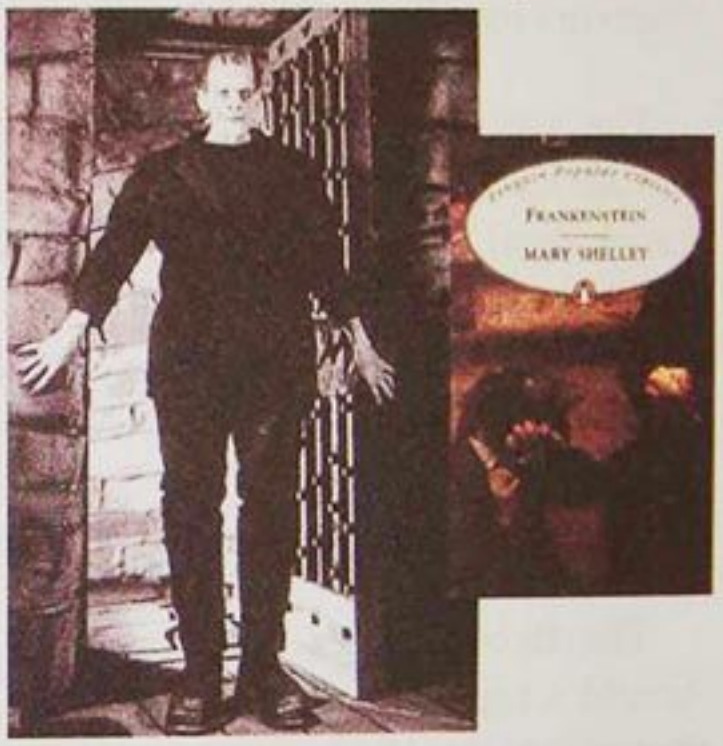
elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Frankenstein

Here is Victor Frankenstein's story as he told it to Captain Walton who rescued him on a ship sailing on the icy seas of the North.

One day when I was fifteen, I saw a terrible storm. Lightning destroyed a tree in a split second. Years later when I first arrived at the university that childhood memory flashed through my mind and I decided to use electricity to help people, and to discover the secrets of life. I did not know then that my work would destroy me and the people I loved.

I started working very hard. One day, I realized that I could use electricity from lightning to give life to things that were dead. Above my laboratory I built a very tall mast which could catch lightning and send electricity down to my machine in the laboratory.



Then I made a body. I bought or stole all the pieces of human body I needed, and slowly and carefully, I put them all together. I had wanted to make a beautiful man., but the face of the creature was horrible. Its skin was thin and yellow, and its eyes were as yellow as its skin. Its long black hair and white teeth were almost beautiful, but the rest of the face was ugly. Its legs and arms were huge. The pieces I used had to be big because it was too difficult to join small pieces together. My creature was two and a half metres tall and looked terrible and frightening.

I connected the body to the wires from my machine. More wires connected the machine to the mast. I watched and waited. Two days later I saw dark clouds in the sky, and I knew that a storm was coming. My mast began to do its work immediately; and the electricity from the lightning travelled down the mast to my machine.

At first nothing happened. But after a few minutes I saw the creature's body begin to move. Slowly, terribly, the body came alive. Its arms and legs began to move, and slowly it sat up. The dead body had been an ugly thing, but alive, it was much more horrible. I wanted to escape from it. I rushed out of the laboratory and ran into town. The monster escaped... .

(From Mary Shelley's ***Frankenstein,*** retold by Patrick Nobes)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Those mysterious flying saucers:

Optical illusions or Visitors from Outer Space?

ON JUNE 24, 1947, an Idaho, businessman, Kenneth Arnold, was flying a private plane near Mount Rainer, Washington. Suddenly he was startled to see a group of strange-looking spacecrafts going through a series of amazing maneuvers. "They flew very close to the mountain tops," he said later, "flying … as if they were linked together I watched them for about three minutes – a chain of saucerlike things at least five miles long, swerving in and out of t he high mountain peaks. They were flat like a pie pan and so shiny they reflected the Sun like a mirror. I never saw anything fly so fast."

When Arnold reached his destination – Yakima, Washington – and reported what he had seen, he created a sensation. The "flying saucers" seen by Arnold became an exciting topic of conversation. Within a few days disklike flying craft were reported by observers in other parts of the country, and the flying-saucer scare was fairly launched.

The scurrying disks that were now so frequently reported were merely the latest in a series of mysterious objects in the heavens that have startled men since time immemorial. Most of the earlier appearances had been definitely traced later to meteors, comets, atmospheric phenomena and the like. A few have never been satisfactorily explained. Some aroused widespread interest for weeks or months at a time. Then they were forgotten.



The flying saucer epidemic started by Arnold's report reached rather respectable proportions in 1947. But towards the end of the year public interest seemed to be on the wane. It was powerfully revived by a tragedy that took place on January 7, 1948. Early in the afternoon of that day, observers at Godman Air Force Base, in Kentucky, saw a mysterious object flying overhead. It looked like "an ice cream cone topped with red". Four pilots in National Guard F-51 planes were asked to investigate the strange aircraft. Captain Thomas F. Mantell, the flight leader, radioed to the control tower that he was "closing in to take a good look". After a time he reported that the thing looked like a metallic saucer of tremendous size. "It's going up now and forward as fast as I am … That's 360 miles per hour. I'm no longer close to it , I'll abandon chase. ...

(From ***The Book of Popular Science***, vol. 9, p.17)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Will volcanoes cause the end of the world?

Researchers say there are a number of sites where super-volcanoes could erupt -and they are particularly concerned with one that exists under Yellowstone park National Park in Wyoming, in the U.S. This super-volcano erupted three times in the past – 2.1 million years ago, 1.3 million years ago and 640,000 years ago. What would happen if it erupted again? See fact file below.

FACT FILE

- Its eruption would be 1,000 times the power of normal volcanoes and would fling magma 30 miles high in the sky.
- Virtually all life within 600 miles would be destroyed by ash, lava, and the sheer explosive force.
- Enough lava would pour out to cover the U.S. to a depth of 5 inches. Ash in the atmosphere would cool the planet by up to 15°C.
- Rain would turn black and strongly acid.
- Crops and ecosystems would be ruined putting mankind in jeopardy.



(From ***Daily Mail***, Wednesday, March 9, 2005)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 8: BUSINESS IS BUSINESS.

In this unit, you will learn the following:

PROJECT

Compiling a Business Portfolio

See page 174 and get organized before starting the unit.

DISCOVERING LANGUAGE

Grammar

- Link words: **to, in order to, so that/ in order that**
- Present perfect with **yet, since, for, just, still** (consolidation)
- Present perfect continuous

Pronunciation

- Shift of stress from verb to noun, noun to adjective, and from adjective to noun
- Contrastive and corrective sentence stress
- Sound-spelling links

Vocabulary

- Prefixes : **mis-, dis- , in-, un-** ...
- Words and phrases related to business

DEVELOPING SKILLS

Functions

- Complaining (orally and in writing)
- Apologizing
- Asking and answering questions
- Making comments

SKILLS

- Reading business letters
- Reading for general ideas
- Reading for specific information
- Managing through a conversation
- Listening for gist
- Listening for specific information
- Making inferences
- Writing a report

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT 8 : BUSINESS IS BUSINESS.

Think it over

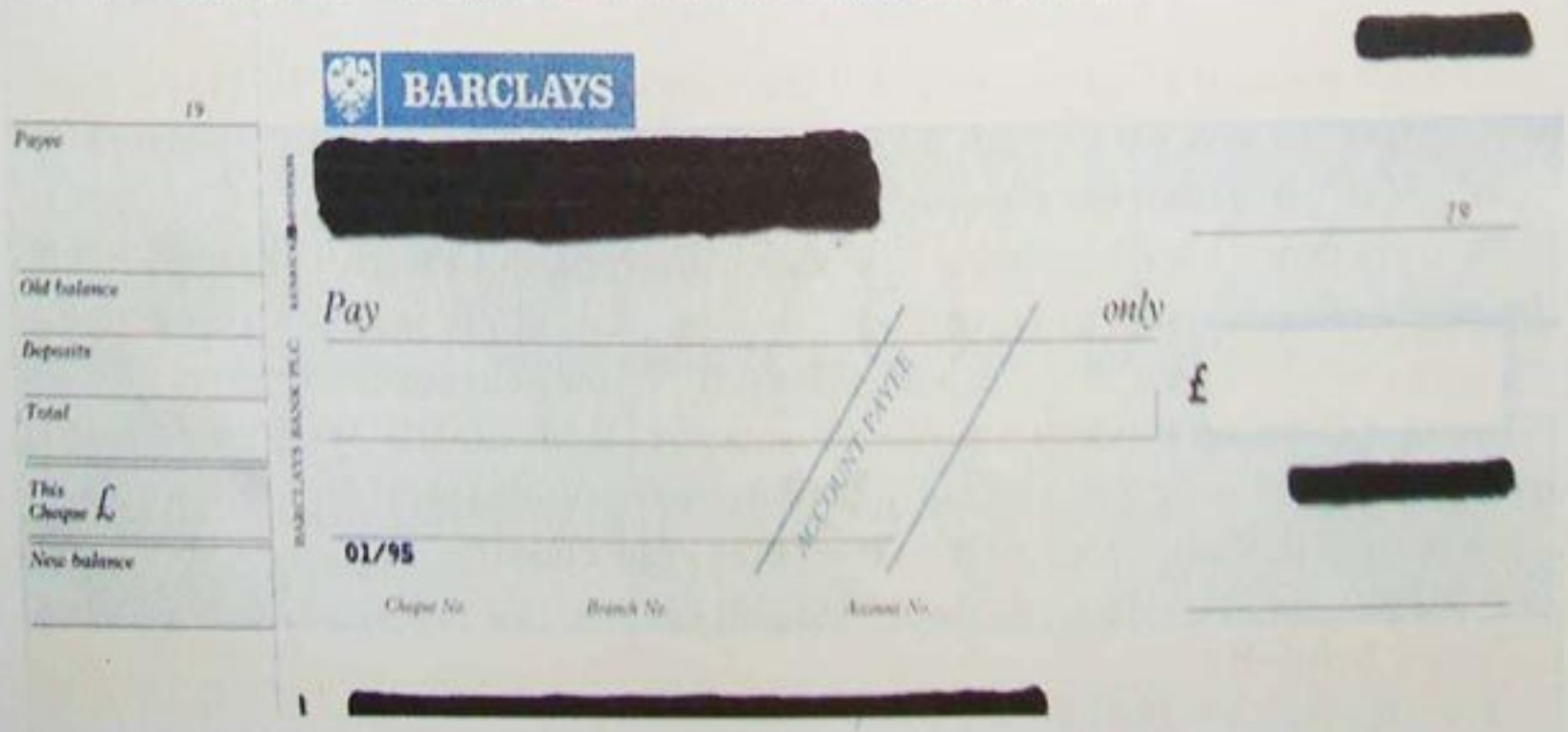


Words to say

verb:
produce
/prə`dju:s/

nouns:
product
/`prɒdʌkt/
production
/prə`dʌkʃn/
productivity
/ˌprɒdʌk`tɪvətɪ/
producer
/prə`dju:sə/
produce
/`prɒdju:s/

adjectives:
productive
/prə`dʌktɪv/
unproductive
/ˌʌnprə`dʌktɪv/



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Before you read

Look at the picture and answer the following questions.

A. Why is the meaning of the expression "handle with care"?

B. What do you think the woman does for a living?

C. What does she feel? Why?



As you read

1 Read letters A-D below and identify the one which the picture above best illustrates.

A

20 June, 2006

Dear Madam,

We are pleased to advise you that the vases you ordered on 30 May , were dispatched to you by rail this morning. The vases are carefully enclosed in corrugated cardboard packs so as to protect them from damage.

