The People's Democratic Republic of Algeria
Ministry of National Education

TEACHER'S BOOK

GETTING THROUGH

SECONDARY EDUCATION: YEAR TWO

B. RICHE

S. A. ARAB
M. BENSEMMANE
H. AMEZIANE
H. HAMI

The National Authority for School Publications

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Contents

General introduction 03

Answer keys: Unit One.....11

Answer keys: Unit Two 27

Answer keys: Unit Three 39

Answer keys: Unit Four 50

Answer keys: Unit Five 58

Answer keys: Unit Six..... 67

Answer keys: Unit Seven 77

Answer keys: Unit eight 85

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GENERAL INTRODUCTION

Getting Through implements the National Curriculum for English issued by the Ministry of Education in December 2005. It follows the guiding principles which frame the curriculum, and which take account of the social and educational background of our learners, as well as the cultural values of Algeria.

A major aim of this book is to make both the teacher and the learner come to a fruitful interaction. This does mean that the appropriate attitude should be taken by the instructors to make learners a responsible party to the successful completion of their studies. The book is in effect the material representation of that philosophy. Teachers are strongly advised to read the curriculum outlined by the Ministry of Education to comprehend it, and to make sense of the different activities we have included in the student's book. We should like this course to be a pleasant and engaging experience for both students and teachers.

Getting Through is devised in such a way that it becomes a handy and flexible pedagogic medium for use, and one which does not seek to inhibit teachers from creating activities other than those included here. We have, on the other hand, duly adhered to the guidelines and instructions of the Ministry of National Education regarding this stage of learning . We hope that teachers will find in it the resources, the inspiration and the support they need to conduct their classes effectively.

DESCRIPTION OF THE COURSEBOOK

This description is aimed at providing useful information to teachers on the textbook, and on how to use it. To this effect, we shall try to answer some of the questions that can naturally come to mind.

I-Why ***Getting Through*** and who is it for?
II-How is ***Getting Through*** organised?
III-What methodology is used?
VI-How to make the most of the book?

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I-Why *Getting Through* and who is it for?

Getting Through is the title found to indicate the intermediate stage of English language learning. It marks the period when students are "getting through" the passageway leading to their final year of studies, to be completed with the ***baccalaureate*** examination. It is , therefore, a vital stage when knowledge and skills are reinforced, following the four-year course received at the middle school and the first year at the secondary school. We have applied the same principles of the competency-based approach to be found in the first five textbooks, and we have made sure that the three competencies described in the National Curriculum are being developed at all stages of this book, through various tasks and activities. Let us recall the competencies that the learner is to develop.

- **Interact orally in English**
- **Interpret oral and written messages**
- **Produce oral and written messages**

Furthermore, the second year of the secondary school (SE2) is the stage when students are "specialising" in different streams (science, maths, technology, etc.). This is taken into consideration, through the fact that there are teaching units in the course more particularly addressed to 'science and technology' streams, or 'language and literature' streams.

II-How is *Getting Through* organised?

The coursebook is organised in eight didactic units. Each unit deals with a specific topic suggested by the curriculum designers. As said earlier, in each unit, the student will have many opportunities to develop the three competencies of **interaction**, **interpretation** and **production**, as we have devised a variety of tasks and activities leading gradually to the building of **the project**.

Each unit contains three main rubrics. But before approaching each, the learner will consider a **Time to think** section, which introduces the new vocabulary that will be used. It also aims to **brainstorm** students and get them to tell what they know about a specific topic. This is an important part of **schemata activatum** in which the learners contribute their own knowledge and connects it with that contained in the text.

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DISCOVERING LANGUAGE

Discovering Language is the first rubric. It aims at engaging learners to do various reading tasks, all revolving around the main expository text. It includes:

- a **Grammar Desk** that the students can consult for help with the comprehension of the text,
- a P**ractice** section which offers some activities designed to consolidate the grammar, the vocabulary and the pronunciation learned previously. These activities can be done in ones or in pairs,
- a **Say it Aloud and Clea**r section in which the student develop their pronunciation skills,
- and a **Working with Words** section which focuses on vocabulary building. For this activity the students may be required to work with a monolingual dictionary (English- English), to develop their dictionary skills and enlarge their lexical fund.

DEVELOPING SKILLS

The **Developing Skills** rubric includes two main sections:

- A **Listening and Speaking** section which deals with oral skills essentially. This includes a set of activities in which the students will listen to an input from the teacher, or an audio tape, and do various tasks (listen and take notes, listen and fill in gaps , listen and pick out the right answer to questions, and describe a process). These integrative tasks are devised to develop in the learners a number of abilities such as listening for details, for gist, paying attention to specific features in English pronunciation, paying attention to discourse markers/ sequencers when listening to a lecture, a report etc.. These accuracy tasks and activities are usually performed individually, but students can also do them in pairs or in small groups. They can be also more interactive (for example, one student reads aloud a text and the other student takes notes or fills blanks in a text or draws a map);
- A **Reading and Writing** section which focuses on writing skills. Here too the students are required to predict - from looking at the pictures-what would be the answers to the questions asked about the text, and prior to their reading that text. Subsequently they will check whether their predictions were correct after reading the text. Just as for the first rubric, **Discovering Language**, the students

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are encouraged to make guesses and anticipate on what knowledge they will receive.

● A **Tip Box** is also provided for the students: they can "open" it to learn about text construction (topic sentences, supporting sentences, etc) through a gap-filling activity;

● A **Write it Out** consolidation activity focussing on grammar at word, sentence and text levels , is also proposed to the students. It is meant to raise awareness on textual coherence. It is important to note, at this juncture, that the practice of grammar is given importance at all stages of the units. Indeed, most activities are meant to emphasise correctness and appropriacy in textual discourse (use of discourse markers /connectors), to fulfill various functions (for example, reading aloud a speech, a report, giving a lecture, etc).

PUTTING THINGS TOGETHER

The **Putting All Together** rubric deals with the final task , the project. It may or may not contain steps to follow, but it should feature in summary an understanding of the elements of language acquired during the study of the unit. It is a written product but should be presented orally to the rest of the class. It will then bring into relief all the resources developed by the learners, notably in terms of language, communication and methodology. Furthermore, it is prepared by many hands, and therefore will exhibit the advantages of doing collaborative work in terms of sharing know-how and information in a group. This is one way, we hope, of developing in the learners the social skills likely to make them behave in a courteous and responsible way in society ,i.e. to make them good citizens.

WHERE DO WE GO FROM HERE ?

The fourth rubric of the unit **Where Do We Go From Here ?** gives an opportunity to the students to practise self-assessment, and to decide on where they should intensify their learning efforts to try and eliminate their linguistic flaws/weaknesses.

EXPLORING MATTERS FURTHER

The last rubric **Exploring Matters Further** includes three to five medium-length texts depending on units. These will enable the students to broaden their

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knowledge and skills in that they provide additional material related to each unit 's topic. No tasks are foreseen concerning these texts, but the teachers could ask their learners to:

- summarise the text
- continue the story
- outline the text
- produce three or four comprehension questions about the text
- transfer information from the text to a non-verbal support (e.g. onto a chart, a graph, etc) if the text contains figures (statistics, percentages, etc).

III-What methodology is used?

Following the principles and objectives defined by the Algerian National Curriculum, and which rely on the competency-based approach, the methodology for the use of ***Getting Through*** in the classroom exhibits the following characteristics:

- ***Getting Through*** is communicative: the textbook lays the stress on the learners' practice of English and encourages interaction. We have designed tasks and activities that are likely to meet the students' interests and needs to prepare them for exchanges of information, opinions through a variety of texts showing spoken English or formal written English.

- ***Getting Through*** is task-based: the texbook includes a large number of tasks and activities that aim at developing both "lower-order" skills (acquiring new knowledge , understanding new facts and ideas and applying them to solve problems) and "higher order" skills (analysing information by breaking it into small parts to understand it better, synthesizing knowledge by combining it into new patterns and evaluating new information by forming an opinion and judging the quality of that new information).

The project is the final task, and is the most complex one cognitively. It requires the application of both types of cognitive skills described above; and the textbook offers plenty of opportunities to students to reach the objectives of the project.

- ***Getting Through*** encourages cooperative learning. Following the Vygotskyan principle of social constructive learning, the textbook offers tasks

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and activities that encourage the learner to work with one or several partners (pair and small group-work) in order to construct new knowledge inside or outside the classroom. The project should be emphasized here. It is one of the undertakings that will promote learning skills and will help students to develop such social skills as designing an action plan, collecting information, sharing information … The project work can take the form of a few basic tasks which will grow into an accomplished and finalised product (for example, a biography, a poem, a scenario, a legal document, etc).

● ***Getting Through*** encourages learner reflection through individual works . Tasks and activities are designed to make students work individually so as to work out solutions by themselves before sharing them with a partner or with the group, and finally checking their findings with the teacher. The thinking stage of the '**T**hink – **P**air – **S**hare' procedure is an important phase of the learning process. Through it, the learner can form hypotheses and pay close attention to a specific aspect of language (grammar, vocabulary , pronunciation) or skills (listening, speaking, reading or writing).

● ***Getting Through*** integrates grammar learning : each unit of ***Getting Through*** contains practice activities (for example **Grammar Desk**) which draws attention to grammatical terms and forms, and will increase the students' awareness of the English grammatical system. This is intended to help them improve on spoken and written production.

● ***Getting Through*** aims at promoting self-assessment : this textbook includes activities which encourage students to monitor and check their own progress. Thus the rubric entitled **Where Do We Go From Here?** suggests self-monitoring activities which are mainly language checkpoints through **I can do** statements. In this rubric, the students are given the opportunity to assess how much and how well (very well', ' fairly well', a little') they have performed in a specific area of language (or skill) and to decide which area deserves more attention and requires remedial work.

This rubric; therefore, helps the learner to be self-critical and also to stimulate self-improvement. Students doing a group activity can also use self-assessment grids; this will help them set standards for themselves by comparing their own self-assessment with that of their peers.

● ***Getting Through*** uses authentic material . It offers students a variety of authentic reading texts in order to let them get the feel of language as produced by native speakers. Some of the material , however, appears in translation from

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other languages (for example the **Fable** by Jean de La Fontaine); or has been simplified in terms of vocabulary and syntactic structures. The idea was to keep the students motivated by saving them undue sophistication at this stage; On the other hand, some of the texts refer to the students' own social and cultural realities, the Algerian ones.

IV. How to make the most of the book?

● ***Getting Through*** is based on the assumption that learning by developing one's individual competences implies an interaction involving certain roles taken by the teacher and others taken by the learner.

● Whilst the learner is at the centre of our pedagogic framework, we assume that the teacher will be fully committed, and will provide the necessary guidance for the successful performance of the tasks and activities done by the learner. This is the pre-requisite for the final task at the end of each of the units; i.e. the project.

● ***Getting Through*** devotes much space to material relating both to "the world of the student" and to the outside world. We have brought into this book a variety of texts written by authors from different places in the world in order to widen the student's general knowledge and to increase their awareness of other cultures and ways of life.

● The teachers are prompted to use the textbook selectively. As said earlier, the students they teach have selected a stream of studies with major and minor subjects. Teachers will adjust their classes in accordance with the appropriate stream. There are actually units which are more particularly geared to the scientific streams, while others are more 'literary' or language-oriented. It is up to the teachers, therefore, to lay the emphasis on the areas of knowledge required by the class in the units they approach. In this line of thought, they can bring to the class additional material in terms of texts or audio tapes to follow up with the particular topics dealt with.

Teachers can also decide to change or ignore any material from the textbook that seems inappropriate to their classes, or unrelated to their students' interests. For instance a teacher can add a role-play activity after a reading session , or replace a text or an activity with material down-loaded from the Internet or any other source. He may likewise wish to cut out an activity from the lesson etc.

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Whatever the decisions made in terms of class management, it is important that the students can make sense of what the teacher wants to do, and understand the reasons why s/he is offering alternative activity

Conclusion

The above remarks have broadly defined the philosophy, the objectives and the approach (the competency-based approach) which were put into play to design this course book. We have also clarified the method and the organisation of the coursebook. All the activities presented here are designed to stimulate the students' desire to learn more and to improve on knowledge and ability.

We have refrained from encouraging intense memorising, insisting instead on developing metacognitive abilities in learners. We have attempted, notably, to draw attention to the way language functions, how different words and structures can express the same ideas, how appropriacy and correctness are important for effective communication. We have found it adequate to relate the texts presented (from which activities and tasks are derived) to realistic contexts, whether in Algeria or in the rest of the world. This is one way to make students contribute with their own skills and their own fields of interest, to their linguistic development.

This is particularly true when it comes to the elaboration of their projects, whose topics will most likely arise from the students' respective choices. There will then be an opportunity for them to check on their progress in terms of vocabulary and specialised language structures. Finally, their social skills, so necessary to fulfil particular roles in the future (or simply to behave as decent citizens), will also be highlighted during the elaboration and the presentation of the project.

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UNIT 1: SIGNS OF THE TIME

OBJECTIVES



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
- Sounds alike (homonyms/homophones)

Vocabulary

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

DEVELOPING SKILLS

Functions

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

SKILLS

- Reading for specific information and general ideas.
- 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

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PREVIEW (p.14)

Go through the preview with your students to let them know about what they will learn in terms of language and skills in this unit Brainstorm the project work which your students will carry out.. You can also prepare alternative projects that your students can do. It is not recommended to make the students work on the same project year after year. Here is a short list of other projects that can be assigned for your students in this unit: a family history project, memoirs of famous people, biographies, portraits, sketches , in short projects that fit in with the new language elements and skills that will be studied in the unit.

THINK IT OVER (p.15)

The aim of this rubric is to introduce the students to the topic of the file, which is life styles. Elicit your students' responses to Mohammed Racim's tableau/ miniature using questions which contain the semi-modal **used to**. e.g., What does the tableau represent/show? It shows/represents life as it used to be like in Ramadan in the olden times? What can you see at the background? What did the women use to wear when they went outside then ? What about their menfolk? What did they use to put on on their heads ?

WORDS TO SAY (p.15)

The aim of this rubric is to revise the pronunciation of words related to the topic. The focus is on vowels and diphthongs. Make sure your students repeat the words. As they do so, try to diagnose possible problem sounds to which you will bring remedy in the **SAY IT LOUD AND CLEAR** rubric.

DISCOVERING LANGUAGE (pp.16-21)

BEFORE YOU READ (p.16)

Interact with your students and have them identify/categorise the smaller pictures within the montage. Ask questions to elicit their responses. Which sector of economy do the small pictures with a green background represent? What about the pictures with a yellow background ? ...

Personalise your questions gradually. In which sector of economy does your father work? Did he use to work in another sector ? ... At this stage, try not to check/correct your students' responses. Lead them softly to contrast past and present

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AS YOU READ(p.16)

Activity One (p.16)

The students will check their answers to some of the questions asked in the **BEFORE YOU READ** activity.

- The pictures with a green background represent /show the primary sector of economy. It's a sector related to production.

-The picture with a red background shows the secondary sector of economy. It's a sector related to transformation.

-The pictures with a yellow background represents the tertiary sector. It's a sector related to services.

Act. Two (p.17)

Apart from being a reading comprehension activity, the aim of this activity is to introduce through the written medium the semi-modal **used to** in the interrogative and negative forms as well as the **going to** form for expressing future intentions.

a- Uncle Hassan **used to** work in the primary sector of economy.

b- Every morning he **used to** get up early to milk the cows before coming back to the kitchen for breakfast. ...

c- No**,** he **didn't (use to)**.

d- This is an inference question. The sector of economy which attracts the greatest number of workers today is the tertiary sector . The inference can be made from §3.

e- Uncle Hassan is going to retire if his boss refuses to transfer him to a commercial service i.e., the tertiary sector of economy

Act. Three (p.17)

The aim of this activity is to revise the pronunciation of the "s" verb inflection . Refer your students to the last part of **Grammar Reference** on page. 188 for the pronunciation rules of the "s"ending.

/ s /	/ z /	/ iz/
Works Wakes Fruits Gets Puts	Goes Buys Litres Overalls Does Loaves Stays	Finishes Services Refuses

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AFTER READING (p.17 -19)

Grammar desk (p.17)

The aim of this activity is to make the students observe, analyse and draw the rules for using the semi-modal **used to** by contrasting its uses with **the present simple tense** and the **going to** form. **Refer** the students to the **Grammar References** indicated at the bottom of the **Grammar Desk** to check their answers before moving on to the **practice** activities.

a-Sentence 1 expresses a habit in the past.
Sentence 3 expresses a habit in the present.

b- To express a habit in the past the author uses the semi-modal **used to** . He uses the present simple tense and a frequency adverb (**usually**) to express a habitual action in the present.

c- What did uncle Hassen use to be?
Did he use to go shopping in the town very often? ... There are other possible questions. Try to elicit as many as possible and get other students to answer them.

d- Sentence 5 expresses future intention. The author uses the **going to** form.

PRACTICE (pp.18-19)

Act. One (p.18)

The aim of this activity is to make the students consolidate the use of the semi-modal **used to** (in contrast with the present simple tense).

a- Samira doesn't like reading now, but she **used to** read a lot.
b- Where **did** she **use to** live ?
c- there **used to** be
d- didn't use to wear
e- did she **use to** work in one before?

Act. Two(p.18)

The aim of this activity is to make the students aware that the letter "**d**" in the semi-modal **used to** is pronounced /t/ because of the phonological phenomenon known as assimilation. In other words the voiced /d/ sound of **used** assimilates itself to the /t/sound of **to** of the semi-modal **used to.**.

Act.Three (p.18)

The aim here is to make the students edit the wrong uses of tenses.

a-In ancient times, most people **used to** worship stones.
b-We **used to** go for long walks in the country when my father was alive.

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c-We **usually eat** out for dinner.
d-I **used to** go to school by bicycle, but I don't do it any longer.
e-In England, most people **often go** to the theatre at weekends.

Act. Four(p.18)

The students will use either the semi-modal **used to** or the present simple tense with the verbs between brackets.

All the members of my family have changed their lifestyles of late. My grandfather **used to** drink coffee. Now he drink**s** milk. My father **didn't used to** jog. Now he runs more than three kilometres every afternoon. My mother **used to** cook food for every meal because she could not eat leftovers and processed food. Now, she often sends me to buy pizzas whenever she feels she can't prepare dinner.

My brothers **used to** go to bed early. These days, they stay up late with the other members of the family watching films on TV. They **didn't use to** play video games. Now they are addicted to them. Even I haven't escaped the change. I **used to** read books... (*The students can write a continuation to the text.*)

Act.Five (p. 19)

The answers are not necessarily the ones given in the key below.

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

a. You've put too much pressure in the balloon . Mind, **it is going to** explode/ blow up.

b. The referee has put the whistle in his mouth. He **is going to** end the match.

c. Mouloud has lost his balance. He **is going to** fall down.

d. Zohra has switched the TV off . She **is going to** bed/sleep.

e. Karim has just entered the postoffice. He **is going to** send a letter.

WRITE IT RIGHT (p.19)

Act. One (p.19)

The students will edit the text using the semi-modal **used to** as appropriate.

I was born in the Kasbah of Algiers in 1949. My father was a stevedore: he **used to** work in the docks, loading and unloading ships. He **used to** go to work

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early in the morning and to come back home late in the evening without getting any wages. At the time, stevedores **used to** pay French foremen on the docks to get a day's work, but my dad never paid. So he **didn't use** to get work every day. Mum **used to** cry but poor old dad never **used to** say a word. I remember, money **was** always the problem.

My sister Zohra and I **didn't have** toys. So we **used to** 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 **used to** look at the toys displayed in shopwindows and envy the children of the French colonists playing in the park….

Act. Two (p.19)

The aim of this activity is to make the students re-invest the **going to** form to produce/write a policy statement. Before setting the students to task, brainstorm the topic with thems and elicite other ideas about what they are going to do if they are elected to an executive office. Make sure the ideas are organised into sets/chunks that they will develop into paragraphs. The ideas can be related to economy, society, the environment and so on and so forth.

Fellow Citizens,

If I am elected to office, I'm going to improve the standards of life in our town. First, I'm going to raise the salaries by 20 per cent ....

Moreover, I'm going to take a lot of measures to protect the environment and the health of our citizens. I'm going to ...

Finally, I'm going to improve our health system. I'm going to build two thousand flats. ..

VOTE FOR A BETTER FUTURE !

SAY IT LOUD AND CLEAR (p.20)

Act.One (p.20)

The aim of this activity is to make the students aware of the major differences between English and French phonics. Try to elicit other words from the students to illustrate further this differences between the two systems.

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Spelling	English		Spelling	French
Table Oranges Police Television	/teɪbl/ /ɒrɪndʒɪz/ /pə`lɪːs/ /ˌtelɪ`vɪʒən/		Table Oranges Police Television	/tabl/ /ɔrɑ̃ʒ/ /pɔlɪs/ /televɪzjɔ̃/

Act; Two (p.20)

This activity aims to make the students aware of the importance of **pauses** in speech. The pauses in the sentences are indicated by the punctuations marks. You will see to it that the students note the intonation patterns of the sentences as you read them aloud for them to check their answers. The intonation patterns are related to listing.

A- a. Ahmed (rising intonation) **,** Said (rising intonation) **,** Karima (rising intonation) **,** Djouher (rising intonation) and I (falling intonation) used to be in the same class (falling intonation)**.** (Five persons are listed)

b. Ahmed Said (rising intonation) **,** Karima Djouhe **, (**rising intonation) and I (falling intonation) used to be in the same class**.** (falling intonation) Three persons are listed.)

B- a. Ahmed was born in Oran**.** (falling intonation)**O**n April 20 1990 he went to live in Algiers**.** (Falling intonation)

b. Ahmed was born in Oran on April 20 1990 **.** (falling intonation) **H**e went to live in Algiers**.** (falling intonation)

Act. Three (p.20)

A homophone is a word pronounced like another but different in meaning, spelling or origin. (Cf. ***Oxford Learner's Dictionary of Current English,*** p.410) The students will use a monolingual dictionary in doing this activity.

When **I** was young, I used **to** go **to** the **sea**side. At the time, **there** were **no** restaurants serving holidaymakers on the beach. **So** I used to take **bread** with me. All the **boys** of my age used to **meet at** 7 **at** the bus station, bags **full** of food. **Some** of them were poor. We used to **buy** tickets to them so that they could come with us. ...

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Act. Four (p.20)

A homonym is a homograph or homophone that is the same in form and sound as another but different in meaning. (Cf. ***Oxford Learner's Dictionary of Current English,*** 410) Have the students read the dictionary entries for the word **can** to identify the different meanings of the head words related to **can**. Then have them recite the tongue twister. The students who trips over **can** once are out.

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.'

WORKING WITH WORDS (p.21)

Act.One (p.21)

The aim of this activity is to make students infer the category of the words put between brackets and to use appropriate suffixes to form the words that correspond to each of the categories. Before setting the students to task , you can give them an example to illustrate what is expected of them in doing the activity. Above all, show them the strategy of how they can infer the categories of words from the different sentences of the text.

Marx**ism** is an econom**ic** and politic**al** theory developed by Karl Marx. This theory claims that class struggle has been the major force behind histori**cal** change. Marx**ism** believes that the exploited classes will put an end to capital**ism** and establish a social**ist** and a class**less** society in its stead.