It sometimes happens that a few vases are broken in transit. Should there be any breakages, please let us know as soon as possible in order to enable us to have the damaged items replaced by our business agent in Algeria.

You will find enclosed in duplicate our invoice N° 20012. We look forward to receiving your first payment by bank transfer or cheque.

We trust that our vases will sell well in your country.

Yours faithfully
Enc. Invoice N° 20012

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

B

Dear Mrs Djeffal,

Thank you so much for your Order N° 850 dated 30 May , 2006. As requested, we enclose its duplicate, duly signed, as an order acknowledgement.

Our dispatch department is processing your order today so that the consignment will reach you on time for the holiday season.

We confidently hope that you will have a good turnover, and that you will be able to place more orders with us in the near future.

Yours sincerely

C

Dear Sirs,

I am writing to complain about a consignment of glass vases that I have just received. Unfortunately when I unpacked them I found that several items were broken in transit.

I will keep the damaged items in our warehouse for a few days so that your business agent here in Algeria can inspect them.

We look forward to your dealing with this matter without delay.

Yours faithfully

D

Dear Mr James,

We are faxing to place an Order for 4000 glass vases. We would like our order to be processed promptly so as not to miss the summer sale.

We have pleasure in enclosing our Order N° 850 . Would you please return the duplicate to us, duly signed, as an acknowledgement of receipt ?

Yours sincerely

2 Read the letters A-D above again and do the exercise below.

A. What type of correspondence are the letters? Business or personal? Why?

B. Match the letters (**A-D**) with the types of document they represent (**1-4**).

1. Order placement
2. Letter of complaint
3. Order acknowledgement
4. Advice of dispatch

C. The letters are not in order. Arrange them in the chronological order in which they are sent and received.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

After you read

GRAMMAR DESK

Read sentences 1-5 below and answer questions A-D that follow.

1. *We are writing* ***to*** *complain about the consignment of the glass vases.*
2. *Let us know* ***in order to*** *enable us to have the damaged items replaced.*
3. *We would like our order to be processed promptly* ***so as not*** *to miss the Summer Sale.*
4. *Our dispatch department is processing your order today* ***so that*** *the consignment will reach you in time.*
5. *I will keep the damaged items in our warehouse* ***so that*** *your business agent here in Algeria can inspect them.*

A. What does each of the link words written in bold type express?
B. What are the main and the subordinate clauses in sentences 1-5.
C. What tenses are the verbs in the main and the subordinate clauses in sentences 4 and 5?
D. Replace **so as to** in sentence 3 with **to** and **in order to**. Which of the sentences you have obtained is acceptable?

See Grammar Reference N°14, p.207

❶ Write an introductory sentence to express the purpose of each of the subjects of the letters in the box below. Use link word to and make the necessary changes.

Start like this

Dear Sir,

I am writing /faxing/e-mailing you to ...

Subjects: **A. Congratulations** for the new baby **B. Apology** for the offence **C. Application** for the job advertised in *USA Today* **D. Enquiry** about the quotation for spring and summer clothing **E. Information** about the merger of our company with theYamakachi Company.

❷ Rewrite the sentences below using so that instead of the link words in bold type . Make the necessary changes.

A. Would you therefore please let us know about your wishes as soon as possible **in order** for us **to** reserve the rooms you need.

B. Please, place your order for our new range of products by 15 December **so as to** benefit from the discount prices on the price-list.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it right

❶ **Imagine you are a group of foreign investors interested in opening a business in Algeria. Send a facsimile to your consulate to ask for information. Use the information in the box below.**

Subject: Information about Algeria.

Layout	Phrases
A. Opening greetings	● Dear _____,
B. Introductory sentence	● We are writing to _____ .
C. Own identification	● We are a group of investors interested in ____.
D. Give details about the information you need	● Would you please send/give us _____?
	● Would you kindly _____?
	● Thank you in advance for any information you can give us about ____.
E. Closing greetings	● We look forward to receiving your reply.
	● Yours faithfully/Yours sincerely

❷ **Pair work. Now imagine you were working at the consulate. Write a draft reply to the letter of enquiry that your partner has written in exercise 1. Start your letter like this:**

Thank you for your fax dated ____, asking for information about areas of investment in Algeria. I am pleased to be able to answer your questions regarding your plan to _____

_____.

Algeria has a population of _____.

There are indeed a lot of opportunities for investment in the fields of_____

_____

_____

_____

_____.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

SAY IT LOUD AND CLEAR

❶ Listen to your teacher reading the sentences. Each time s/he reads a sentence, underline the word which is stressed most.

A. Are you going on a business trip to Algiers in June?
B. Are you going on a business trip to Algiers in June?
C. Are you going on a business trip to Algiers in June?
D. Are you going on a business trip to Algiers in June?
E. Are you going on a business trip to Algiers in June?

❷ Pair work. Answer the questions above correcting your partner as in the short dialogue below.

You: Are you going on a business trip to Algiers in June?
Your partner: No, I'm going on a business trip to Algiers in July .

❸ Listen to your teacher as s/he reads the poem below. Then discuss with him/her the spelling sound links in English. Learn the poem by heart.

I take it you already know
Of tough and bough and cough and dough?
Others may stumble, but not you
On hiccough, thorough, laugh and through
Well done ! And now you wish perhaps,
To learn of less familiar traps?

Beware of heard, a dreadful word
That looks like beard and sounds like bird.
And dead: it's said like bed, not bead –
For goodness sake don't call it 'deed' !
Watch out for meat and great and threat,
They rhyme with suite and straight and debt.

A moth is not a moth in mother
Not both in bother, broth in brother,
And here is a match for there
Not dear and fear for bear and pear,
And then there's does and rose and lose –
Just look them up – and goose and choose.

And cork and work and card and ward,
And font and front and word and sword,
And do and go and thwart and cart –
Come, come, I've hardly made a start!
A dreadful language? Man alive,
I'd mastered it when I was five.

(Hornsby & Shear, ***Hints on Pronunciation for Foreigners***

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

WORKING WITH WORDS

❶ Use the prefixes in the box to form words out of the underlined phrases. Then replace the underlined phrases with the words you have formed.

mis- dis- in- re- im- un- mal-

Memo

The employees of the company are <u>not satisfied</u> with their working conditions. Some of them complain about <u>bad treatment</u> and <u>bad practice</u> while others say that the wages are <u>not fair</u> and that the managers are <u>not sensitive</u> to their feelings.

The present organization of our company is <u>not efficient</u>. It is time to <u>arrange</u> and <u>organize it again</u> so as to <u>establish again</u> good labour relations.

It <u>is not possible</u> to improve production and productivity if the policy of wages is not <u>considered again</u>.

❷ Check the meaning of the words in your dictionary and use them to write a profit and loss statement and a balance sheet.

Profit and Loss Statement	
Turnover	_____
Less: -	
Cost of sales	
Materials	
Personnel	
Factory Overheads =	
Gross Profit	_____
Less: -	
- Distribution costs	
- Research and Development costs	
- Advertising and promotions costs	
- Interest payable =	
Net Profit before tax	_____
- Tax	
Net profit after tax	
- Dividends payable	
Retained profit	_____

Balance Sheet		
Fixed assets		
(Net written down value)		
Land and buildings		
Plant and machinery		
Vehicles		_____
Current assets		
Stock and work in progress		
Debtors		
Cash in bank		_____
Less: -		
Current liabilities		
Creditors		
Taxation		
Accruals	_____	
		_____
Capital employed		_____
Share capital		
Share premium		
Retained profit		_____
Shareholders' funds		
Long-term loans		
Balance sheet total		_____

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

LISTENING AND SPEAKING

❶ Read the short texts below and answer the following questions.

A. What types of text are they?

B. Where do we generally read such types of text?

C. What's the difference between the short texts on the left and the text on the right?

SITUATIONS WANTED

Disabled driver, self-employed for four years collecting, delivering goods, own Escort Estate, requires daily weekly contract, any distance, full goods in Transit Insurance - 671481.

Female classical guitarist, Grade 8 standard, seeks evening employment in select restaurant. - Telephone 701032.

POSITIONS VACANT
WILKIES CARPETS LIMITED
SALES REPRESENTATIVE

Wilkies Carpets limited have a vacancy for a Sales Representative to cover the Nottinghamshire, Derbyshire and South Humberside areas.

Applicants should be self-motivated, hard-working, and ideally be currently involved in sales preferably in the floor covering industry. We offer an attractive salary, bonus, company car, company pension scheme and expenses.

Please apply in confidence with C.V. to: **Mr. P. G. Lawlor, Sales Manager, Wilkies Caroets Limited, P.O. Box 7, Pudsey, West Yorkshire, LS28 7XW.**

❷ Listen to your teacher as s/he simulates a dialogue and say which advertisement (in exercise 1) above the speakers are talking about.

❸ Listen to your teacher again and take notes. Then synthesize/summarize the dialogue in your own words.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

TIP BOX

- When participating in conversation, don't just answer your interlocutor's questions with 'yes' or 'no'. Your interlocutor may think that you aren't interested in carrying on the conversation.

Example 1: Speaker A: Have you studied English? Speaker B: ***Yes, I have.***

- Therefore, try to make comments, give information or ask other questions.

Example 2:

Speaker A: Have you studied English? Speaker B: ***Yes, I have. What about you?***

- In example 1, the conversation can stop because the speaker has answered drily. In example 2, the conversation goes on because Speaker B has shown interest.

❑ Your turn

❶ **Pair work. Act out dialogues using yes-no questions using the clues in the box. Make comments and give further information each time you answer.**

Example

You: Have you applied for the job yet?
Your partner: No, I haven't done that yet. I'll do it this afternoon/tomorrow, next week ./ Yes, I've already done that. I hope I'll get it.

- Apply for the job.
- Prepare yourself for the interview.
- Go to the interview.
- Receive a reply for the job.
- Accept the job.
- Decline the offer.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❷ **Study the dialogue sample below and act out snippets of it to rehearse for a job interview (Books closed).**

Interviewer 1: How long have you been study**ing**/learn**ing** English/Accountancy/ Sales Management…?

Interviewee : I have been studying English **for** six years/ nine months/**since** September last week/ 2000/

Interviewer 2: Have you got a driving licence?

Interviewee: Yes, I have. I passed the driving licence three years ago.

Interviewer 1: How long have you been driving?

Interviewee: I've been driving for three months, actually since I bought a second-hand car.

❑ Write it up

❶ **Put the verbs between brackets in the following report on a company personnel into the present perfect simple or the present perfect continuous. Insert <u>already</u>, <u>yet</u>, <u>still</u>, <u>just</u> where appropriate.**

Re: Report about the personnel

Rashid: He (work) in the sales department for two months, and he (master) all the selling techniques. (**Already**)

Omar: He (work) as foreman for six months, but he (not get) the list of all the workers in his shift. (**yet**)

Sadia: She (direct) a research project since January last year, and she (not complete) it. (**still**)

Messaouda: She (train) to become manager since 2005, and she only (get) the appointment to the position. (**just**)

❷ **Use the information on the next page to write an <u>annual</u> report for a company of your choice . Use the appropriate tense(s).**

You can start like this:

The production has increased steadily from 650,000 to over 1 million packets of pasta. The number of accidents has fallen sharply from 20 to 2.__

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

ANNUAL REPORT

Re: Achievements this year

This year has been very successful for our company.