The first country in the world to adopt the social**ist** doctrine **was** Russia. It **was** in 1917 that the Bolsheviks took power there. The Bolshevik party **was** a revolution**ary** and marx**ist** party. It abolished the feudal**ism** of the tsar**ist** regime and put in its place a commun**ist** system. The fall of the Berlin Wall in 1989 marked the end of the Cold War and the failure of state communism and the adoption of liberal**ism** in Russia. (Please correct the use of tense as indicated in bold.)

Act. Two (p.21)

Before setting the students to task, give a dictionary entry to illustrate.
e.g., appear. v. appearance. (phonetic transcription) n. meaning. Example for

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illustration. It's preferable to urge your students to form words related to this unit. This will help them improve their understanding of the texts included in the unit. Set another task for your students to check their understanding of the process of word formation with the prefixes in the table given in the student's book.

LISTENING AND SPEAKING (pp.22-23)

Act. One (p.22)

Interact with your students about the possible advances that can be made in the field of medicine. e.g.,

Maybe scientists will invent a cure for palsy.

Perhaps scientists will succeed in their research to find a vaccine against kidney disease…

Perhaps scientists will find a vaccine to protect people from malaria.

Act. Two (p.22)

This activity aims to illustrate the use of **will, may** and **might** in expressing degrees of certainty. Before setting the students to task, have them copy the diagram included in the textbook in their portfolios. It is not necessary to make them copy down all the examples containing **will.**

will/won't → - Well, there **will** be changes in the next decade for sure.
- We**'ll** eat more gentically modified foods (GMFs).
- Children **will** be able to study at home;
- Homemakers **will** do less housework.
- They **will** do all their shopping by computer
- They **won't** go to school every weekday.

will probably/ probably won't → Robots **will probably** be available for sale;

may well → new diseases **may well** infect us.

may/may not → We **may** invent a cure for killer diseases like cancer, but many diseases **may** infect us.

might well → pandemics **might well** reappear in another form.

might/could → we **might** reduce hunger in the world.

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Act. Three(p.22)

a- They are talking about the changes that might happen in the next decade.

b- Dr Jones is the least optimistic because he does not simply mention the positive changes. He also mentions the negative effects of the expected changes.

c- The summary can take several forms (in reality). For example, it can be a short report in a newspaper. The students should use **their own words** in the report. And the report should be concise and to the point. So before setting the students to task, inform them that they will play the role of reporters for a daily.

What life will be like in the future?

Scientists predict many changes in our way of life in the next decade. According to some of them, there will be enough food for everybodyin the world because of the availability of GMFs. Teleschooling will make it possible for children to study at home. ...

TIP BOX (p.23)

Go through the tip box with your students. This will build their awareness about the different ways of expressing **certainty** and **doubt**. Invent an activity where the students will use the expressions included in the box, or simply assign the students a completion task.

YOUR TURN (p.23)

Possible answers:

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 might or might not happen.

You: I'm almost certain that we'll travel to space some day.

Your partner: It seems to me that this won't happen tomorrow.

You: I'm quite sure that Man will live up to 130 years.

Your partner: It's unlikely that this might happen.

You: I have the firm conviction that children will study at home to work through the use of computer.

Your partner: I have no doubt about this.

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WRITE IT UP (p.23)

Use the listening script of the textbook on page 179 as a model. The activity can be done in groups. Give your students time to prepare themselves focusing on the most useful sentences before acting out their dialogues. Students will make notes on the board, which will be used by the whole class for writing a short newspaper article.

READING AND WRITING I (p.24)

Act. One (p.24)

Before setting the students to task, brainstorm the different names of the items in the different parts of the food pyramid. Once the students have matched the parts of the pyramid with the categories of food to which they belong, make sure they write the food items for each of the categries.

1.a fats: wafers, pastry ...
2.d. dairy: cheese, milk...
3. b. meats: chicken, beef, mutton ...
4. a. vegetables: lettuce, carrots ...
5. f. fruit: bananas, apples...
6.c. bread: rice, bread, doughnuts ...

Act.Two (p.24)

Monitor the discussion. Each time the students advance their opinions, try to make them give the justification why they hold such opinions. It is not necessary that they come out with one correct answer.

Act. Three (p.24)

The students will interact with the written text. They may or may not agree with what the author writes. The text does not give facts but opinions. So the students should not feel obliged to agree with the author's opinions if they are living in an environment which contradicts the opinion put forward in the text. The importance is to make them justify their agreement or disagreement with the author by giving justifications.

Act. Four (p. 25)

The aim of this activity is to make the students aware of the different techniques/strategies for avoiding repetition.

a-Synonyms: eating habits= eating patterns
- contrary to / by contrast

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- enjoy his meal / eat his meal
-the whole house hold/ all the members of the family
- changed/ transformed

b-Antonyms:- chosen – imposed
traditional- modern
declined- increased

c-Pronouns instead of a noun or noun phrase e.g., that (consumption)
it (this change)
it (life)
they (people)
they (most people)

d- A verb instead of a noun: eat ------ eating

e- A noun instead of a verb: changed - this change

Act. Five (p.25)

The students will learn how to write definitions using relative pronouns and their corresponding categories.

- A restaurant is a place where people dine out.
- A waiter is a person who serves clients in a restaurant.
- Beef is the meat/flesh which/that comes from an ox, a bull , or a cow.
- Ramadan is the month when Muslims fast.
- A widow is a woman whose husband is dead.
-This is the man whom I met yesterday.

Act. Six(p.26)

This activity illustrates the importance of defining relative clauses in conveying meaning. The answers below are not necessarily the ones that your students will produce.

a- Food **which** contains chemicals is dangerous for health.
b-A person **who** serves meals at the restaurant is called a waiter.
c-Summer is the season **when** most people take their holidays.

Act. Seven(p.26)

The aim of this activity is to illustrate the use of non-defining relative clauses.

A- London**, which is the Capital of the United Kingdom,** has eight million inhabitants.

B- The Earl of Sandwich**, who invented the first snack called sandwich,** was an admiral of the English Fleet.

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C- Hamburg**, which gave its name to the most popular fast food in the world**, is a German town.

WRITE IT OUT II (p.26)

Act. One (p.26)

Before setting the students to task, give examples to illustrate the use of comparatives. Refer your students to the **Grammar Reference** n° 6 pp.193-194. Encourage your students to put the slogans within a description of a car of their own choice.

Act.Two (p.27)

Go through the **Tip Box** with your students before they do the completion activity. The correct answer is not necessarily the one given in this key.

What do people wear?

Climate, tradition, and history affect the way people dress . For example, in Northern European countries, the climate is cold. **Consequently**, people wear warm clothes. **By contrast**, in Northern Africa, the climate is hot **As a result**, they wear light clothes

Differences in tradition also influence the types of clothes people wear. For instance, in Muslim countries, people wear traditional clothes when going to parties , **in contrast to** America where people put on suits and ties during ceremonial occasions .

Contrary to what people think, history is no less important when it comes to clothes. In olden days, young people in Algeria were used to wear ***djellabas*** whereas today they wear trousers and shirts. **In olden days**, they were used to wear ***shechias***, but nowadays, they wear sports caps

The most important factor that determines dressing styles today is fashion. So in most of the world people like wearing jeans and sports shoes. However, there are still some countries which keep to their traditional clothing in spite of globalisation.

READING AND WRITING II (pp.28-29)

Act. One (p.28)

The aim of this activity is to interpret the logo of the United Towns Organization.

a-The key of a city represents hospitality and welcome. It is offered to the most distinguished and trustworthy people.

b- The circles stand for twinned towns.

c- The answer is in the logo. It's written in Arabic.

d- Towns belonging to different countries twin in order to collaborate with each other in many fields and promote mutual understanding.

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Act. Two (p.28)

It not necessary that the students go through the whole text to check their answers to question **d** in activity one.

Act. Three (p. 29)

a- Twin towns are towns which have agreed to collaborate with each other.

b- They are arriving on Sunday afternoon on Sunday, March 15.

c- The Mayor of Algiers is giving the opening speech.

d- The programme includes the visit of the Martyr's Monument, the Roman Ruins, the Royal Mauretanian Mausoleum and the Kasbah.

Act. Four (p.29)

Before setting the students to task, have them go through the tip box and the **Grammar Reference n°7** on page196.

The key is as follows:

a. The Bulgarian students are staying at the Safir Hotel.

b. Are they visiting Zeralda next week.

c. I hope you will enjoy your visit.

d. I will get you an aspirin.

e. I've a camera. I'm going to take pictures of the Royal Mauretanian Mausoleum.

WRITE IT OUT (p.29)

Brainstorm the activity with your students. The latter should feel free to include details other than those included in the table or choose to write about a totally different holiday plan. Make sure they respect the format of a letter studied in **SE1 textbook.**

PUTTING THINGS TOGETHER (p.30)

Don't feel obliged to assign the same project to your students for three years in a row. Please remember that project work is not simply going to the Internet and getting print-outs to be handed to the teacher. Project work should have a personal touch, otherwise it does not deserve to be called so.

SNAKEFOOD p.33

TOMATO-ONION-RICE-SPAGHETTI-POTATO-MILK-JAM-PEA-BREAD-BUTTER-CHEESE…

WHERE DO WE GO FROM HERE ? (p.31)

SKILLS CHECK (p.31)

You can assign other activities than the ones suggested in this key.

TEXT ONE (p.32) TRADITIONAL MANNERS AND CHANGING MANNERS

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I. READING COMPREHENSION

QUESTION ONE (Key:<u>The correct answer is D.)</u>

What is the main idea of this passage ? Circle the correct answer.

A. New generations are becoming more and more impolite.
B. Young generations are now using the intimate second form everywhere and with everybody.
C. Some children are less respectful towards adults.
D.In modern society, good manners are changing.

QUESTION TWO

Circle true (T) or false (F). For the false statements, give the correct information. **(Key: Statements A and B are false.)**

A. Sandra used to spend the whole day with her grandmother. T. F.
B. Sandra addresses elderly people in an informal way. T. F.
C. Today young people use informal language everywhere and with everybody. T. F.

QUESTION THREE

In line 8 of the text, the phrase 'good etiquette' refers to :

A. the practice of good manners.
B. to two different ways of addressing people.
C. the formal way of addressing elderly people.

(Key: The correct answer is A.)

Written composition

The tourist office in your area has decided to produce a series of welcoming letters (which will placed in airports, seaports, hotels, holy places, mosques, etc.) whose purpose is to help tourists understand local customs and traditions and behave in appropriate ways, in different settings, write your welcoming letter.

TEXT TWO (p.33): BARBER OR DOCTOR ?

QUESTION ONE

Read aloud the many jobs Turner's father used to do. Then complete the chart.

Jobs	Types of things he used to do
A barber A dentist A doctor A paintings merchant	

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QUESTION TWO

Look at this defintion: «Leeches are parasites **which** look like worms.»

Now complete the three definitions below.

A. A haidresser is ... who ...

B. A dentist is …who ...

C. A toothache is …which ...

QUESTION THREE (Key:<u>The correct answer is A.</u>)

Is this text an example of

A. factual reporting ?

B. neutral presentation of several points of view ?

C. enquiry ?

TEXT THREE (p.34) DO IT IN STYLE !

READING COMPREHENSION

QUESTION ONE (Statements A and C are false.)

Circle true or false. When false, give the correct information.

A. To have style is to be fashionable. T. F.

B. People's appearance tells others who they are and what they do. T. F.

C. Rich people always want to prove they have money T. F.

D. A depressed person person will not do his hair. T. F.

QUESTION TWO

What does each individual wear and what for? Complete the chart.

	What ?	What for ?
a soldier a punk a Samurai a Roman a rich man		

WRIITEN COMPREHENSION

You have recently attended a fashion contest organised in your hometown by a famous designer. Write a review of this event for the fashion magazine ***DZERIET*** and say what you think such an event can bring to people in Algeria (20 lines) .

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UNIT : 2 MAKE PEACE !