- production/output
- productivity
- sales
- profits
- investment
- turnover
- overheads
- absenteeism
- interests payable
- accidents

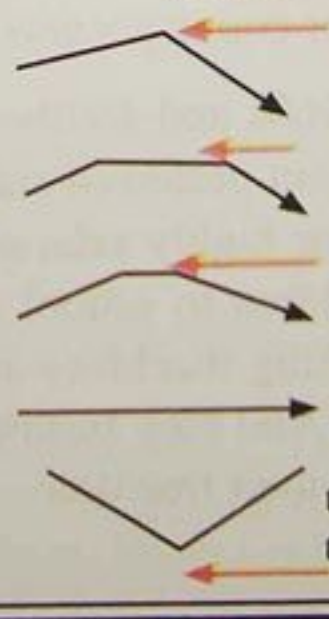
verbs	adverbs
rise, go up, increase, climb, grow	rapidly, quickly, suddenly, considerably, dramatically
	slowly, steadily, gradually, moderately

verbs	adverbs
decrease, fall, drop, decline	rapidly, quickly, suddenly, considerably, dramatically
	slowly, steadily, gradually, moderately

adjectives	nouns
sharp, considerable, steady, slight, gradual, relative	a rise, an increase, a fall, a drop, a decline, a peak/dip



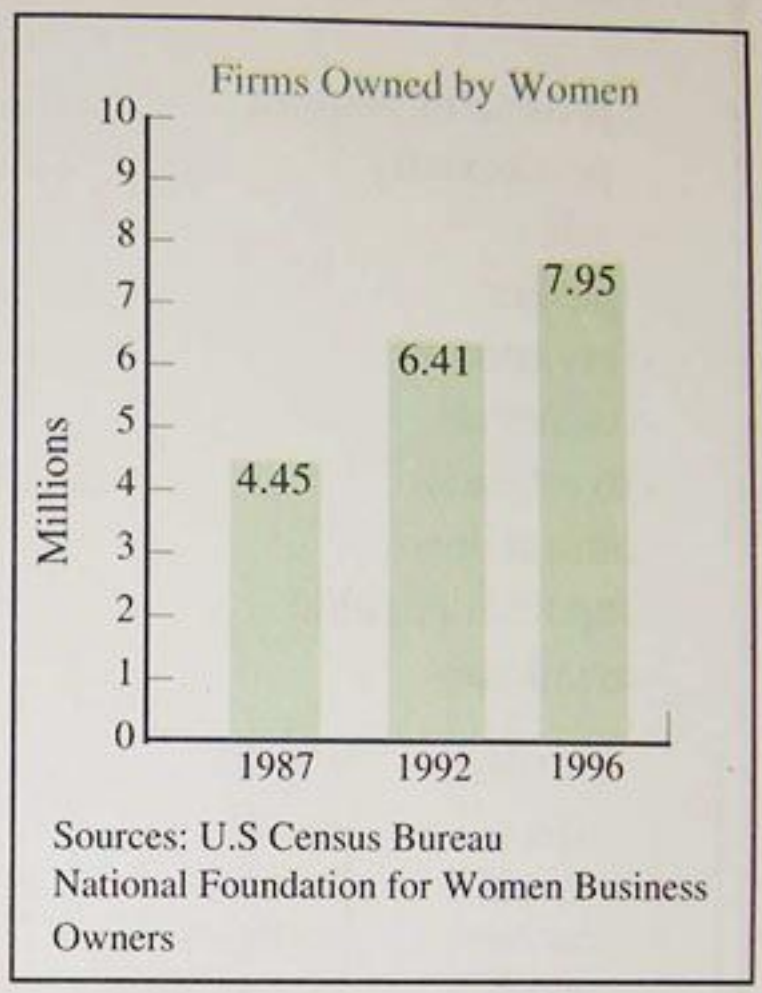
phrases



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

1 Look at the picture and the graph and say what each of them represents.





2 Read the text below and check your answers to question 1 above.

American Women at Work

Most American women went to work outside the home during World War II so that they might help in the war effort. War was raging in Europe and in the Pacific and Americans thought that the women's place was no longer in the home but in the factory. After the war, American women continued to work side by side with American men for some time in order that they might contribute to the re-building of their country's economy .

However, in the 1960s and 1970s, the number of working women started to decrease. Many of them preferred staying at home so that they could take care of their children. Their highly salaried husbands bought them cars so that they could drive their children to school and back home. They also supplied them with brand new washing machines and cookers so that they would spend less time on house work. And they furnished them with TV sets so that they might not feel bored during their free time.

elbassair.net
قلم الجزائر
WWW.DZREN.COM

This tendency to stay at home on the part of American women did not last long. Many of them felt the need to work outside home again in the late 1970s. At first, they went back to work in order to help their husbands support their families, but with time they learned the value of economic independence. So they stayed on the job market. A considerable number of them became business owners in the late 1980s.

❸ **Pair work. Read the text again and answer the questions below. Then practise asking and answering them.**

A. Why did American women go to work outside home during World War II?

B. Why did they continue to work after the war?

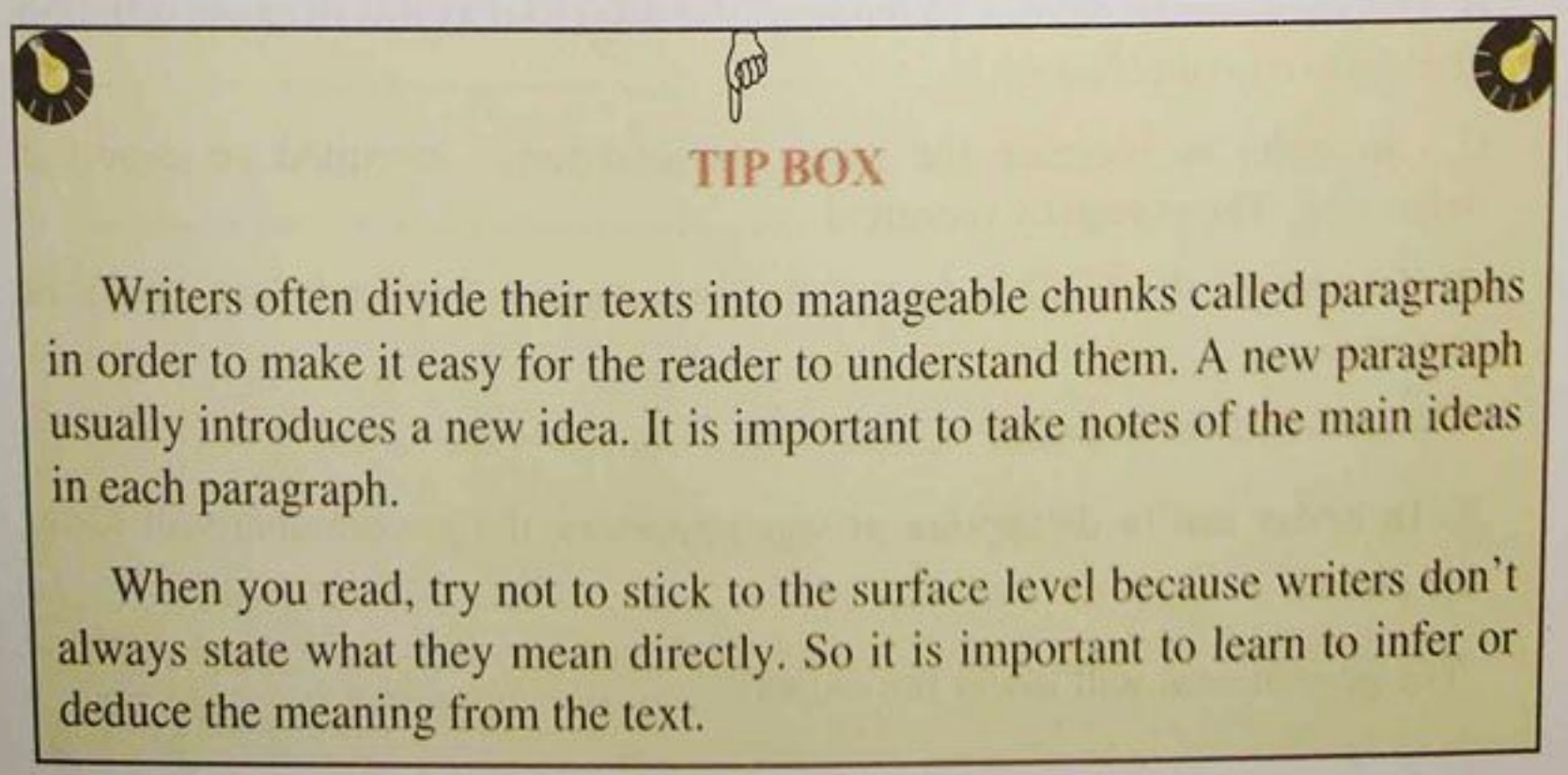
C. Why did many of them prefer staying at home in the 1960s?

D. What did their highly salaried husbands buy them cars for?

E. Why did they supply them with new washing machines and cookers?

F. What did they furnish them with TV sets for?

❹ **Read the information in the tip box below. Then deduce/infer the central idea developed in each of the paragraphs of the text above.**



TIP BOX

Writers often divide their texts into manageable chunks called paragraphs in order to make it easy for the reader to understand them. A new paragraph usually introduces a new idea. It is important to take notes of the main ideas in each paragraph.

When you read, try not to stick to the surface level because writers don't always state what they mean directly. So it is important to learn to infer or deduce the meaning from the text.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❑ Write it out

❶ Re-write the sentences of the text on the previous page which contain the link words so that and in order that using in order to/so as to /and to.

Example

Most American women went to work outside the home during World War II ***so that*** *they* ***might*** *help in the war effort.*

Most American women went to work outside the home during World War II ***in order /so as to*** *help in the war effort.*

❷ Re-write sentences A-E below using the link words and the modals in the box instead of the link words written in bold type. Make the necessary changes.

so that	may, can, will
in order that	might, could, would

A. She took more than forty word-processing lessons **in order to** have a job promotion.

She took ..... .

B. The government refuses to increase the wages **so as not to** cause inflation.

The government refuses..... .

C. In order to increase the sales, the company recruited an expert in marketing. The company recruited ..... .

D. To protect the local industry, the government imposed new tariffs on imports.

The government imposed ..... .

E. In order not to disappoint private exporters, the government will lower the duties.

The government will lower the duties ..... .

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❸ **Write a confidential report using link words so that/in order that and modals might/would/ could. Have a look at the tip box below first.**

TIP BOX

The **findings** are the main part of a business report. The other parts of a business report are **the terms of reference** given in the **introduction**, a **conclusion** and **recommendations**, in this case to the Board of Directors.

CONFIDENTIAL REPORT

Introduction:

The purpose of this report is to evaluate the performance of Leila Derradj, Production Manager of ***Autocar***, during the year 2007. The report details the decisions that Leila Derradj took month by month in several areas.

Findings:

Leila Derradj was appointed on 2 January, 2005 / increase / production.

- February / re-organize/ department/ have more control
- March /introduce break time for workers on the assembly line/ improve
- the same month/ flexible time for female employees of the company
- April/put /suggestion boxes/ workers give/opinion
- June/ hold a meeting with the workers/ they/participate in decision-making
- introduce new clause in work contract/ workers

Conclusion:

Leila Derradj's decisions/lead/ management style. The annual turnover

_____.

Recommendations:

_____

_____

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

COMPILING A BUSINESS PORTFOLIO

Your business portfolio will include:

A. letters/telegrams/fax and telex messages on business situations;
e.g ., an order form , a letter of enquiry, a thank-you letter , an advice of dispatch, an acknowledgement letter; a letter of complaint, a letter in reply to a complaint about poor service ...

B. letters on social situations related to business;
e.g., invitations, thanks for hospitality, condolences,congratulations, New Year wishes

C. other business documents such as

- a business/company organization chart, with a short description of how the company functions; (*See the model of the organization chart below.)*
- an annual report for the achievements of a firm (include graphs)
- a balance sheet
- a report on employees ...

D. two or three short biographies about famous economists.
e.g.,Frederick Taylor, John Galbraith, Milton Freedman, John Keynes...

Organization chart



elbassair.net
قلم الجزائر
WWW.DZPEN.COM

❶ Check over the language

Put a tick ✓ to indicate how well you know each of the language points in the checklist. Illustrate by giving relevant examples in each case.

I can …	very well	fairly well	A little
A. use the link word **to, in order to** and **so as to.**		✓	
B. use **in order not** and **so as not to**.			
C. **so that** and **in order that with** **a. may /might** **b. can/could/** **c. will/would** to express purpose.			
D. use the present perfect with **already**, **yet, just, still, since** and **for**.			
E. use the present perfect continuous with **for** and **since**.			
F. form new words by adding negative prefixes **in-** , **un-**, **mis-** ...			
G. establish links between spelling and pronunciation of words.			
H. ask and answer short questions.			

❷ Skills check

As to your skills performance, it will be assessed in the tasks sheet that your teacher will hand out to you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Exploring matters further

The Good Society

The good society, the type of society where the welfare of all citizens is ensured, accepts the basic market system and its managers, but there are some things the market system either does not do well or does badly. In the good society, these are the responsibility of the state.

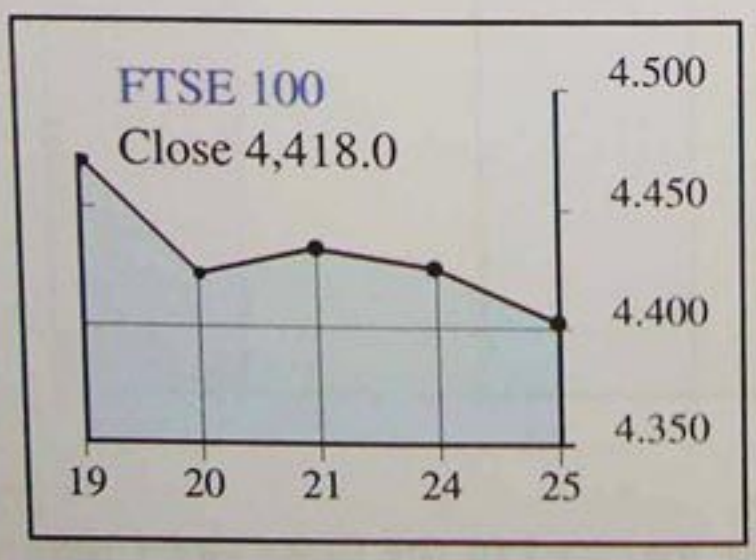
Some areas of state action are evident. In no country does the market system provide low-cost housing. This is a matter of prime importance and must everywhere be a public responsibility. Health care is also a public responsibility in all civilized lands. No one can be condemned to illness and death because of poverty.

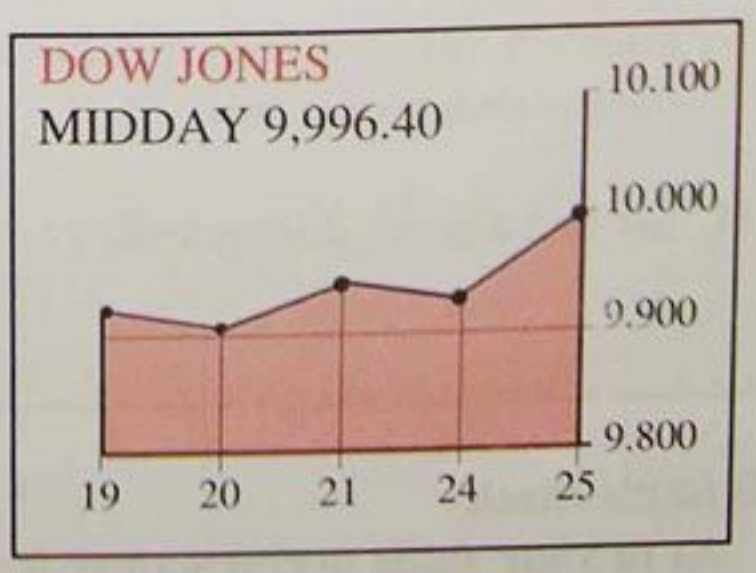
The state has many other essential functions. It must also be borne in mind that many of these - parks and recreational facilities, police, libraries - are more needed by the underclass than by the affluent. Those who attack the services of the state are those who can afford to provide similar services for themselves.

In the good society, there must also be attention to a range of activities that are beyond the time horizons of the market economy. This is true in the sciences, not excluding medical research. The market system invests for relatively short-run returns. To support science is pre-eminently the responsibility of the state.

Some of the truly important industrial achievements of recent generations- the great improvements in agricultural productivity, modern air transport, advanced electronics -- have depended heavily on such public investment.

(From ***New Statesman and Society***, January 28, 1994)





elbassair.net
قلم الجزائر
WWW.DZPEN.COM

STOCK MARKETS				
FTSE 100	4418.0	(-10.9) Nikkei	10962.93	(-138.71)
FTS all-share	2192.60	(-5.74) Eurotop	2137.51	(-10.54)
Dow Jones	9996.40	(+37.97)* CAC4O	3610.53	(-18.29)
Nasdaq Comp	1833.09	(+ 10.11)* DAX	3828.07	(-39.77)
*Denote Midday trading				

CURRENCIES	COMMODITES
STERLING	**NORTH SEA OIL** (Aug)
$ **1.8134** (1.7918)	Brent 15-day **$36.95** ($37.75)
£ **1.4990** (1.4952)	**Gold**
Yen **203.75** (201.75)	London close **$388.40** ($385.00)

(From ***The Financial Times***, Wednesday May 26, 2004)

Order form

Send cheque/P.O's to; Goldshield CLOTHES Direct
P.O. Box 99, Sudbury, Suffolk CO10 6SN

CODE N°	ITEM	QTY	AT	£ PRICE
S 245	WASHABLE BLAZERS	400		
S 243	STRAIGHT LEG TROUSERS	900	£20	
S 241	LONG SLEEVED SHIRTS	900	£7	
S 234	NECK PULLOVERS	300	£8	
S 232	FOOTBALL SHORTS	400	£3	
S 272	FASHION SKIRTS	300	£12	
	SUB TOTAL			
	POST & PACKING			
	TOTAL			

I enclose cheque/P.O payable to Goldshield CLOTHES Direct for £ __ or debt my Access/ Visa card # :_____

Expiry date: _____
Signature

Name Mrs/Ms/Mr _____
Address: _____
_____
Post code: _____
Phone. #_____
E-mail:_____

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Economic Freedom

Though the United States has not adopted central economic planning, we have gone very far in the past 50 years in expanding the role of the government in the economy. That intervention has been costly in economic terms. The limitations imposed on our economic freedom threaten to bring two centuries of economic progress to an end. Intervention has also been costly in political terms. It has greatly limited our human freedom.

An essential part of economic freedom is freedom to choose how to use our income: how much to spend on ourselves and on what items: how much to save and in what form ; how much to give and to whom. Currently, more than 40 % of our income is disposed of on our behalf by the government at federal, state and local levels combined.

Today you are not free to offer your services as a lawyer, a physician, a dentist, a plumber, a barber, a mortician, or engage in a host of other occupations, without first getting a permit or licence from a government official. You are not free to work overtime at terms agreeable to you and your employer, unless the terms conform to rules and regulations laid down by a government official.

You are not free to set up a bank, go into the taxicab business, or the business of selling electricity or a telephone service, or running a railroad, busline, or airline, without first receiving permission from a government official.

Freedom cannot be absolute. We do live in an interdependent society. Some restrictions on our freedom are necessary to avoid other, still worse, restrictions. However, we have gone far beyond that point. The urgent need today is to eliminate restrictions, not add to them.

(From Milton and Rose Friedman, ***Free to Choose***)

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

UNIT: 1/ SCRIPT

A radio talk

This is Jim Stanley from Radio Two. It's time for your favourite programme, ***What's new?*** Today, I'm going to interview a group of specialists about the changes that might happen over the next decade. Gentlemen, welcome. My first question is to Mr Welling. Mr Welling, what are your predictions about the changes in our eating habits for the next decade?

Mr Welling: Well, there will be changes in the next decade for sure. But we don't have the same degree of certainty about all of them. From what I see, we'll eat more GMFs - I mean genetically modified foods - than we do today. The good news in this possible change in our eating habits is that we might reduce hunger in the world.

Jim. That's really good news, Mr Welling. What about education? How sure are we about all this talk on teleschooling, Mrs Clarkson?

Mrs Clarkson: Mm… We've already made a lot of progress in computer technology. I'm sure that children won't go to school every weekday as they're doing now . They will be able to study at home using the computer.

Jim: Mr Kris, you're a specialist in home technology. Our homemakers are certainly waiting for your announcements. Is there any good news for them?

Mr Kris: Yes. We're currently developing robot home maids. In two or three years, these robots will probably be available for sale. Homemakers will do less housework then. It is also likely that they will do all their shopping by computer, 'online' as they say.

Jim: It's your turn Dr. Jones. What positive changes can we expect from the world of medicine?

Dr Jones: I'm sorry Jim to say that the expected changes are both positive and negative and we're not completely certain that they will happen in the immediate future.We may invent a cure for killer diseases like cancer, but new diseases may well infect us . Just look at the fears that the bird flu virus has caused all over the world recently.

Jim: May I ask you another question, Dr. Jones?

Dr. Jones: Please do.

Jim: Can pandemics like the plague come back in our modern times?

Dr Jones: The chances are small, but pandemics might well reappear in another form because of the easy contact that people across the world have with one another today.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Maya: Morning, Leila. How are you?

Leila: Fine.

Maya: What's wrong?

Leila: Nothing.

Maya: Come on, tell me what's wrong?

Leila: I told you. Nothing.

Maya: There must be something. Are you angry with me?

Leila: I'm just upset .

Maya: And why are you upset?

Leila: Ok. You made fun of me.

Maya: No, I didn't.

Leila: Yes, you did. You said, I was stupid.

Maya: When?

Leila: Yesterday, in front of all my classmates.

Maya: Did I ? I'm sorry I shouldn't have said that.

Leila: But you did .

Maya: Yes, but it's just because I had to say something to make my friends have a laugh.

Leila: I'm sorry, but you needn't have said that to me.

Maya: Ok, Leila, I'm really sorry. I realize that I was wrong.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Good morning everybody. My lecture today is about energy conversion. First, what is energy conversion? Conversion means change. For example, if you cook a meal, you burn wood, coal, gas or oil. Burning is a chemical change that changes fuel into energy.

Plants may be considered as the oldest converters of energy. They change energy from the Sun into chemical energy through a process called photosynthesis. Let me explain to you what photosynthesis exactly is. Well, photosynthesis is the basic process of food manufacture that takes place in green plants. An all-important factor in this process is the green pigment called chlorophyll. The name is applied to two related pigments, chlorophyll **A** and chlorophyll **B.** Chlorophyll is contained in minute bodies called chloroplasts, which are found in plant leaves. The radiant energy of the sun is captured by this chlorophyll. This starts a complex series of reactions. H2O , I mean water, is absorbed from the soil, and carbon dioxide that is to say C02, is derived from the air. Oxygen is released from plants and food, especially sugar, (C6H12 06) is produced during photosynthesis. Mind, as I said earlier, plants may be considered as the oldest converters of solar energy. But man can't do without them. In other words, they must be protected because they can't be replaced by man-made converters. We can't produce air, can we? The other reason why plants shouldn't be cut down is that we also depend on them for the food we eat.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Jamel: Tomorrow is (University) Open Day. I feel like going to the university to see how things work there. How about you?

Maya: Yeah, why not? We only have one year to go before we take our ***Baccalauréat*** exam. Which Faculty do you suggest we visit?