OBJECTIVES



DISCOVERING LANGUAGE

Grammar

- Can/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

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PREVIEW (p.36)

Go through the preview with your students and make them aware of the end-of-the unit objectives. Brainstorm the types of projects that can be compatible with the language exponents and skills that will be learned in the unit.

THINK IT OVER (p.37)

Interact with your students about the different symbols/pictures to allow them enter smoothly the unit. e.g., What does the picture on the left-hand corner represent/show? It represents the United Nations Secretariate Building? Where is it situated? ...

WORDS TO SAY(p.37)

Read aloud the abbreviations/acronyms and get your students to repeat the pronunciation of these abbreviations/acronyms before setting them to match some of the symbols/pictures with their corresponding abbreviations/acronyms.

DISCOVERING LANGUAGE (pp.38-43)

BEFORE YOU READ (pp.38-39)

Interact with students and try to elicit an interpretation of the picture. Try not to correct your students' responses at this stage.

KEY

1- The "blue helmets" / U.N's peacekeeping troops.
2- They are working for the United Nations Organisation.
3- They are from Algeria
4- The buildings are destroyed because of the war.
5- The soldiers' chief duty is to re-establish/restore peace in the area.
6- Suggested answer: Yes, I would like people all over the world to live in peace/ to make peace**.**

AS YOU READ (p.38)

Act. One (p.38)

Check the students' responses to the **Before you read** activity. The key is given above.

Act. Two (p.38)

It is not necessary to set the same questions for your students year after year. You can devise your own questions about the text. However, it is important to introduce equivalents of modals **can** and **could** when you set your questions.

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KEY

a- The horrors of modern warfare have made Man think about the preservation of human life.

b- It could not stop stop/It was incapable of stopping fascism because it had no power of its own.

c- It is the Security Council of the U.N. that can settle disputes.

d- Possible title: The United Nations: Its Branches and its Functions

AFTER READING (pp.39-41)

KEY

a- "Can" expresses possibility; **"Can"** can also express also ability or permission. e.g., **ability:** I can ride a bicycle.

permission: Can I go out?

b- The regular past form of **can** is **could.** Its irregular form is **was/were able to.** We can replace **managed to** by **was/were able to ,** which indicates a successful completion of an action.

c- The future form of **"can"** is: **"will be able to".**

Refer your students to the **Grammar reference N° 8,** page 197 to check their answers and to consolidate further the use of **can/could** and their irregular forms.

PRACTICE (pp.40- 41)

Act. One (p.40)

The students will practise the use of the modals **can/could** and their irregular forms by doing a completion activity.

a. The League of Nations **cannot** impose economic sanctions on warlike nations.

b. Germany **will be able to** join the Security Council soon because it is the third economic power in the world.

c. The UN General Assembly **can** only make recommendations to the Security Council. It **cannot** make decisions.

d. The United Nations Organization **has not been able to** create a permanent military force yet.

e. Dag Hammarskjold, who served as Secretary General of the UN from 1953 to 1961, **was able to** organize peacekeeping task forces.

f. UN peacekeeping troops, called 'blue helmets', **can** use force only for temporary self-defence purposes. They can maintain peace, but they **can not** prevent war.

g. The United Nations Educational, Scientific and Cultural Organization

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(UNESCO) **was able to** launch its Peace Programme only after the end of the Cold War.

Act. Two (p.40)

In this activity, your students will identify the different functions that can be expressed by the modals **can** and **could.** You can tell your students to write sentences of their own to express the same functions using the same modals.

KEY

Column A	Column B
1. Can you hear what he's saying?	**a. ability**
2. We could build a culture of peace by being more tolerant.	**b. possibility**
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**
5. I wonder if you could come here and talk it over.	**e. request**
6. At the age of 17, you can take your driving licence with your parents' consent, but you can't vote.	**f. permission**
7. Don't lean out of this window; you could fall down.	**g. warning**
8. Can I help you?	**h. offer**

Act. Three (p.41)

The aim of this activity is to illustrate the idea of achievement inherent to the use of the irregular form of can **was able/were able to.**

Example

You: Did you convince them?

Your partner :Yes. It was difficult. But we **were able to** do it in the end.

The answers are not necessarily the ones given in this key.

You: Did they settle the dispute?

Your partner: Yes, it took them a lot of time of negotiation, but they **were able to** reach an agreement at the last minute of the discussion.

You: The exercise was difficut, wasn't it?

Your partner: Yes, we **were able to** solve it thanks to the collaboration of everybody.

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You: My car broke down in a forest road.
Your partner: Were you **able to** repair it and drive back home?

WRITE IT RIGHT(p.41)

Before setting the students to task, make sure you explain to them what the word **prejudice** means. Brainstorm with them the types of gender/generational/ racial prejudice that are most common in our society. e.g., Women are not usually considered to be strong; men are thought as effiminate if they speak softly; the elderly are supposed to be able to do nothing once they are retired; the young are regarded as impulsive etc. The students should feel free to denounce the prejudices they like.

Down with Prejudices

Do you think a woman can be tall and strong ?
Do you think she can be pretty and strong?
Do you think she can be a good mother and a bread winner ?

Do you think a man can be small and pretty?
Do you think he can speak softly and still be considered a man?
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 to be called an unusual human being .

SAY IT ALOUD AND CLEAR (p.42)
Act. One (p. 42)
KEY
Intonation at the end of the underlined sentences:

Journalist: …Could you spare a few minutes please ? ↗.

El-Baradai:……..

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Journalist: …How do you feel about it ? ↘

El-Baradai:

Journalist: Would you mind saying in what sense please? ↗

El-Baradai: Not at all↘

Journalist: May I ask another question ? ↗

El-Baradai:

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

El-Baradai: **Journalist:** Will you please give us some examples ? ↗

El-Baradai: **.....**

Act. Two (p.42)

Before the students start doing the activity, make sure you simulate requests with the language exponents given in the textbook. Put emphasis on the new forms: **I wonder if ..., Do/would you mind ....?**

WORKING WITH WORDS (p.43)

Act. I

Your students can be asked to bring out print-outs of other abbreviations/ acronyms from the Internet to the classroom. They will make a synthesis of the major organisations concerned with peace and human relief all across the world and make a classroom wall sheet . You can check the pronunciation of the acronms/abbreviations in the **Oxford Advanced Learner's Dictionary** of ***Current English*** or in the **Oxford Advanced Leaner's Encyclopedic Dictionary**. Please remember that some of the abbreviations/acronyms can stand for various organisations. Those suggested here are not necessarily the ones that your students will suggest.

Abbreviation/ Acronym	Full form	Description
UNWRA	United Nations Relief Works Agency	The UNWRA is the U.N organization which brings relief to people in need.

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ABC	American Broadcasting Company	ABC is one of the four most important TV channels in the United States of America.
A-BOMB	Atomic bomb	A bomb which derives its destructive power from the rapid release of energy by fission of heavy atomic nuclei. The first atomic bomb to be used was dropped on Hiroshima , Japan on 6 August 1945 by the USA.
AID	Agency for International Development	
BBC	British Broadcasting Corporation	
CIA	Central Intelligence Agency	
CNN	Cable News Network	
FBI	Federal Bureau of Investigation	
FIFA	Federation Internationale de Football Association (International Association Football Association)	
GB	Great Britain	Great Britain comprises ...
MBC	Middle East Broadcasting Company	
NATO	North Atlantic Treaty Organisation	
NBA	National Basketball Association	
OPEC	Organisation of Petroleum Exporting Countries	
Ph.D	Doctor of Philosophy	

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PTA	Parent-teacher Association / Passenger Transport Authority	
UK	United Kingdom	
WBA	World Boxing Association	

Act. Two (p.43)

Brainstorm the major concepts that can related to peace and war in the classroom by making a word map. Then assign the words as dictionary entries to be completed at home in the way suggested in the textbook. You will check the students' work in the classroom. Here are some words related to peace and war : violence, treaty, consensus, discussion, dialogue, non-violence ...

LISTENING AND SPEAKING (pp.44-47)

Act. One (p.44)

Ask questions about the picture. e.g., Who are the girls in the picture? They are school girls? Where are they? How do you know? Do they look happy? ... It is not necessary to get the right answers at this stage.

Act. Two (p.44)

The students will check some of the predictions they have made in Act.One.

Act. Three (p.44)

The questions included in this activity will allow the students to identify the actors, the situation, the topic of discussion and to provide a summary of the dialogue they have listened to. These questions are related to the listening strategy of not trying to know every single word when listening to conversation .

a- two classmates
b- in the classroom (see the picture)
c- Leila is upset; she's angry with Maya.
d- Yes, it is.
e- Maya has made fun of her friend Leila in front of her classmates. Leila is angry with her. At last, Maya feels sorry for what she has done.

Act. Four (p.44)

No, I **did't.** (Stress falls on the auxiliary.)
Yes, you **did**.(Stress falls on the auxiliary.)
Did **I** ? (Stress falls on the personal pronoun.)
You **did** . (Stress falls on the auxiliary.)

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Act. Five (p.45)

Simulate the snippet for your students before they act it out. They can play a variation on the snippet.

YOUR TURN (pp.45-46)

Go through the **tip box** before moving on to the next activities. Relate the information in the **tip box** to the comprehension questions in activity three.

Act. One (p. 45)

The answers are not necessarily the ones given in this answer key.

A- Your partner: Sorry, I should have asked for your permission.
B- Your partner: He shouldn't have done that.
C- Your partner: He shouldn't have borrowed it without your permission.
D- Your partner: I'm really sorry. I shouldn't have said that.

Act. Two (p.46)

KEY

A- O
B- D
C- D

Have your students write similar sentences to express deduction and obligation.

WRITE IT UP (pp.46-47)

Brainstorm the difficult vocabulary in the box before setting the students to task. Refer the students to the **Grammar Reference n° 9 on page 198** before you set them to task.

Possible key

- We **have to** tolerate difference.
- We **have to** respect each other.
- We **have to** keep cool.
- We **shouldn't** shout at each other.
- We should learn to listen to each other.
- We mustn't impose ourselves on others.
- We **shouldn't** cheat at exams.
- We **should** accept the opinions of others.
- We **shouldn't** insult others.
- We **needn't /don't need to** always agree with each other.
- We **don't have to** be violent.
-We **should** settle disputes peacefully.

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Act. Two (p.46)

Possible acrostics

P: Pay more attention to others.
E: Engage in non-violent compaigns/actions.
A: Act peacefully.
C: Collect signatures to end war and violence in the world.
E:Express disagreement for conflicts.
D: Do actions according to the law of your country.
E: Engage in campaigns for the freedom of speech.
M- Make protest against anti- social measures.
O: Organise yourselves in committees to fight against injustice
C: Collect funds for the election of your candidate.
R: Respect the rights of others.
A: Act against poverty.
C: Care about the homeless.
Y:Yell out your solidarity with people in need of justice.

Act.Three (p.47)

Duties	**Rights**
Work hard Respect the opinion of others Tolerate differences Respect the rights of others Promote a culture of peace Co-operate to solve problems	Express opinions Meet together to express views Free education Good working conditions Health care information

CLASS CHARTER (p.47)

The class charter can be presented in the form of a wall sheet. Refer the students to the text on page 56 (**Exploring matters further).**

Suggested answers:

Article One: Rights

a- Children have the right to get free education.
b- Children have the right to meet together to express views.
c- The school autuorities must offer good working conditions.
d- The school autuorities mustn't discriminate among children.
e- The parent-Teacher Association has the right to express opinion about the educational policy.

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Article Two: Duties and Responsibilities

a- We have the duty to respect the opinions of others

b- We must work hard.

c- We shall tolerate differences.

d- We mustn't be the cause of school disorder.