Jamel: Let me think. Mm…Why don't we visit the Faculty of Medicine? It is the Faculty that students visit most on Open Day.

Maya: Sorry, I don't intend to pursue my studies in medical sciences. If I pass my ***Baccalauréat*** I'll apply for registration in civil engineering; you know that, don't you? So I'd prefer to visit the Faculty of Civil Engineering instead.

Jamel: Well, we have the whole day for us tomorrow, so we could visit both. The campus of the Faculty of Medicine is quite close to that of the Faculty of Civil Engineering.

Maya: Fine. How shall we go?

Jamel: I suggest we go by bus. It's cheaper.

Maya: That's a good idea. What time shall we meet?

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Four Friends

Once upon a time, there was a master who had a donkey. That donkey was a good servant to him for many years. When the donkey grew old, the master did not know what to do with it. The donkey was afraid that its master would put an end to its life.So it began a journey towards the great city, 'for there,'it thought, 'I may turn musician'.

After it had travelled a little way, it saw a dog lying by the roadside crying.'What makes you cry so, my friend,'said the donkey. 'Alas, said the dog, 'My master was going to kill me because I am old and weak. So I ran away. But what can I do to earn my livelihood?' ' Listen,' said the donkey. 'I am going to the great city to turn musician. Suppose you come with me, and try to turn musician too.' The dog agreed to go, and they jogged on together.

They had not gone far before they saw a cat sitting in the middle of the road. The cat too was afraid that its mistress would would kill it because it could no longer chase mice at home. The cat didn't know what to do with its life. So it joined the group as soon as the donkey invited it to go to the city to turn musician.

Soon afterwards, as they were passing by a farmyard, they saw a cock perched upon a gate, and screaming with all his might. 'Why are you screaming so loud,' said the donkey. 'I'm angry,' said the cock. 'I'm growing old and my mistress wants to cut my head off, and make broth of me for the guests that are coming on Sunday!' 'Heaven forbid!' said the donkey. 'Come along with us to the great city and turn musician.' 'With all my heart,' said the cock. So they all four went on happily together.

The four friends walked until they reached a house in the middle of the forest. In that house lived robbers. The robbers were sitting round a table dining and making merry. It was dark and our friends were hungry and had no resting place to sleep in. So they consulted together and plotted to chase away the robbers. At a signal, they began chanting. The donkey brayed, the dog barked, the cat mewed, and the cock screamed; and then they all broke through the window at once. The robbers, who had been a little frightened by the opening concert, thought that phantoms had attacked them. So they ran away leaving the house and the food in it for our four friends. The next day they went all the way to the great city and started their own band. During the day, they sang their songs of wisdom to get some money, and at night they returned to their home in the forest. And this was what they continued to do until they died. They left more than a hundred sweet songs ... .

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

An interview with an earthquake expert

Interviewer: We do live in a region where some of the largest earthquakes in the world occur. We can't prevent an earthquake, but we can prepare for it to save our lives. We are fortunate to have Mr James Clancy, an earthquake expert, with us in the studio today. He will tell us how we can mitigate, reduce the dangers of earthquakes. Mr Clancy, good evening and welcome to Studio 5.

Mr Clancy: Good evening.

Interviewer: Mr Clancy. There is a lot of talk about mitigation these days? What does that mean precisely ?

Mr Clancy: Well, mitigation is a reduction of risks. I mean the kind of disaster we're exposed to during an earthquake. We can't do anything to stop earthquakes, can we? Well, in this case we'd better build sounder and stronger homes; improve the construction of roads, power stations and other public works; and above all, we'd better develop zoning regulations, and…

Interviewer: In short, mitigation means preparation for disasters that we can't prevent and stop. Is that right?

Mr Clancy: Yes, it is. We prepare ourselves so that the disasters won't hit so hard when they occur again.

Interviewer: Mr Clancy, apart from building sounder homes, roads and other public works, what other safety measures should be taken by ordinary citizens during, after, and before an earthquake?

Mr Clancy: Well, let's start with the safety measures during an earthquake. The most important rule is to stay calm. Don't panic. If you're inside a building during an earthquake, you'd better stand in a doorway, or crouch under a desk or table, well away from windows or glass dividers. You'd better not try to take the stairs and lifts. These are the most dangerous places during an earthquake. Now, If you're outside, you'd better stand away from buildings, trees, telephones and electrical lines as these may fall on you. On the road, you should drive away from underpasses and overpasses; stop in a safe area and stay in your vehicle. ...

elbassair.net
قلم الجزائر
WWW.DZREN.COM

Ali: You know Said, when I see all these hereditary diseases such as cancer and diabetes, I'm really worried about the future.

Said: Calm down Ali. After all, science is likely to find cures for all of them. You know, the other day I heard a genetic engineer say that in ten or twenty years' time they might help bring them to an end to, and prevent hereditary diseases.

Ali: You have said it, they might…. But you know that argument is based on ignorance of science. There are new diseases all the time, mad cow, bird flu ... Science also creates problems. It doesn't just solve them, you see.

Said: What do you mean?

Ali: Well, just think about genetic engineering since you have mentioned that. We can't simply take advantage of its progress without worrying about its undesirable consequences.

Said: Like what?

Ali: Well, look here. American scientists are doing research with sheep blood cells to make a universal blood which could be given to any patient while British scientists for their part are going to manufacture artificial blood with the fat of milk from genetically altered cows and sheep.

Said: Wait a moment! What is wrong with that?

Ali: What's wrong with that? Let me explain. Today animal organs can be used to save human lives. There is nothing wrong with it in principle. But what people don't know is that in transplanting animal organs to man we might easily transfer genes from one species to another. Said, suppose we had transferred chicken genes to our DNA before the recent bird flu epidemic what would have happened to humanity?

Said: Come on, Ali. Stop being so pessimistic! Think rather of what would have become of humanity if scientists had not been able to stop diseases like T.B. and polio.

elbassair.net
قلم الجزائر
WWW.DZREN.COM

A TELEPHONE CONVERSATION

PART ONE

Personal Assistant: Good morning 7213322. Can I help you?
Personnel Manager: Hello, Jane. I'm Chris Lee.

Personal Assistant: Yes, Mr Lee . Is there anything you'd like me to do?

P M: I spoke to you about personnel recruitment last week.. Have you typed the text for the advertisement yet?

PA: Yes, I have. And I've already placed the advertisement in the *Evening News*.

P M: Fine. That's all I wanted to know for the moment. I'll call you tomorrow to check how things are going. Goodbye.

PA: Goodbye, Mr Lee.

PART TWO.

Personnel Manager: So how are things going with the recruitment?

Personnal Assistant: Very well. We' ve received a lot of interesting applications and I've already got in touch with some good candidates on the phone.

PM: Excellent work. By the way, have you prepared the shortlist of the candidates yet?

PA: No. I haven't done that yet. I'll wait until the deadline for application is over. We may still receive some more interesting applications.

PM: What about the job interviews ? Have you arranged where they will be held yet ?

PA: Yes, I've already booked a meeting room at the Sheraton Hotel on Monday the twenty-first of June. ...

PM: That's fine. Goodbye.

PA: Goodbye.

elbassair.net
قلم الجزائر
WWW.DZREN.COM

①

GRAMMAR REFERENCE

Semi-modal: Used to

Form

Used + to + infinitive
Used to is the same in all persons

Unit 1, p.17

Meaning and use

1. Used to + verb refers to a **habit** in the **past**.

Examples:
I **used to** believe in ghosts; but now I don't believe in them any longer.
I know they don't exist.
"Does he watch cartoons very often?" " Not now, but he **used to**."
They **used to** go out a lot, but these days they prefer to stay at home .

2. Used to also refers to past situations/states that no longer exist.

Examples
She **used to** study in Ibn Badis Middle School, but now she studies in Lala Fadhma N'Soumer ***Lycée***.
This room is now a reading room of the school library. It **used to** be a canteen.
"What life **used to** be like here?" "It **used to** be fantastic."

3. Used to has **no** present simple tense form. So if you want to refer to a **habit** in the **present**, you must use the **simple present**.

Example:
I ~~use to~~ get up early. ⇨ I'm in the habit of rising early (**habit in the present**)

4. We can always use the **past simple** instead of **used to.** She **used to** smoke before I knew her = She **smoked** before I knew her.

5. We use **did** + **use** (not used to) to form questions and negatives of **used to**.

Examples:
Did you **use to** cry when you were a child?
I **didn't use to** cry.

6. We answer yes-no questions as follows:
"Did you **use to** live here ?" ⇨ "Yes, I **did.**" ⇨ No, I **did not/ didn't.**

7. We form question tags as follows:
They **used to** live here, **didn't** they?
They didn't use to live here, **did** they?

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

② The present simple tense

Form:

Unit 1, p.17

Affirmative	Interrogative	Negative
I/we/you/they/the children like fashion. He/she/the child likes fashion. The cat/it likes pet food.	Do I /we/you/they/ the children like fashion? Does he/she like fashion? Does the cat/it like pet food?	I /we/you/they/ the children don't like traditional clothes. He/she/it doesn't like traditional clothes. The cat/it doesn't like cold water.

Meaning and uses:

We use the simple present when we:

- talk about **habitual actions**. e.g., *I generally wake up at 7 on weekdays and at 8 at weekends.*
- talk about permanent truths. e.g., *Uncle Hassan works in a factory.*
- make future references to timetables. e.g., *The conference begins at 8.30 next Saturday.*
- make declarations. e.g., *I love you. I wish you full success.*
- give instructions. e.g., *You go straight ahead.*
- say how often we do things. e.g., *I regularly go for a check-up. Before he goes to work, he buys four bottles of milk.*

Pronunciation and spelling of the third person singular 's' in the simple present tense:

Spelling

Add **-s** to most verbs : live/lives, work/works/, eat/eats, run/runs

Add **-es** when the verbs end in **-o**, **–s**, **-ss**, **-sh**, **-ch** and **-x**

wash/washes - kiss/kisses - watch/watches - go/goes - do/does - mix/mixes

If the verb ends in a consonant + **y** (**- ry**, **ly, dy** etc) change the **y** to **ie** before **s.**

apply /applies , try/tries, study/studies …

Pronunciation

We pronounce **-s** as /**s**/ after voiceless consonants: /**k**/ coo**ks**, /f/ cou**ghs**, /**p**/ /dro**ps**/, /t/ ea**ts**.

We pronounce **–s** as /**z**/ after all vowel sounds and voiced consonants: /b/ ro**bs**, /d/rea**ds**, /g/ lo**gs**, /l/ trave**ls**, /m/ drea**ms**, /n/ clea**ns**, /v/ li**ves**.

We pronounce **–s** as /ɪz/ after /z/ lo**ses**, /s/ pa**sses**/, /ʃ/ pu**shes**, /dʒ/manage**s**,/ /tʃ/ stre**tches** and /ks/ mi**xes**.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

③ # Will or going to ?

Unit 1, p.17

In English, we often use **will** and **going to** to speak about future actions. But there is a clear difference in their uses.