READING AND WRITING (pp.48-49)

Act. One (p.48)

Interact with your students by asking questions about the picture. You can add other questions to the checklist.

a- The picture represents a slave ship. (Please, talk about slave trade.)

b- I think that the ship is in Africa, and it is going to America.

c- Geoge Washington, first U. S President ; July 4th, 1783: Independence Day; Abraham Lincoln (US President) ; 1861-1865 : American Civil War; Martin Luther King Jr 1963. One of the leaders of the Civil Rights movement; August 1963, March of 200,000 people on Washington DC to demand racial equaliry. (Discuss further these points in class monitoring the discussion towards racial issues in the US.)

Act. Two (p.48)

a. Martin Luther King Jr. was one of the Black American leaders of the Civil Rights Movement in the 1960s. (The students can suggest other answers.)

b- He hoped/wished his children to be free from racial prejudice.

c- The author/Martin Luther King repeats words, phrases and ideas: "I have a dream", "one day","we'll be able to"…
He uses an oratorical style in order to stimulate his audience; to get the audience to feel the injustice of racial discrimination and segretation .

d- Yes, because it is full of hope. (The students can suggest other ideas.)

Act. Three (p.49)

The aim of this activity is to develop the students' dictionary skills.

KEY

Address: speech or talk to an audience.

Can: ability or capacity to do something

Spiritual: a religious song as sung by Negroes in the USA.

Choice of words from the speech: character n. 1- (of a person, community, race,…etc) mental or moral qualities that make one person ,race, etc different from others; 2- moral strength; 3-person who is well known; 4- letter, mark used in a system of writing or printing.

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WRITE IT OUT (p.50)

Before assigning the writing activity to your students, first go through the **tip box** .Then brainstorm the age limits . The students will take the jottings that you will make on the board to write their speech/address. Martin Luther King's address will be taken as a model.

WHERE DO WE GO FROM HERE ? (p.52)

Skills check (p.52)

TEXT FOUR (p.57) AMERICAN FRIENDS

QUESTION ONE (Key: The correct answer is D.)

What is the main idea of this passage/song? Circle the correct answer.

A.An American soldier is fighting for the Vietnam war.

B.The Mexican-American war

C. Thoreau and Mark Twain are ashamed of America.

D .A young man refuses to fight for American wars.

QUESTION TWO (Key: Statements A. and C. are false.)

Circle true or false. When false, give the correct information.

A. The young man attended the college graduation. T. F.

B. He is ashamed of being American. T. F.

C. He marched against the Vietnam war at twenty. T. F.

Written comprehension

In no more than 20 lines, say why the author does not like wars.

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Unit 3: WASTE NOT, WANT NOT.

OBJECTIVES



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 **was** and **were** in the passive
- Pronunciation of **must**, **can**, **should** 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

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PREVIEW (p.58)

Go through the preview to let the students be aware of what they will learn in the unit. Brainstorm a checklist of projects compatible with the new language items and skills covered by the unit, and let them discuss and choose the project they would like to materialise. Again, it is not recommended to let the students do the same project year after year.

THINK IT OVER (p.59)

Get the students interact about the stamps. What does each of them represent/ show? When was the stamp issued? On which occasion was it issued ? ...The interaction will serve as an introduction to the topic of the unit.

WORDS TO SAY(p.59)

The words in the checklist are related to the topic of the unit. The emphasis is on the pronunciation of consonants. Make sure the students know how to pronounce each of them.

DISCOVERING LANGUAGE (pp.60-63)

BEFORE YOU READ (p.60)

The students will interact about the map using their background knowledge.

1- The map represents Southern America.
2- The area in green stands for the Amazon Forest.
3- It is situated between Brazil, Peru, Ecuador and Bolivia.
4- The line in question is that of the equator.
5- The equatorial climate is hot and humid.

AS YOU READ (p.60)

Act.One (p.60)

The students will the check the answers they have not checked in the **Before-you-read** activity.

Act. Two

a-.There is more than a decade of global fossil fuel emissions of carbon dioxide stored in the Amazon Forest trees.
b- The Amazon basin ecosystem has been protected from threats because of its isolation.
c- It is one of the world's greatest conservation challenges because it is no longer isolated. (Students will give one or two justifications from the text.)

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AFTER READING (p.61)

1- a- Timber companies

b-The Brazilian government

These sentences are in the passive voice because the subjects of the verbs are not really the doers/agents of the actions i.e.,the focus is on the actions rather than on the performers/ doers (of the actions).

2-a- Timber companies fell 18.000km2 of forest trees

b-The Brazilian government built new roads throughout the 1960's and 1970s.

3- The sentences that give attention to the **action itself** are the sentences from the reading text; The students' sentences are in the active. They put emphasis on the **doers/performers** of the actions.

4- The writer has inverted the structure by foregrounding the action (putting it first in the sentence structure) and putting the real performers/doers of the action at the end of the sentence.

5- a-C ; b-D; c-B; d-A

6- No, it is not always necessary to use **by** in passive sentences**.** We use **by** when we want to draw attention to the doer of the action.

Make sure your students go through the **Grammar Reference n°10** pp.199-200 to check their answers.

Practice (pp.62-63)

Act. One (p. 62)

KEY

The Exxon Valdez **was** wreck**ed** just off the coast of Alaska in 1986. It was carrying a huge cargo of oil. The oil spilled out, and it **was** wash**ed** onto the beach by the wind. The water **was** pollut**ed**. The beach **was** damag**ed** . The fishing industry **was** ruin**ed**. Hotels and restaurants were closed.

Act. Two

Use the weak forms of the auxiliaries was and were unless indicated otherwise in the answer key below. The focus in this activity is on the pronunciation of the auxiliary **was**/**were** in the passive.

Speaker A. What happened to the Exxon Valdez?

Speaker B. It **was** wrecked off the coast of California and the oil spilled out.

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Speaker A. The oil **was** wash**ed** out onto the beach?
Speaker B. Yes, it **was** (Use the strong form of the auxiliary.).
It **was** spread out by the winds.
Speaker A. **Was** the fish poisoned?
Speaker B. Yes, they **were (Use the strong form.)**. They suffocat**ed** for lack of oxygen.

Act. Three (p.
Students will act out the dialogue once you have simulated it .

Act. Four

a. Fumes from automobile exhaust pipes **cause** air pollution.
Air pollution **is** caus**ed by** fumes from automobile exhaust pipes.

b. Water pollution **will deplete** many water zones of their oxygen soon.
Many water zones **will be** deplet**ed** of their oxygen by pollution soon.

c. The Algerian government **will ban** cigarette smoking next year.
Cigarette smoking **will be** ban**ed** by the Algerian government next year.

d. The Post and Telecommunication Ministry **has** already **issued** a lot of environmental stamps. A lot of environmental stamps **have** already **been** issu**ed by** the Post and Telecommunication Ministry

e. We **haven't imposed** drastic limits on gas emissions and noise yet.
No drastic limits **have been** impos**ed** on gas emmisions yet.

WRITE IT RIGHT (p.63)

Explain what a press release is to your students . Then brainstorm the topic before we set them to task.

Press release

We make our sincere apologies for the damage **caused by** the wreck of the Exxon Valdez yesterday. Oil **will be recuperated** with special machines and the spoilt beaches **will be cleaned**. Marine life **will be restored**; birds **will be washed out**. We promise that 2000 workers **will be recruited** soon. Hotel workers **will be employed by** the company and the tourist industry **will be compensated** for its loss. ... (Students can add examples of their own;)

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SAY IT LOUD AND CLEAR (p.64)

Act. One (p.64)

The activity illustrates list intonation. We use a falling intonation when we end the listing and a rising intonation when we are still in the process of doing so.

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

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

Act. Two (p.64)

Discuss with your students and try to single out the sounds which pose pronunciation problems. Then try to find to elaborate a remedial work for these problem sounds.

Act.three (p.64)

The problem sounds given in the activity are the most common ones (for Algerian speakers of English). Elaborate another exercise to illustrate other problem sounds if there are any other ones that your students meet and proceed to remedial work.

KEY: Use a dictionary which contain phonetic transcriptions.

1. WORKING WITH WORDS (p.64)

Act. One (p.64)

It is recommended to use the words that your students should look up in dictionary in context.

Act. Two

The strategies for checking difficult vocabulary are as follows. First, the students will resort to a dictionary only once s/he can't guess the meaning of the difficult words from context. For this, s/he needs to identify the category of the words, see whether there are any synonyms, antonyms, or paraphrases of these difficult words. Once s/he is sure that she can't do otherwise than checking

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a dictionary for understanding the meaning of the difficult words that she has singed out from the text, she will open the dictionary at the page where the word is listed. In doing so, s/he will pay attention to the alphabetical order. (Cf; For further information about dictionary skills, check the **Key to Entries** in ***Oxford Leaner's Dictionary of Current English, pp. XIV - XVIII)***

Act. Three (p.65)

A: pronunciation
B: compound/complex word
C: figurative language
D: example
E: transitive verb
F: something
G: somebody
H: proverb
I: uncountable noun
J: colloquial English
K: American English
L: colloquial English
M: adjective
N: adverb

LISTENING AND SPEAKING (pp.66-68)

Act.One (p. 66)

Interact with the students and make them identify and interpret the photosynthesis process. Then they will complete the blanks with the verbs in the yellow box.

Act. Two (p. 66)

The students will check their answers to activity one.

KEY

a- Carbon dioxide **is derived from** the air.
b- Water **is drawn from** the soil.
c- Sunlight energy **is absorbed by** chlorophyll.
d- Oxygen **is released from** plants and food.
e- Sugar **is produced during** photosythesis.

Act. Three (p.66)

Plants **must be** protected**.** /məsbi:/
They **can't be** replaced by man-made converters . /kɑ:mbɪ/

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They **shouldn't be** cut down. /ʃʊmbiː/

Act. Four

Brainstorm the topic with your students before they describe the process in question.

YOUR TURN (p.67)

Act. One (p.67)

Make sure your students pronounce the modals in the correct way.

a. We **mustn't** hunt animals in danger of extinction.

Animals in danger of extinction **mustn't be** hunt**ed**.

b. We **shouldn't** throw recyclable objects.

Recylable objects **shouldn't be** throw**n** away.

c. We **should** stop desertification.

Desertification **should be** stopp**ed.**

d. We **can** divide pollution into four types.

Pollution **can be** divid**ed** into four types.

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

Alternative energies **may be** group**ed** in five categories: ...

f. We must protect our human resources.

Human resources **must be** protect**ed**.

TIP BOX (p.67)

Go through the tip box before you move on to the activity in the **Write it up** rubric.

WRITE IT UP (p.68)

Interact with the students using the picture. The students will identify the different parts of the solar home and their functions. Explain the difficult vocabulary if necessary.

Ladies and gentlemen....

During winter, ouside air **is captured by** warm glass roof panels. Then, warm air **is forced down** into a water tank by an air handling unit. Next, the water in the tank **is heated** and greater quantities of warm water air are released. The hot air **is** then **sent down** a duct to the crawlspace in under-floor area. After that, warm water rises through floor registers to the

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living space. Some of the heated air **is absorbed by** concrete slabs . It **is released** at night. This process **is reversed** during summer.

READING AND WRITING (pp.69-71)

Act. One (p. 69)

Elicit the students' responses to the pictures. Then let them choose what they consider as the right answers to the questions attached to the pictures. Don't check their interpretations at this stage.

Act. Two (p.69)

The students will check their answers to the questions in activity one.

KEY

1- b
2- c
3- c

Act. Three (p.70)

easily made angry= irritability (noun)
is confirmed= is borne out (verb)
related to the brain= mental (adjective)

Act. Four (p.70)

The best title is **Another Kind of Pollution.** Noise pollution has not been recognized as such until recently.