A. The different uses of will ('ll)

will is used in the following ways:

1. making predictions (i.e., talking about something we know, or expect, will happen) e.g., *It'll be stormy tomorrow. There* ***will be*** *heavy rain in some areas.* (**weather forecast**)
2. expressing a decision about the immediate future.
   e.g., *'Which T-shirt do you want?' 'I'll* ***take*** *the green one, please.'*
3. making offers *"My head hurts." " I will fetch you an aspirin."*
   (*Not ~~I fetch an aspirin~~.*)
4. giving orders/making requests
   e.g., *Come here, will you? Will you take your seat please.*

Will is also used in the following cases:

5. with words and expressions like
   probably, I think, I hope, I'm sure, I bet , I suppose ...
   e.g., They **will probably** invent a vaccine against diabetes.
6. in **time** or **conditional** sentences referring to the future:
   If I succeed in my exams, I'll specialise in mathematics.
   When *I finish my studies, I'll work in the Sahara.*

B- Be + going to + verb

1. This form is usually used to talk about pre-arranged plans or intentions. The decision has been made before the moment of speaking.
   e.g., *'Do you remember the dress I was talking about?*
   Yes. ***Are*** *you* ***going*** *to buy it? (Not ~~will you buy it~~ ?)*
2. It is also used to talk about something that will happen in the future and for which we have present evidence.
   e.g., ***It's going to rain.*** *('I can see the clouds.')*

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Modals may /might/ could

④

Forms of may and its functions

Unit 1, p.22

FORMS	FUNCTIONS
Bashir is absent. He **may be** ill.	Possibility
It **will** rain tomorrow in North of Wales. (Weather forecast)	Prediction (sure)
It **may rain** tomorrow. The sky is a little bit cloudy today.	
It **might/could** rain tomorrow, but there are no clouds in the sky.	Future possibility. (not sure)
	Remote possibility. (less sure)
I haven't done well in the exams. I **may not** (~~may~~n't) pass.	Negative of may (possibility)
May I /we go out?	Asking for permission
Yes, you **may**.	Giving permission
No you **may not**/ mayn't. No, you can't.	Refusing permission.
Don't eat a lot of su~~g~~; you **might/could** have diabetes.	Expressing a warning
"I'm not good at maths." "Well, you **might/could** revise with me."	Making a suggestion
May God bless you.	Expressing a wish

Note: a. In the interrogative form, we use may **only** for asking permission.

b. We can't ask questions about possibility with **may.** Instead we can use **can, could** or **might**.

~~May~~ **Can** I fail in my exams?

c. There is a difference between **cannot** and **may not** when they are used to speak about possibility.

I He **can't** come to the party. He is in hospital. (I'm sure)

It is not possible that he will come because he is in hospital.

He **may not** come to the party. He is busy. (I'm not sure)

I He **may** come if he is free, but on the other hand he **may not** if he is still busy.

d. We can add **well** or **possibly** to **may**. We add **well** if we are more sure, and **possibly** if we are less sure.

"Can I fail in my exams?"

"I don't know. You may **possibly** fail, but on the other hand you may **well** succeed."

e. You can use **can, could** and **may** for asking permission, but **could I?** and **May I?** are more formal and polite than **can I?**

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

⑤ **Relative pronouns (1)**

Unit 1, p.25

1. Who, which and that as subjects of a defining relative clause.

A. Relative clauses about people

We can join simple sentences (**a** and **b**) below with **who** and **that** to form a complex sentence:

a. The police have found **the boy**. **b. The boy/He** disappeared last week.

The police have found the boy **who/that** disappeared last week.

- **"Who"** and "**that**" are relative pronouns. We use them to refer to people . In this particular case, they refer to '**the boy**'.

We use them in place of noun subjects (the boy) or pronoun subjects (I, you, he, she, etc.).

B. Relative clauses about things and animals

We can join simple sentences (**a.** and **b.** below) to form another complex sentence.

a. That's the cat. **b.** It belongs to Becky.

That's the cat which/that belongs to Becky.

" Which" and "**that**" are relative pronouns. We use them to refer to things and animals. In this particular case, which and that refer to **the cat.**

2. Who, whom, which and that as objects of defining relative clauses

A. Relative clauses about people

-We use **who, whom** and **that** to refer to people. We use them instead of noun objects or pronouns object (me, you, him, her, them…).

Example: This is the man. I wanted to see him.

This is the man who/whom/that I wanted to see.

B. Relative clauses about things and animals

We use which and that instead of **noun objects** or **pronouns object (it/them)** to refer to animals and things.

Example

This is the house. Jack built **it**.

This is the house **that/which** Jack built.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Relative pronouns (2)

Unit 1, p.25

3. whose and where

A. We use **whose** in relative clauses instead of his/her/ their to refer mostly to people.

Example: A widow is a **woman**. **Her** husband is dead.
A widow is a **woman whose** husband is dead.

B. We use **where** in relative clauses to refer to places.

Example: The restaurant was very clean. We had lunch **there (in the restaurant).**

The restaurant **where** we had lunch was very clean.

4. Function of defining relative clauses

- Defining relative clauses give **essential information** about the people, things and animals they refer to in order to identify what/who we are talking or writing about. *Example: This is the man **who** saved my life.*
- We use no comma before the relative pronoun in defining relative clauses.

5. Relative pronouns in non-defining relative clauses

- We can also use **who**, **which**, **who**, **whom**, but not **that** in non-defining relative clauses.
- Non-defining relative clauses give **extra information (information not essential)** for identifying what or who we are talking or writing about.
- We use commas before relative pronouns of non-defining relative clauses when the latter occur in the final position. (see sentence e. below)
- We also use commas after a relative clause when it occurs in the middle position. (see sentences a. , b., c. and d.)

a. London**, which** is the capital of Britain**,** has over 8 million inhabitants.
b. Ali's father**, who** is 70**,** walks 10 kilometres a day.
c. Abdelkader**,** whose mother is American**,** speaks Arabic and English fluently.
d. Bob Dylan**, whom** I like so much**,** is American.
e. Abdelkader lives in a rented house**, which** is nearly 5 kilometres away from his work place.

Note

A relative clause follows the noun it refers to. So it fits in the position where the noun or the pronoun it refers to occurs. It can occur either in the middle or the final position.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Comparatives of adjectives

Unit 1, p.26

I. Comparatives of equality

A. Comparative of positive equality: as + adjective + as

Your house is **as big as** your neighbour's.

This exercise is **as difficult as** the one we did yesterday.

B. Comparatives of negative equality: not + as/so + adjective + as

The Thames is **not as/so long** as the Nile.

(= The Nile is longer than the Thames.)

2. Comparatives of superiority

To compare two things, two animals, two people etc., we use the following comparative forms: **Adjective + er + than**

More + adjective +than

A. We use **adjective + er + than** in the following cases:

a. Adjectives of one syllable :

The Nile is long**er than** the Thames.

It is hot**ter** in the Sahara desert **than** in the Gobi desert.

b. Adjectives ending with **-y, -w** , or **–le.**

My satchel is heav**ier than** yours.

This street is narrow**er than** that one over there.

Your teacher is **more** gentle **than** mine. = Your teacher is gentl**er than** mine.

Note:

In adjectives with **one** syllable ending with a **consonant + vowel + a consonant** (e.g., **hot** or **big**) we **double** the consonant (hot**ter,** big**ger**).

- We add **–er** to adjectives ending with **w** and **y,** even if they have **more than one** syllable.
- We transform **-y** into **i** in adjectives ending in **–y.**
- We can use either more + adjective or adjective + er with adjectives ending with **le.**
- **Good** and **bad** have the following irregular comparative forms of superiority.

Good → **better** bad → **worse**

B. We use **more + adjective + than** with adjectives which have **more than two syllables.**

A meal in a restaurant is **more expensive than** a sandwich.

III. Comparatives of inferiority

We use **adjective +less + than** with all adjectives.

A sandwich is **less** expensive **than** a meal in a restaurant.

Short adjectives may have other adjectives as their opposites.

Wool is less light than stone. → Stone is **heavier than** wool.

Comparatives of adverbs

The rules for the formation of comparatives of **adverbs** are the **same** as those for the formation of adjectives.

e.g., Becky came to school soon**er than** Paul yesterday.

The tortoise runs **less** quickly **than** the hare.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

⑥

Superlatives of adjectives

Unit 1, p.26

Superlatives of superiority

Form

To compare **three** or **more things, animals, people** etc. and **pick out** one thing, one animal, or one person as being **more "superior" to** all others we use the following **superlative** forms of adjectives:

The { adjectives + -est / most + adjective } + in /of …

Use

1. Use **the + adjective + -est** with the following adjectives:

A: Short adjectives (one syllable adjectives)

I have **three** brothers. I am the **oldest** and **the tallest of** them all.

The Sahara is **the hottest** desert **in** the world.

B. Words of more than one syllable ending with ow or y

The Kasbah has the narrow**est** streets **in** Algiers.

The health**iest** dish **in** this menu is boiled rice.

The **best** place where you can eat good food is home.

2. Use **the + most + adjective + in/of …** with longer adjectives.

The most difficult subject in school is Mathematics.

Note: The changes in spelling of superlatives of adjectives follow the same rules as those for the comparatives of adjectives.

Superlatives of good and bad : good → the best bad → the worst

The best student **in** my class is Leila.

The worst time of the year is the end of the summer holidays.

Superlative adjectives of inferiority

Form : the least + adjective + in/of

The least careful driver **in** my family is my father.

Superlatives of adverbs

The rules for the formation of superlatives of adverbs are the same as those for the formation of superlatives of adjectives.

e.g., Becky is the student who comes **the** earli**est of** all her classmates.

The tortoise moves **the most** slowly **of** all pets.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

⑥ Comparative and superlative forms of quantity words

1. Forms

Unit 1, p.26

Quantity word	Comparative form	Superlative form
many	more	the most
much	more	the most
little	less	the least
few	fewer	the fewest

2. *Examples*

A. Comparative and superlative forms of many and much

I haven't got **many** books.

My sister has got **more** books than I. **Most** of them are old.

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

Note: More and the most are the comparative and superlative forms of **many** with **countable nouns.**

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

B. Comparative and superlative forms of little and few.

There is **little** rain this year.

Yes, but there was even **less** rain last year.

Our school has few boy students. There are 100 boys and 400 girls.

Our school has even fewer boy students. There only 50 boys.

My friend's school has **the** fewest boy students. You know, there are just 20.

Note: The comparative form of **little** is **less,** not littler.

We can also use adjectives like **a smaller + quantity/amount** to replace **less.**

Example: There is **a smaller quantity of** water in this well **than** in that one over there.

The superlative forms of **little** is **the least**, but we can also **the smallest + quantity**

Example: Kader has **the smallest amount of** money in his pocket.

ADVERBS WITH IRREGULAR COMPARATIVES AND SUPERLATIVES

Adverbs	Comparatives	Superlatives
well	better	the best
badly	worse	the worst
little	less	the least
much	more	the most
far	further/farther	the furthest/farthest

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

⑦ The present progressive tense (or the present continuous)

Unit 1, p.29

Form

The progressive form is formed with the present simple form of the verb be + the ing form of the main verb: am/is/are verb+ing

Affirmative	Negative	Interrogative
I am travelling on Friday. You/We/They are travelling on Friday. She/He/It is travelling with us on Friday.	I am not travelling on Friday. You/We/They are not travelling on Friday. She/He/ It is not travelling with us on Friday.	Are you/we/they travelling on Friday? Is she/he/it travelling with us on Friday?

Spelling

How to add -ing to a verb in the present continuous.

We add **-ing** to most verbs without changing the base form: sing**ing**/ drink**ing**.

* If a verb ends in **-e**, we leave out the **–e** and add **-ing** : e.g., write → writ**ing**
* The exceptions to this rule are: be → being; see → seeing; agree → agreeing.
* If a one-syllable verb ends in a single vowel followed by a consonant, we double the consonant. e.g., **sit** → sitting; pl**an** → pla**nn**ing; st**op** → sto**pp**ing .
* If a verb has more than one syllable, we double the final consonant **only if the final syllable is stressed**. e.g.,be**gin** /bɪ'gɪn/ → begi**nn**ing; but **vis**it /'vɪzɪt/ → visiting.
* Y does not change before **–ing**. e.g., study studying
* If a verb ends in **–ie**, we change **–ie** to **y** before **–ing**. e.g., to d**ie** → d**ying**.
* If a verb ends in **–ic**, we change **–ic** to **–ick**. e.g., pan**ic** → pan**icking**.