Act. Five (p.70)

a- A sentence which focuses on the general idea:

e.g., For a long time, noise has been known to cause sleeplessness and irritability, and now other studies are linking it to a wide range of mental and physical disturbances.

b- A sentence which gives details to support/ develop the general idea:

e.g., In Los Angeles, researchers have found that people living near the airport have…

c- A sentence which provides a smooth transition from one idea to another.

e.g., In the opinion of many hearing specialists, time is running out.

d- A sentence which supports the new idea:

e.g., The number of mental diseases will be multiplied by two or three…

e- A sentence which logically concludes the ideas discussed in the paragraph:

e.g., This health alert against……

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WRITE IT OUT (p.71)

Act.One (p.71)

A sentence is **missing** in the list of scrambled sentences**.** Give it to the students before you start brainstorming the topic related to the sentences. The sentence runs as follows : **At least two great civilizations (establish) there.**

a. Throughout the world, deserts **are** creat**ed** because pastures near arid lands heavily **are** graz**ed** and trampl**ed**.

b. Around towns, adjacent forest belts **are** denud**ed** by people in their search for firewood.

c. More productive plants **are** introduc**ed** into semi-arid lands. As a result, indigenous plants necessary for the maintenance of the soil **are** nudg**ed** out.

d. Many people think that desertification **is** caus**ed** only by a change in climate, but the truth is that deserts **are** provok**ed** by human actions.

e. Because of intensive production of cash crops like cotton and groundnuts, soil nutrients **are** dissipat**ed** and the topsoil **is** erod**ed** by wind and water.

f. A long time ago, history **was made** in the deserts.

g. Today, about 140 million people **are** threaten**ed** by the spread of the desert caused through the interaction of climatic fluctuations and man's abuse of his environment.

h. Desertification must **be** stopp**ed** now, otherwise deserts will **be** transform**ed** into a curse for man soon.

i. These civilizations **were built** in deserts because people knew how to live in harmony with nature.

k. At least two great civilizations **were established** there.

Act. Two (p.71)

The students will write the whole paragraph on their portfolios indicating the various functions of the sentences.

1. f - 2. k - 3-i 4. g - 5. d - 6.a - 7.c - 8. e - 9.b - 10.h

WHERE DO WE GO FROM HERE ? (p.73)

Skills check (p.73)

TEXT FIVE (p.75) ENERGY CONSUMPTION IN MODERN TIMES

READING COMPREHENSION

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QUESTION ONE

Choose the <u>one</u> word that best keeps the meaning of the original word written in bold in these sentences from the text:

The global energy situation began to change **significantly** in the second half of the last century.

A. occasionally
B. frequently
C. greatly
D. virtually **(Key: The correct answer is C.)**

Widespread ownership of energy- hungry appliances contribute to this **huge** growth in enegy consumption.

A.. unique
B. incredible
C. very big
D. noticeable **(Key: The correct answer is C.)**

QUESTION TWO

In line 15, the phrase it <u>wasn't until</u> means :

A. It was before 1954.
B. It was after 1954.
C. It was in the year 1954.

(Key: The correct answer is C.)

WRITTEN COMPOSITION

Your school plans to produce a science magazine on the topic «Save more, consume less.» You have read the text on «Energy Consumption» and you decide to write an article in which you describe what people should do at home and elsewhere to consume less energy and save it for future generations. Write your article in 20 lines.

TEXT SIX (p.76) THE CONSERVATION OF HUMAN RESOURCES

READING COMPREHENSION

QUESTION ONE

What does the writer imply by: "Human beings, as producers, are positive resources" ?

A. They contribute to the country's economic growth.
B. They produce good teachers.
C. They contribute to the creation of new jobs.
D. They avoid killing themselves in a nuclear war.

(Key: The correct answer is A.)

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QUESTION TWO

In the writer's opinion, human conservation means :

A. developing medical services for the disabled and the blind.
B. educating people better for new jobs.
C. producing more physical raw materials.
D. contributing to optimal living conditionals for human beings.

(Key: The correct answer is D.)

QUESTION THREE

Choose the <u>one</u> word that best keeps the meaning of the original written in bold in the following sentence from the text:

The conservation of positive human resources begins with health **improvement**.

A. problems
B. betterment
C. resources
D. organisations.

Key: The correct answer is B.)

QUESTION FOUR

In line 20, what exactly does the phrase "this direction" describe ?

WRITTEN COMPOSITION

What will happen to us when raw materials grow scarce ? Write a letter to your local newspaper in which you express your own views on this topic .

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UNIT 4: BUDDING SCIENTIST

OBJECTIVES

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.



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

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PREVIEW (p.78)
PREVIEW (p.79)
Go through the preview to make the students aware of the main objectives of the unit. Brainstorm the project work and elicit a list of projects that your students can do. Then make them agree on the project they will carry out.

THINK IT OVER (p.79)
The pictures illustrate the topic of the unit. You are supposed to interact with your students about the pictures to familiarize them with the topic of the unit . The two pictures illustrate Arab science during the Abbassides period. Refer to page 96 of the textbook to get information about this period. ...

WORDS TO SAY(p.79)
The focus is on word stress. Most of the words are related to science. Read them aloud as your students follow on the page of the textbook. Mark the stress as appropriate before you make your students repeat the pronunciation of the words.

DISCOVERING LANGUAGE (pp.80-83)

BEFORE YOU READ (p.80)
The students interact using the geometrical figure in the textbook. The aim is to revise the comparatives and to make the students familiar with vocabulary related to geometry before moving on to the first activity in the **As you read** rubric.

YOU	YOUR PARTNER
- How many degrees has an acute angle got?	-Less than 90%
- How many degrees has a right angle got?	-90%
- How many degrees has an obtuse angle got?	-More than 90%
- How many degrees has a straight angle got?	-180%
- How many degrees has a reflex angle got?	- More than180%

AS YOU READ p.80)
Act. One (p. 80)
The students check their answers to the activity in the **Before you read** section.

Act. Two (p.81)

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1- Yes, there is. A point in geography has no dimensions (length and thickness) whereas a dot has length, width and thickness.

2- The stress is on **have**. (A straight line that we draw on paper with pencil **have** width and thickness)

3- The teacher advises his/her students to revise today's lesson.

(It is not necessary to ask your students the same questions year after year.)

AFTER READING (p.81--83)

GRAMMAR DESK (p.81)

a- The result clause of sentence **1** is in the future simple.

The result clause of sentence **2** is in the present simple.

b- The condition in sentence **2** is true at any time because it is a general truth.

The condition in sentence **2** is of the domain of prediction. The students may or may not get good marks.

c- When can replace **if** in sentences **2** and **4**.

2- When two lines cross, the opposite angles are always equal.

4- When there are two points, the shortest distance between them is called **a straight line.**

d- The order of the sentences is as follows: **(2-4) (1-3)**

Refer your students to Grammar Reference n°11, pp.201-202 to check their answers.

PRACTICE (pp. 82-83)

Act. One (p.82)

You can devise another activity to differentiate between the zero and the first conditionals.

a- We **will get** wet **if** it **rains**. (prediction)

b-.**If** you boil water at 100% centigrade, it **evaporates**. (scientific truth)

c- If you **throw** water on fire, it **will stop** burning.

d- If you **drink** some cool water ,you **will** soon **feel** better.

e- She **will fall** sick **if** she **drinks** that polluted water.

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Act. Two (p.82)

A: Sentences	B: Functions
1. If you **buy** two, you **will get** one free.	F. promise
2. I **will help** you do the exercises if you **want**.	B. offer
3. If you **do not** stop making **a** noise, I **will switch off** the TV.	D.threat
4. He **will understand** if you just **explain** why you **came** late.	E. advice
5. If you **touch** that wire, you **will get** an electric shock.	C warning
6. If this jacket **is** the correct size, it **will fit** me.	A. prediction

Act. Three (p.82)

The students will write similar sentences identifying their functions.

Act. Four (p.82)

This is a game. So let the students express freely their own ideas as long as the conditional is used appropriately. This activity will be done by each group separately before doing it as a class.

G1: If you pass your exam, we'll go to Brazil.
G2: What will we do if we go to Brazil?
G1: If we go to Brazil? We'll visit Maracana Stadium.

Act. Five (p.83)

Make sure your students understand that **will, may** and **can** express different degrees of certainty.

KEY

a- If you **fall** down, you **may break** your arm.
b- That boiler **can** explode **if** you **put** too much pressure on it.
c- He **may** hurt himself **if** he **mixes** chemical products carelessly.
d- They **can** fail their mathematics and physics exams **if** they **don't learn** the theorems.

Other possible sentences:

a-If you drive too fast, you may have an accident.
b-If you spend too much money you can run out of it soon.
c If you overuse your old car, it may break down one day.
d-If you don't pay your taxes on time, you can have a fine

WRITE IT RIGHT (p.83)

Brainstorm the topic with your students. The topic is familiar to them. So they

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can add other interesting ideas about water properties.

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

Water has some surprising qualities. For example, most liquids freeze and become denser, but water becomes lighter. When you fill a pan of water, with ice cubes, you note that unmelted particles remain on the surface. The reason is that frozen water is lighter than water in liquid form. When water expands, it becomes ice and it exerts pressure. If you fill a glass bottle and put it in the freezer, the bottle breaks. As the frozen water expands, it exerts pressure on the glass bottle.

Water molecules have a strong attraction to each other. The force of attraction is called cohesion. If you moisten two pocket mirrors and stick them together, you will not be able to pull them apart. The water molecules on the surface of the pocket mirrors attract each other. But it is not difficult at all to separate dry mirrors because ...

SAY IT ALOUD AND CLEAR (p.84)

Act. One (p.84)

The aim of this activity is twofold: The students will learn about intonation in complex interrogative sentences and the use of the modal **should** with the **conditional if** for giving advice. The intonation pattern is indicated by the arrows.

Car owner: What should I do↘ if the engine fails to start? ↗
Mechanic: Check if there is fuel in the tank. ↘
Car owner: And if there is fuel in the tank. ↗
Mechanic: Then you should check ↘ if the battery is all right. ↘

Act. Two (p.84)

You can suggest different situations to your students wherein they will practise the language exponents suggested in the activity.

Act. Three (p.84)

A) words	**Pronunciation**	**B) words**	**Pronunciation**
Psycholo**gy**	/saɪ`kɒlədʒɪ/	Solu**tion**	/sə`lu:ʃn/
Democra**cy**	/dɪ`mɒkrəsɪ/	Televi**sion**	/telɪ`vɪʒn/
Philoso**phy**	/fɪ`lɒsəfɪ/	Realis**tic**	/ˌrɪə`lɪstɪk/
Responsibil**ity**	/rɪˌspɒnsə`bɪlətɪ/	Stat**ic**	/`stætɪk/
Technologi**cal**	/ˌteknə`lodʒɪkl/	aeronautics	/ˌeərə`nɔtɪks/

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The rules for word stress

1; Stress on first syllable

Most two-syllable nouns and adjectives have stress on the first syllable.

2. Stress on last syllable

Most two-syllable verbs have stress on the last syllable.

3.Stress on penultimate syllable (second from the end):

Words ending in 'ic' , 'tion', and 'sion

4. Stress on ante-penultimate syllable (third from the end):

Words ending in 'cy', 'ty', 'phy'; 'gy'

5. Polysyllabic words (words with many syllables)

These usually have more than one stress, i.e., primary and secondary stress. Often such words contain a prefix (as with 'inter' and 'anti' in international and antibiotic). This is common with many long technical words.

6. Compound words (words with two parts)

If the compound is a noun, the stress goes on the first part : e;G;, greenhouse , blackbird.

If the compound is an adjective, the stress goes on the second part; e.g., bad-tempered, old-fashioned

If the compound is a verb , the stress goes on the second part, e.g., understand, overlook.

WORKING WITH WITH WORDS (p.85)

Act. One (p.85)

The activity can be assigned as a homework. The homework will be checked in class and the final product can be a classroom wall sheet. You can add another activity to consolidate further the use of the suffixes.

Act. Two(p.85)

Crossword puzzle p.85

Across

a-psychology

b-mathematics

c-zoology

d-astronomy

e-biology

f-ecology

g-chemisty

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LISTENING AND SPEAKING (pp.86 -*88)*

DEVELOPING SKILLS (p.86)

Act. One

a- The advert addresses high school graduates.

b- "Open Day" is the day when the university is open for visit by high school graduates who are interested to join the university.