Uses

We use the present progressive (continuous) when we refer to:

- actions happening (in progress) at the moment of speaking:
  e.g., *We are singing at the moment.*
- situations that are changing:
  e.g., *The population of the world is rising very quickly.*
- to temporary actions, not necessarily at the time of speaking:
  e.g., *They're studying Russian at a foreign language school in Constantine.*
- **future plans and arrangements.** (In this case we use a time adverbial with future reference): e.g., *I'm going to England* ***tomorrow/ next week/next year/on July 3.***
  (Not ~~I'll/ will go to England~~.)

Note: We usually don't use the present continuous with perception verbs (see, hear, feel …), emotion verbs (want, like, dislike, hate …), wishing verbs (wish, hope …), and verbs of thinking (think, know …) because they are **stative verbs**.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

⑧

Modals can and could and verb idiom be able to

Unit 2, p.39

Forms of can and could

Positive statement I/You/He/She/We/They/It	**can/could**	verb.
Negative Statement I/You/He/She/We/They/It	**cannot/could not** **can't/couldn't**	verb.
Question **Can/colud**	I/you/he/she/ we/they/it	verb?

Negative Question **Can't Couldn't**	I/you/he/ she/we/they/it	verb?
Can/Could	you/he...	**not** + verb?

The verb that **follows** can/ could is in the **infinitive without to.**

Be able to is a verb idiom. It replaces **can** in tenses of the future and may replace it in tenses of the past.

Meaning and use

Ability:She **/can /could/ will be able to/ was able to /has been able to** swim.

- *Mary **can** swim 1000 metres **now**.*
- ***Ten years ago**, she **couldn't** swim at all.*
- ***Last year** her boat **sank in the English Channel,** but she **was able to** swim to the shore.*
- *She **will be able** to travel around the world by boat **soon**.*
- *Unfortunately, she **hasn't been able to** swim since the accident.*

Permission: ***Can** I stay in class during the break? Yes, you can.*
***Could** I stay in class during the break? Yes, certainly.*(more polite)

Prohibition: *You **cannot /can't** stay in class during the break.*

Requests: ***Can/ Could/ will/would** you help me, please?*

Possibility: *The weather **can** be very hot in Algiers.*

Impossibility: *She **cannot /can't be** poor. She earns a monthly salary of £ 4000.*

Note: When we speak about **ability** or **inability** to do something, we generally use:

- **can** or its negative (**cannot** and **can't)** when we refer to the present,
- **could** or its negatives (**could not/couldn't)** when we refer to the past,
- **will be able/won't be able to** when we refer to the future,
- **was able/ wasn't able to** when we refer to something (exceptional) that happened on a particular occasion in the past,
- and **has been/have been able to** when we conjugate **can** in the present perfect.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

⑨ Modals of obligation and necessity

1. Must

Unit 2, p.46

Forms:

Positive	Negative	Interrogative
I/you/he/she/they/we **must** go now.	I/you/he/they/we **must not/mustn't** go now.	**Must** I /he/go now? When **must** I/you… go?

Meanings

Must = obligation

We use **must** when we think it is important or essential to do an action.

In England, you **must** drive on the left, but in Algeria, you **must** drive on the right.

Mustn't = negative of obligation (prohibition)

We use **mustn't** when we think that it is important or essential **not to do** an action.

We **mustn't** drive fast here. The road sign says that the speed limit is 50 kms per hour.

2. Have to

Forms:

Positive	Negative	Interrogative
Zohra is a nurse. Sometimes she **has to** work on weekends.	Yasmine is a teacher. She **does not have/ doesn't have to/needn't** work on weekends.	"**Does** Yasmine have to work on weekends?" "Yes, she does."

Meanings

Have to: obligation

In **positive** sentences, we often use **have to** to express obligation. In this case, **have to** is little different from **must.**

In Algeria, you **have** to be 18 before you're allowed to take your driving licence test.

Have to: Necessity

We can use **have to** to talk about an action that is necessary.

We **have** to eat in order to live. (Eating is a necessity because there is no other possibility for staying alive.)

Compare

You don't have to/needn't do this exercise. It's **optional**. Absence/lack of obligation.

You mustn't cheat in the exam. It is **forbidden**. Prohibition/ negative obligation.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

⑩

The active and passive voice

Unit 3, p.61

Voice is a grammatical category. It expresses whether the subject of the verb is the agent of the action (the active voice) or whether the subject of the verb is the object of the action (the passive voice).

In the sentence *A lot of chemical industries pollute the rivers*, the verb (pollute) is in the active.

If you turn it round and say *The rivers are polluted by a lot of chemical industries* the verb (are polluted) is in the passive. You can use the passive **only with transitive verbs.**

Form: How to change the active voice to the passive one.

A. Affirmative

Past simple

Subject	Verb	Object
The plant	released	oxygen

Subject	Verb	Agent
Oxygen	**was** released	**by** the plant.

Present simple

Subject	Verb	Object
The plant	releases	oxygen.

Subject	Verb	Agent
Oxygen	**is** released	**by** the plant.

Present perfect

Subject	Verb	Object
The plant	**has** released	oxygen.

Subject	Verb	Agent
Oxygen	**has been** released	**by** the plant.

future simple

Subject	Verb	Object
The plant	will release	oxygen.

Subject	Verb	Agent
Oxygen	will **be** released	**by** the plant.

Modals

Subject	Verb	Object
We	must/can/could/may/ might conserve	our resources.

Subject	Verb	Agent
Our resources	must/can/could/may/ might **be** conserved	by us.

When we turn an affirmative active sentence into a passive one, we go through important steps:

1. Move the subject of the active verb to the end of the sentence, and put **by** in front of it.

2. Move the object of the active verb to the front of the sentence, so that it beomes the passive subject.

3. Turn the verb from active to passive. You do this by adding a form of the auxiliary verb **be** and the **past participle** of the main verb.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Unit 3, p.61

B. Interrogative

[Wh]	Auxiliary	Subject	Verb	Agent
When	was	the Kyoto Protocol	signed ?	
Who	has been		arrested	by the police?
How	is	oxygen	produced?	
Where	will	the conference on global warming	be held?	
What	should must can could		be done to protect the environment?	
	Was Has Is Will	the treaty on gas emissions the treaty on oil shipping the Amazon rainforest the next conference	signed been signed protected be held	by all countries? by all the parties? by the government? in Algeria?

Uses

We use the passive voice when

a. we focus on the action rather than the performer/doer of the action.

e.g., *The next meeting on the conservation of animal species will be held in Algiers.*

b. describing a process or how something works .

e.g., Carbon dioxide is absorbed and oxygen is released by the plant during the day. At night the process is reversed.

c. the performer of the action is unknown, uninteresting, unimportant or obvious.

e.g., Thousands of acres of forest trees were burned.

e.g., The world's first geothermal plant was built in Italy in 1904.

d. we want to avoid beginning a sentence with a complex subject.

e.g., ~~*Timber companies which look for easy money*~~ *fell most trees.*

Most trees are felled ***by timber companies which look for easy money.***

Note: When we want to say who does the action of the verb in a passive sentence, we use **by** and then say who does it.

e.g., The fire was started **by** children who were hiking in the forest.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The conditional

Units 4,7 pp.81-140

If is a conjunction which introduces a **condition** (something which may or may not happen depending on circumstances).

There are **four** main kinds of condition.

If -conditional: type zero

Form

If + ___ present simple_____, _____ present simple ___

Meaning

This type of condition has the present simple in both clauses, and means that the condition can be true at any time. In this type of condition,**if** can be replaced by **when** or **whenever.**

If/when/whenever you **heat** water at 100 degrees Celsius, it **boils.**
Water **boils** if/when/whenever you **heat** it at 100 degrees Celsius.

Note

When if means if it is true that , the present simple does not describe some thing true at any time or a general habit. So when cannot replace if.

If = (If it's true that) ~~when~~ you take this medicine, you will soon feel better .

If-conditional: type I

Form:

If + … PRESENT SIMPLE… , …+ **will** (or **'ll**)/ **will not** (or **won't**)…

If I see Abdelkader, I will invite him to the party.
We'll go to the beach tomorrow **if** it's sunny.

Meaning:

We use the first conditional to talk about things that are **possible in the future.** (It's possible that it will be sunny. **So** (likely result) we'll go to the beach tomorrow.)

future possibility	result
If it's sunny,	we'll go to the beach

Note: We do not use **will** in the if-clause, even though it refers to the future.
If I ~~will~~ pass my Brevet, I'll celebrate.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

The conditional

Units 4,7 pp.81-140

If conditional: type II

Form

If + … PAST SIMPLE …, + would (or ' d)

a. If I **were** you, I **would** apologise.

b. If the Martians **invaded** our planet one day**,** they**'d** kill us all.

Meaning

We use the second conditional to talk about the present, and to imagine something totally different from the real situation now or in the future.

In sentence **a,** the speaker is just imagining himself /herself that he is me. But he can't really be me.

In sentence **b,** the speaker is just imagining that one day the Martians will invade our planet. But we know well that Martians do not exist.

Note: You can use **were** for all forms of **be** in the if-clause of the second conditional.

If she/ he/ Karim was/were rich, he/she would travel to Australia.

If-conditional: Type III

Form

If + ___past perfect ___, _____'d/would have _____+ past participle ___

Meaning

If I had been a little bit taller, I**'d/would have joined** the Army.

I**'d/would have joined** the army if I **had been** a little bit taller

We use Type 3 conditional when we imagine a **different past**, i.e.,**an unreal past**. In the example above, the speaker **was not tall enough**. So he could not join the Army.

Other forms and uses of the conditional

A. **If + present simple, ___imperative ___.**

If you**'re** happy, **clap** your hands.

B. **if + present + modal + verb**

If you fall, you may/can hurt yourself

If it fails to start, you should/must check the battery.

C. **If +past simple + might/could + verb**

If Martians invaded our plane, they could exterminate us.

D. **If +past perfect + might/could + have + past participle.**

If she had known about your difficulties, she might have helped you.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Past simple and past continuous

Unit 5, p.101

The Past Simple

We use the Past Simple to talk or write about a **completed** event or state in the **past**.

Last Saturday/Yesterday/ two days ago …, I **went** to the cinema.

The Past Continuous

We use the **Past Continuous** to talk about an action or a state that was in progress in the past. This action or state continued for a temporary period , but not up to the present.

Yesterday Badis and Farouk played football. They started at 10 and finished at 12.

"What were Farouk and Badis doing at 11 yesterday?"

"They were playing football (at 11)."

"They were playing football" means that the action of playing football was **in progress**. It was **not** completed because it was only at 12 that they finished playing football.

The Past Simple and the Past Continuous in subordinating clauses of time

1. We often use the **Past Simple** to talk or write about **one completed event that followed another completed event.**

Example: **When** Farid **left** Middle School, he **trained** as a carpenter. He **got** a diploma after two years, and **started** a small business in carpentry.

Farid left Middle School, **then** he trained as a carpenter ….

2. We can use the **Past Continuous** and the **Past Simple** to talk or write about an **action** that was in **progress**, when **another action** happened/**interrupted** it.

Examples: **While/when** I **was watching** a film, the **telephone rang**.

I **was watching** a film **when** the telephone **rang**.

I saw the robber **as** he **was leaving** the bank

3. We can use the **Past Continuous** to talk or write about **simultaneous** actions (happening at the same time) in the past.

I **was playing** football **while** my brother **was reading** a book.

While my brother **was playing** football, my sister **was listening** to music.

Compare

When my sister **arrived**, we **were having** lunch.

→ We **had already started** lunch **before** my sister **arrived**.

When my sister **arrived**, we **had** lunch.