Act. Two (p.86)

Across

a- The speakers are Jamel and Maya who are high school students.

b- Jamel.

c- He starts as follows: "I feel like going".

d- Jamel wants to visit the faculty of medicine.

e- Maya wants to visit the faculty of civil engineering because she isn't interested in visiting the faculty of medicine.

Down

Physics

YOUR TURN (p.87)

Go through the **tip box** to consolidate further the use of the language exponents for asking for and giving advice.

Act. One

Simulate the model dialogue before setting your students to task. Make them use the language exponents and the strategies in the **tip box.**

WRITE IT UP (p.88)

Act. One (p. 88)

Go through the **tip box** before you move on to the writing activity proper.

A letter for seeking advice

A suggested letter to an "agony aunt":

Dear Dr Wells,

I'm writing to you to seek advice. My name is Omar and I'm a secondary school student. I can't make up my mind about a personal problem.

I'll sit for the baccalaureate exam soon. I'll certainly succeed, but my parents are old and are in need of financial help. I would really like to help them. However, If I do so, I will have to give up my dream of becoming a doctor . In short I am in a dilemma. On the one hand, If I decide to help, I will have to renounce to my registration at the university. On the other hand, if I don't, I'll feel guilty of not helping my family. I have no one to turn to. What should/can I do ?

Sincerely,

"Miserable"

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Act. Two(p.88)

Brainstorm the topic with your students. They can suggest different pieces of advice. Jot them on the board and let them agree on one of them. For example, they can suggest registration at the UFC (Evening University). This will allow 'miserable' the possibility of working during the day. This is one way of **working one's way through college/university**.

READING AND WRITING (pp.89-91)

Act. One (p.89)

The students will try to answer the questions in the captions by helping themselves with the illustrations (figures).

Act. Two (p.89)

a. Yes, it shows the balloons moving away from one and other. The illustration helps in understanding the word "repel" in the text. It also helps to visualise the whole experiment.

b. Yes, I have used my knowledge in physics. Using background knowledge helps in understanding texts.

c. The answer to the first part of the question may be **yes** or **no** depending on the students' background knowledge. As regards the second part of the question, the answer is **no**.

Act. Three (p. 90)

Fig.2: It illustrates the result of the experiment : unlike charges attract. The balloons are attracted to the rod. They are negatively charged whereas the rod is positively charged.

Act. Four (p.90)

5-Captions:

Figure.3: A negatively charged balloon adheres to an uncharged wall.

Figure.4: A positively charged balloon also adheres to such a wall.

WRITE IT OUT (p.91)

Brainstorm the topic with your students. Jot down ideas on the board and then let the students complete the letter in their own way. Pay attention to the layout of the letter.

WHERE DO WE GO FROM HERE ? (p.94)

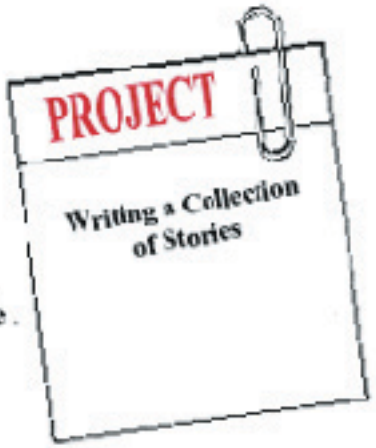
Skills check

Make your own test to check your students' performance in the reading and writing skills. A model has been given to you in the previous units.

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UNIT 5: NEWS AND TALES

OBJECTIVES



DISCOVERING LANGUAGE

Grammar

- Past perfect tense with time **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

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PREVIEW (p. 98)

Go through the preview to acquaint the students with the end-of-the unit objectives. Discuss the type of project work your students will carry out.

THINK IT OVER (p.99)

Introduce the topic of the unit by asking some questions about the pictures included in the rubric.

WORDS TO SAY (p. 99)

The focus in this activity is on words containing silent letters. The words are related to the topic of the unit. Read them aloud and make the students repeat the pronunciation of the words.

DISCOVERING LANGUAGE (pp.100-105)

BEFORE YOU READ (p.100)

Interact with your students and elicit answers to the questions attached to the map. You can ask other questions than the ones included in the textbook.

Some possible responses

Question: Where is the epicentre of the earthquake represented on the map?

Answer: A few kilometres off the Indonesian shore.

Question: Which areas are hit by the earthquake/ tidal waves?

Answer: Many countries in the region. The students can list different areas.

Question: How many people died?

Answer: More than one hundred thousand victims. The students can give the number of casualties in each area. The information is on the map.

Question: When did the earthquake happen?

Answer: It occurd on December 26, 2004.

AS YOU READ (pp.100-101)

Act. One (p.100)

The students will check the answers to the questions that they have not checked in **Before you read** activity.

Act. two (p. 101)

a- The natural phenomenon of ***Tsunami*** was little known before December 26, 2004 because the victims did not belong to many nationalities and ethnic groups. Or because it had not been given much publicity before .

b- ***Tsunami*** has become one of the most popular Japanese words because of the thousands of T.V. channels which covered the disaster for more than a month.

c- No, it wasn't the first time that a ***Tsunami*** had hit that region. It had already hit China twenty years earlier.

d- The ***Tsunami*** of December 26, 2004 was special as its victims did not belong to one nationality or religion.

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AFTER READING (pp.101-102)

Grammar desk (p.101)

1- had hit- had recessed

2- was known-was universal

3- the past perfect tense

4- the simple past tense

Refer the students to **the Grammar refernce n° 12 t**o consolidate further the use of the past perfect and the past simple.

PRACTICE (p. 102)

Both the past simple and past perfect are sometimes possible.

a. My husband and I **wept** when we **(had) heard/heard** the terrible news.

b. The world **had never known** such a disaster before.

c. It **was** the first time that an earthquake of such a magnitude **had hit** our country.

d. People **had stayed** outdoors until the local authorities **told** them to go back into their homes.

e. Many people **had died** before the paramedics **arrived**.

f. Old people **told** us that our country **had already experienced** such a catastrophe.

g. By the time the fire brigade arrive, our house **had burnt** out.

h. I **had just switched** on TV to watch the news when the flood **came in**.

I. The house which he **had built** twenty times earlier **was** in fire.

Act. Two (p.102)

China- the Chinese ; France- The French ; Wales- The Welsh ;
Japan- The Japanese; Ireland- The Irish; The Spain- The Spaniards
Burma- The Burmese; The Netherlands- The Dutch
Switzerland- The Swiss ; Sweden- The Swede

Act. Three (p.102)

Example

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

a. The ***tsunami*** hadn't distinguished between **the poor and the rich.**

b. The injured and the sick were taken to hospital.

c. Aid agencies gave food and water to **the hungry and thirsty.**

d. Th homeless were sheltered in tents**.**

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WRITE IT RIGHT (p.103)

Brainstorm the topic with your students. Here are some ideas which can help you. When we write a narrative, we generally start by **setting the scene**. At this stage, we generally use the past simple and past continuous. e.g., It was in 1989. It was in summer. It was early in the morning. The breeze was blowing ... Once the scene is set. Mention an **event that interrupts or disturbs** the scene (eg., Suddenly an earthquake shook out our building) and narrate or describe what was happening. ...

Your students will write about their own personal experiences with catastrophes.

SAY IT ALOUD AND CLEAR (p.104)

The rule for stress in compound words is as follows.

If the compound word is a noun, the stress goes on the first part; e.g.,

greenhouse - **black**bird.

If the compound is an adjective, the stress goes on the second part; e.g.,

Old-**fashioned** - sweet-**tongued**

If the compound is a verb the stress goes on the second part; e.g.,

under**stand** - over**look**

However, in connected speech, compound words are subject to stress shift when a stressed syllable follows closely.

(From Christiane Dalton and Barbara Seildlhoffer, ***Pronunciation,*** (Oxford University Press 2000, p.103)

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 **blue**bells 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**.

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Act. Two (p. 104)

The rules are included in activity one. It has to be observed that there are some exceptions to the rules. For example, compound words are subject to stress shift when a stressed syllable follows closely. It is the case of **red-haired** and **blue-eyed in** red-haired and blue-eyed **girl.** Please explain the stress shift in compound words before moving on to the next activity. (Cf. Daniel Jones, ***Cambridge English Pronouncing Dictionary*** **16 th Edition, p. 111)**

Discuss with your students about how compound words with adjectives are formed and on which word stress normally falls.

Act. Three (p.104)

"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↘.

Act. Four (104)

The students will form as many words as they can. e.g., big-eyed - left-handed big-**headed**; good-**mannered**; left-**handed**; blue-**eye ;** dark-**skinned**; old-**fashioned**; hard-**working**; black-**haired ;** fast-**moving ...** Please remind the students of stress shift in compound words in connected speech.

WORKING WITH WORDS (p. 105)

The examples are not necessarily the ones included in this key.

a.My grandfather fell off the ladder the other day when he was painting the kitchen. **Fortunately,** he didn't hurt himself /**Unfortunately,** he broke his arm. **/Obviously**, he didn't know that it was dangerous for a man of his age to climb up the ladder.

b. When Zohra first went to live in England, her English was very poor. **Gradually,** she started learning to speak English . **Naturally,** she met some problems in speaking English at first.

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c. I left no stone unturned in my search for my missing keys. **Eventually,** I found them under the mattress./**Strangely** enough, they were in my pocket.

d. She was shouting and knocking at her neighbour's door. **Suddenly,** a dog jumped out of the window and bit one of her legs**. Surprisingly,** no one heard her even though she was sure her neighbours were at home.

e. As the woman came down the stairs, she slipped. Said, **immediately**, phoned for an ambulance.

f. He lived up to the age of 120 years. **Sadly,** he did not live to see his grandchildren.

Act. Two (p.105)

KEY

Your students can write sentences containing other similes

a. He laughs like a **hyena**.
b. S/he is as hungry as a **wolf.**
c. She wouldn't listen.She was like an **ostrich** with its head in the sand.
d. They clung to the tree branches, as agile as **monkeys.**

Act.Three (p.105)

KEY

a. She is a **rose** . **b.** The moon was a **ship** tossed upon a cloudy sea.

Act. Four (p.105)

Organise a talent show. You can assign the activity as a homework. The students will use the poem in the textbook as a model.

LISTENING AND SPEAKING (pp.106 -108)

DEVELOPING SKILLS

Act. One (p.106)

a- The authors of the collection of stories are the Brothers Grimm.
b- The story represented on the book cover is a folktale entitled: "Four Friends".
c- The purpose of the jacket blurb is to give a summary of the contents of the book in order to attract readers/potential buyers.

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Act. Two (p.106)

Pause and ask questions to elicit responses. The students will check their predictions as you resume the narration of the story.

Act. Three (p.106)

Possible summary

The animals decided to leave their homes because they were afraid of being killed by their masters.They went to the great city to turn musicians. On their way there, they reached a house in which robbers lived . They frightened the robbers away. The four friends took possession of the house and the food. Then, they decided to go to the city. During the day, they sang their songs of wisdom. At night, they came back home to rest. They lived together happily until their death.

e.The moral of the folktale is that robbers never succeed in their enterprise, and honest people do even when they are old.

YOUR TURN (p. 107)

Go through the tip box before you move on to the activities.

Act. One (p.107)

Simulate the dialogue and brainstorm the topic (e.g., eliciting the titles of their favourite science-fiction films and books.)before you set your students to task.

Act. Two

Simulate dialogues to illustrate what you expect of your students in terms of production. The model in the textbook can serve as a model.

WRITE IT UP (p.108)

Brainstorm the guidelines before the students move on to the writing activity. The stories included in the script and those in the rubric of **Exploring matters further** can serve as models.