→ My sister **arrived** first **and then** we **had** lunch.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

①②

The past perfect simple

Unit 5, p.101

FORM

The past perfect simple is formed with ***had + past* participle**.

Affirmative I/He/She/We/They**'d/*had finished***.

Negative I/He/She/We/They**'d *had not* (*hadn't*) *finished***.

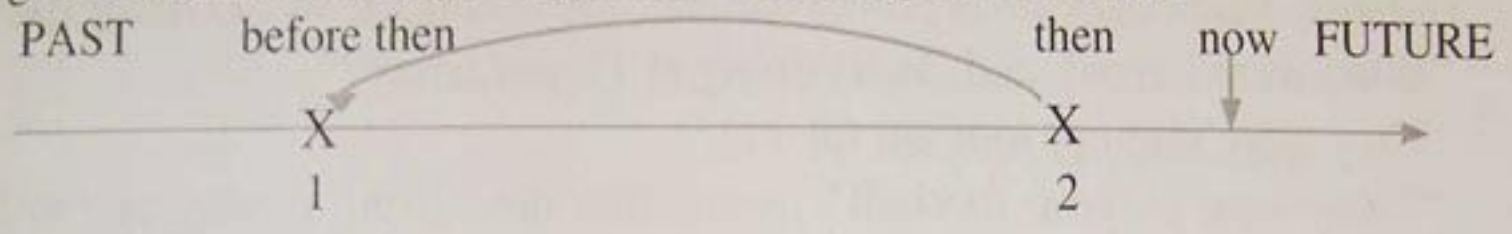
Question ***Had*** he ***finished***?

Short answers Yes, he ***had***. / No, he ***hadn't***.

USES

A. The past perfect simple is used to refer to events that happened before other events in the past. We use it to be clear about this time relationship.

e.g. The thief had already disappeared when the police arrived.



We often use the past perfect simple with ***when***, ***before***, ***after***, ***by the time***, ***as soon as*** ***by the time that***, ***until*** *and* ***since***.

Note these constructions:

(past perfect simple) **when/before / by the time / (ever) since** (past simple)

(past simple) { **until / after** } (past perfect)

e.g., The accident **had happened before** we **arrived**.

They **didn't go** back to their homes **until the firemen had checked** the gas.

{ * **After / As soon as / When** } (past perfect simple), (past simple).

{ By the time / When } (past simple), (past perfect)

e.g., **As soon as** the plane **had crashed**, the firemen **arrived**.

By the time he **arrived**, they **had left** the office.

B. We use the past perfect when we turn sentences containing the present perfect and simple past into reported speech. (Cf.**reported speech,** pp. 205-206)

e.g., He said, "I was/have been here ". → He said that he **had been** there.

C. The past perfect is also used in **if-clauses** to refer to unreal past states and actions. e.g., If they had qualified for the quarter finals, they would have won the cup.

Adverbs with the past perfect simple

Certain adverbs are also common with past perfect verb forms; for example, *just, already, yet, ever, never, before.*

- We put *just*, *already*, *ever* and *never* between **had** and the **past participle**.

e.g., It was the most terrible event I **had** ever **experienced**.

- *Before* in this use always comes at the end of the clause.

e.g., Such an earthquake **had never occurred** before.

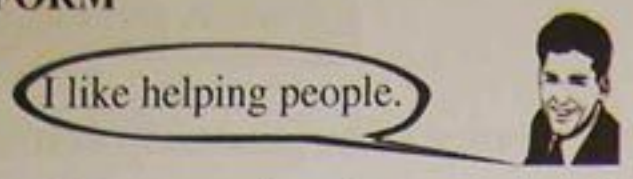
- Yet can come at the end of the clause or, in a negative statement, between **hadn't** and the **past participle**. e.g., He hadn't **(yet)** finished his work **(yet)**.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

①③ Direct speech and reported (indirect) speech

Unit 6, p.121

FORM



When reporting what someone else has said, we can either repeat the exact words
e.g., Sofiane said, "He likes helping people". (Direct speech)
or use the form of language called indirect or reported speech (e.g.,

Sofiane { said that he liked helping people.
told Rashid / me/her/him/ us/them/ that he liked helping people.

A. Reported speech in statements

a. When we use reported speech, the verbs in the reported statement usually change to the past when the reporting verb is in the past simple tense.

Direct speech	→	Reported speech
Subject + said/told me/her, __	→	Subject+ said/told her/him (that) _
"I **work** for a charity."		"s/he **worked** for a charity".
"We **'ve (have) worked** for a charity for two years."		"they **had worked** for a charity for two years."
"We **worked** yesterday".		they **had worked** the previous day.
"We **'ll (will)** work for a charity."		they **would** work for a charity
"I **can** work for a charity."		he **could** work for a charity
"I **may** work for a charity."		he **might** work for a charity

b. Other words which refer to time and place may also change in reported speech when the reporting verb is in the **past simple tense.**

Direct speech →	Reported speech
this/these →	that/those
Here →	there
now →	then or at that moment

Direct speech →	Reported speech
today →	that day
yesterday →	the previous day
tomorrow →	the next day

e.g., They said, "We finished our work here yesterday".
→ They said that they had finished their work there the previous day .

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

Unit 6, p.121

B. Reported speech in questions

a. Reported speech in wh-questions

Reported questions are not real questions so the word order is the same as in normal statements.

Direct speech	→	Reported speech
He asked,		He asked her
"Where have you worked before?"	→	where she had worked before.
"Which charity have you worked for?"	→	which charity she had worked for.
"When did you start working for a charity?"	→	when she started working for a charity.
"How did you do it?"	→	how he had done that.
"What do you think?"	→	what I thought.

b. Reported speech in yes/no questions

When we report yes/no questions, the reporting verb is followed by if or whether.

Direct speech	→	Reported speech
She asked,		She asked her
" Have you contributed anything?"	→	if/whether she had contributed anything.
"Did you help her in any way?"	→	if/whether she had helped her in any way.
" Was it your turn or Ali's?"	→	if/whether it had been my turn or Ali's

Note

A. In statements say and tell are the most common reporting verbs. Here are some do's and don't's about their use.

He said it was beautiful. He said me/her/him/them/us it was beautiful He said to me/her/him/them/us it was beautiful.	He told it was beautiful He told me/her/them/us it was beautiful. He told to me/her/him/them/us (that) it was beautiful.

B. The verbs ask and tell are used to report requests and orders.

" Help me".	→	He told/asked me to help him.
"Don't help him."	→	He told/asked me not to help him.

C. In reported speech we also use other reporting verbs such as advise, refuse, apologize ... because it is not always necessary to repeat what the person said.

" I'm sorry. I'm late."	→	He apologised for being late.
" I won't do it again."	→	She promised not to do that again.

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

①④ **Link words expressing purpose**

Unit 8, p.162

A. To / so as to and in order to

● We use to, so as to and in order to to express the purpose of an action.

They went to England { ***in order to*** / ***to*** / ***so as to*** } *learn English.*

●To express negative purpose, we use **not** to, so as **not** to and in order **not** to.

*The company has increased the wages in order **not** to disappoint its workers.*
*so as **not** to*

*They went to England **not to** learn English, but **to** do business.*

B. So that and in order that

We can also use so that and in order that to express the purpose of an action.

a. so that/in order that + modals will, can and may.

*We **are advertising** the new product so that consumers* { ***can*** / ***will*** / ***may*** } *know about it.*

b. so that/in order that + will not/won't

*We are advertising the old product so that consumers **won't** forget about it.*

c. so that/in order that + modals should/would/might/could

We advertised them { ***so that*** / ***in order that*** } *consumers* { ***would*** / ***should*** / ***might*** / ***could*** } *know about them.*

d. so that/ in order that + wouldn't/might not/could not

They arrived at the shop early { ***so that*** / ***in order that*** } *they* { ***wouldn't*** / ***might not*** } *miss the sales.*

elbassair.net
قلم الجزائر
WWW.DZPEN.COM

ACKNOWLEDGEMENTS

The publisher thanks the following for the use of their material.

Photo credits

p. 15: ***Algérie, l'autre rive, Ambassade d'Algerie*** **-p.24:** ***Food Guide Pyramid,*** US Department of Agriculture **- p.33** Snakefood, ***Modern English International***, 1982 - **p.38:** ***Hutchinson Encyclopaedia,*** **p. 55:** Gosciny and Uderzo, ***Asterix -p. 68:Popular Science Magazine*** **- p.79:** ***The Book of Popular Science,*** **p. 80:** ***The Book of Popular Science-*** **p.93:** ***The Book of Popular Science*** **- p. 99:** ***Cambridge Prospectus*** **- p.100:** Map, ***L'intelligent, n° 2296,*** January 2005 **p. 103:** ***Santé magazine*** N°1, 2003 **-p. 105:** ***Herald Tribune*** **-p.106:** ***Mes histories à moi*** **- p. 109:** ***Reader's Digest*** **- p. 117:** D.K Stevenson, ***American Life and Institutions,*** USIA **-p.122 :** Bill Gates' s Picture, ***The Internet*** **-p. 143:** Jim Davis, ***United Feature Syndicate*** **- p.144:** ***The International Herald Tribune*** , 18 March, 1993 **-p. 157,** Map, ***Daily Mail,*** *March 9,2005-* **p. 159:** ***Badr Info magazine*** **- p:170:** ***Reader's Digest*** **p.176:** ***The Financial Times,*** May 26, 2004.

Text credits:

Quoted and/or Adapted

p. 32:The Internet - p.33 : Graham Reynolds, ***Turner,*** Thames and Hudson - **p:34** ***Modern English International*** **n°9, 1982- p:35** ***Fruit d'Or*** **p. 53:The** ***Beattles (1966)*** **- p.54-** ***Keep America Clean,*** Advertising Council - **p: 56:** ***Human Rights,*** Vol.1, United Nations - **p. 57: Julia Stein,** ***Desert Soldiers,*** California Classics - **p.74:** ***BBC Modern English,*** **p.75:** ***Forum*** **- p.76:** ***The Book of Popular Science*** **- p.77:** ***Forum*** **- p. 95:** ***Adventures Ahead,*** Brace and World **- pp.96-97:** ***The Book of Popular Science*** **- p.106:** ***Penguin Classics*** **- p.114:** ***Penguin Classics*** **- p. 115:** H. Bruner, ***Winding Threads*** **- p.116:** ***Penguin Classics*** **- p.134:** ***The Internet*** **- p.136: Charities,** ***Oxford Guide to British and American Culture*** **- p. 145:** ***Oxford Learner's Dictionary*** **- p.156:** ***The Book of Popular Science*** **- p.157:** ***Daily Mail,*** March 9, 2005 **- p-164:** Hornsby and Shear **- p.176:** ***New Stateman and Society,*** January 28, 1994- **pp.176-177:** ***The Financial Times,*** May 26,2004 **- p.179:** Milton and Rose Friedman, ***Freedom to Choose.***

Every effort has been made to trace and contact owners of copyright material before the publication of this textbook. Unfortunately, this has not been possible in some cases. We apologize in advance for any apparent infringement of copyright, and if notified, the publisher will be pleased to insert acknowlegements at the earliest opportunity.

طبعة جديدة منقحة

2010 - 2009

MS 1202 / 06

I.S.B.N 9947 - 20 - 474 - X ردمك

N° Dépôt légal 243 - 2006 رقم الإيداع القانوني

مصادق عليه من طرف لجنة الإعتماد والمصادقة للمعهد الوطني للبحث في التربية

(وزارة التربية الوطنية) طبقا للقرار رقم : 801 / م.ع / 08

elbassair.net

WWW.DZPEN.COM

لتحميل الكتب المدرسية
الابتدائي-المتوسط-الثانوي
إضغط هنا

موقع عيون البصائر التعليمي





قلم الجزائر
WWW.DZPEN.COM