READING AND WRITING (pp.109- 111)

Act. One (p.109)

The questions and answers that your students will produce are not necessarily the ones included in this key.

1-Wh- questions using a newspaper lead-in:

Q:How many people died and how many were injured in the accident?

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A: Two people died and nine were injured.
Q:Where did the road accident happen?
A:It happened near Boudouaou.
Q:When did it happen?
A:It happened on/ lastTuesday.
Q:Why did it happen?
A:It happened because the motorist heading to Boudouaou was phoning while he was overtaking a bus.
Q:Who inquired about the accident?
A:Gendarmerie officers did.

Act. Two (p. 109)
KEY
The answers will not necessarily be formulated in the same way as in this key. The important thing at this stage is the discussion . The students will check their answers with the information in the **tip box** on page 110.
a-Yes, because the rest of the article develops further the information given in the lead-in, which is only a summary of the news item.
b-Yes, the picture shows a collision between a lorry and a car. We can, therefore, visualise the accident.
c-The writer reports both facts and opinions. S/he does so in order to explain the reason why the accident happened. The facts are there, we can't change them, but the author's opinion can be questioned on the basis of the background knowledge that the readers/students might have about the different actors and the cirmcumstances in which the accident happened.
d-Yes, I am. The couple described is sympathetic and was not all responsible for the the accident.

Act. Three (p.110)
First, go through the **tip box** to check the students' answers in activity two. Then brainstorm the topic, elicit other ideas and jot them on the board. The students will develop the relevant jottings.

WRITE IT OUT (p.111)
Act. One (p.111)
Statements by the motorists and eyewitnesses
b-The motorist **was not wearing** his seatbelt when the accident happened.
c-While she was driving, the bus driver **was talking** to one of the passengers.
d-I **was checking** the wing mirror when the lorry hit me from behind.

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e-While I **was turning** slowly into a narrow street, the pedestrian jumped in front of my car.

Statements by the traffic police officer

a-As soos as I **arrived** at the scene of the accident, I made the traffic move.

b-The paramedics had taken the victims to hospital before I **arrived**.

c-After I **had questioned** some witnesses, I **took** some photos of the damaged vehicles.

d- I **hadn't written** my report until I questioned the eyewitnesses.

e-When I **had finished** questioning the eyewitnesses, I went to hospital to question the injured motorists.

Act. Two (p. 111)

The students will use the newspaper article in **As you read** rubric as a model. They will also get inspiration from the first activity on page 111.

A possible answer

An accident happened yesterday. A pedestrian was hurt by a car. As soon as I arrived at the scene of the accident, I made the traffic move. The paramedics had taken the victim to hospital before I arrived. "While the car was turning slowly into a narrow street, the pedestrian jumped in front of the car" an eyewitness said. When I finished questioning the witnesses, I went to hospital to question the victims. ...

WHERE DO WE GO FROM HERE ? (p.113)

Skills check (p.113)

Follow the models provided in the previous units.

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UNIT 6: NO MAN IS AN ISLAND.

OBJECTIVES



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 suffix **-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

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PREVIEW (p.118)

Go through the preview to make the students aware of the main objectives of the unit. Then brainstorm the project work with your students and let them decide what type of project they will carry out.

THINK IT OVER (p. 119)

Interact with your students using the pictures. The interaction about the pictures will serve as an entry into the topic of the unit.

WORDS TO SAY (p. 119)

The focus of this activity is on the pronunciation of the **-ed** inflection. Make sure your students repeat the words in the checklist. All the words are related to the topic of the unit.

DISCOVERING LANGUAGE (pp.120-125)

BEFORE YOU READ (p. 120)

The answers to the questions will not necessarily be formulated in the same way as in this key.

The first symbol represents a crescent; the second a cross; the third symbol is a diamond. (The International Federation of the Red Cross and Red Crescent societies is still discussing whether to adopt the diamond as an alternative common symbol). Refer to the text of the textbook on page 135 for further information about the Red Cross and Red Crescent societies.

b-They represent the different organizations which bring relief to people in need.

c- No, people who work for these organizations are volunteers.

d- They operate in situations in which people are in need of help. (natural disasters such as earthquakes, floods...).

f-They fulfill the following duties:

(1)fund raising
(3) collecting food aids
(4)helping with medical care
(6)providing assisstance in emergency situations

AS YOU READ (p.120)

2- a- The report is about Youth charity

b- The author writes about the findings/results in the second(2) paragraph.
-S/He writes/ gives the interpretation in the third (3) paragraph.

c- The reporter used the word "interestingly" to show his/her surprise at the the unexpected results of the survey.

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d- No, it doesn't. The data gathered by ***Youth 2010*** show that young people are more thoughtful than they were thought to be by their parents.

AFTER READING (pp.121- 123)

Grammar desk (p. 121)

1- The tenses used in the reporter's questionnaire are the present perfect and the past simple.

2- The past perfect tense is used in the report.

3- Yes, there is a shift from the present perfect and the past simple tenses to the past perfect tense because the reporter reports indirectly what **was** said by the informants.

4- said (to say); told (to tell)

PRACTICE (pp. 122-123)

Act. One (p.122)

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?

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

The interview

You: What did the interviewer ask him?

Your partner: S/He asked him where he **had grown** up.

You: And what did he answer?

Your partner: He said that he **had grown** up in Seattle, Washington.

You: What did the interviewer ask him?

Your partner: S/He asked him where he **had discovered** his interest in Software.

You: And what did he say?

Your partner: He answered that he **had discovered** his interest in Software at the private Lakeside School.

You: What did the interviewer ask him?

Your partner: S/He asked him when he **had begun** computer programming.

You: And what did he answer?

Your partner: He answered that he **had begun** computer programmingat the age of 13.

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You: What did the interviewer ask him?
Your partner: S/He asked him when he **had entered** Harvard University.
You: And what did he answer?
Your partner: He said that he **had entered** Harvard University in 1973.

You: What did the interviewer ask him?
Your partner: S/He asked him if **had developed** the first computer **there**.
You: And what did he answer?
Your partner: He answered that he **had developed** it **there**.

You: What did the interviewer ask him?
Your partner: S/He asked him how long he **had been** Head of Microsoft.
You: And what did he answer?
Your partner: He said that he **had been** Head of Microsoft for more than 20 years.
You: What did the interviewer ask him?
Your partner: S/He asked him why he **had set up** the Bill Gates Foundation.
You: And what did he answer?
Your partner: He answered he **had always been** thoughtful about others.That's why he had done it.

You: What did the interviewer ask him?
Your partner: S/He asked him how much money he **had donated** that year.
You: And what did he answer?
Your partner: He said that he **had donated** $3.2 million.

You: What did the interviewer ask him?
Your partner: S/He asked him which charities he **had supported** so far.
You: And what did he answer?
Your partner: He answered he **had supported** organizations working in the field of health and learning.

You: What did the interviewer ask him?
Your partner: S/He asked him if his wife **had helped** him.
You: And what did he answer?
Your partner: He said that she **had helped** him.

Act. Two (p. 123)

a- Albert Einstein doubts whether present-day Americans have become any happier since their grandparents settled in the country.

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-Albert Einstein doubted whether present-day Americans had become any happier since their grandparents settled in the country.

b- John Donne writes that no man is an island.
- John Donne wrote that no man was/is an island.

c- - Bertrand Russel says that three passions have governed his life: the longing for love, the search for knowledge, and an unbearable pity for the suffering of mankind.
- Bertrand Russel said that three passions had governed his life: the longing for love, the search for knowledge, and an unbearable pity for the suffering of mankind.

WRITE IT RIGHT (p.123)

Have the students read the pie chart. Then ask questions to elicit information from the chart. Make sure you use the reporting verbs in the yellow box. Move on to the writing activity once you feel that they can do it. The text on page 120 of the textbook will serve as a model.

SAY IT LOUD AND CLEAR (p.124)

Act. One (p.124)

The silent letters in the poem are written in bold type. Read the poem and get the students to repeat it. The poem is by Rudyard Kipling.

- **h**onest
- tau**gh**t – **k**new
- w**h**at – w**h**y – w**h**en
- w**h**ere – w**h**o

The silent letters in the dialogues are written in bold.

You: I beg you**r** pardon. W**h**at did you say ?
Your partner: I said, " On**e** autum**n** day a colum**n** of condenm**n**ed prisone**r**s solem**n**ly ma**r**ch**e**d along singin**g** hym**n**s".

You: I beg you**r** pardon. W**h**at did you say ?
Your partner: He said, "The **k**ni**gh**ts **k**nock**e**d the **k**nave on his **k**nuckl**e**s with a **k**notted knob. He **k**new w**h**en he **k**nelt on his **k**nees, he had a **k**nif**e** in his **k**nitted **k**nicke**r**s."

Act. Two (p.12)

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Pronunciation	Spelling	Pronunciation	Spelling
	Lis**t**en Repo**r**t Famin**e** Docto**r** cu**p**boa**r**d		**W**riting We**d**nesday Sta**r**v**e** Cut cut**e**

WORKING WITH WORDS (p.124)

Act. One (p. 125)

a-The thief **admitted** that he had stolen the bag.
b-The mother **prayed/begged** the doctor to save her son.
c-She **apologized for** being late.
d-She **ordered** him to go there.
e-He **suggested** to go out for a walk.
f-She **advised** her girlfriend to consult a doctor.
g-She **blamed** him/her for breaking the vase.
h-Leila **agreed** that the flowers were really beautiful.

Act. Two (p.125)

Go through the rest of the reporting verbs in activity one. Then get your students to imagine situations like those in activity and to report what is said using the reporting verbs. This can be done either in class or at home.

LISTENING AND SPEAKING (pp.126 - 128)

Act one (p. 126)

Let the students interact and to decide on the correct order. Don't correct their responses at this stage.

Number	**-1-**	**-2-**	**-3-**	**-4-**
Letter	**b**	**c**	**d**	**a**

Act. Two(p. 126)

Students check their answers.

Act. Three (p.126)

The mistake consists of adding **to** the idiom **had better** and **had better not**. The correct answers are in **script n° 6, on page 184 of the textbook.**

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YOUR TURN (p. 127)

Go through the **tip box** to consolidate further the expressions used in asking for and giving advice.

Act. (p.127)

The students will use the cues to ask for and give advice. There are many possibilities.

Before an earthquake

You: What should I do before an earthquake?
Your partner: You'd better have an earthquake survival kit at hand.
Other suggestions:
You'd better know how to turn off gas, water and electricity.
You'd better plan emergency procedures.
You'd better make plans to keep your family together.
You'd better know emergency telephone numbers (doctor, hospital…).

You: What shouldn't I do before an earthquake?
Your partner: You'd better not anchor objects like bookcases and kitchen units to walls.
Other suggestions:
You'd better not place objects over beds.

After an earthquake

You: What should I do after an earthquake?
Your partner: You'd better check for injuries.
Other suggestions:
You'd better provide first aid.
You'd better check for building damage and potential problems during aftershocks.
You'd better clean up dangerous spills.
You'd better wear shoes.
You'd better turn on the radio and listen for instructions from public safety agencies.
You'd better use telephone for emergency only.

WRITE IT UP (p.128)

Act. One (p. 128)

Go through the tip box before moving on to activity two.

Act. Two (p. 128)

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Refer the students to activity one in **Your turn** rubric page 127**.** They may get inspiration from the cues. The answer to this activity is not necessarily the one given in this key.

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 the loss of human life and material damage.

Before an earthquake, we'd better not place objects over bed because they may fall over family members and injure them. ...

During the earthquake, we'd better not panic and run away in all directions, for we can be injured or killed . We'd better stand in a doorway or crouch under a desk or a table, stay well away from windows or glass dividers, for our safety. ...

After an earthquake we'd better provide first aid because family members and neighbours may be injured. ...

READING AND WRITING (pp.129 -131)

Act One (p.129)

Interact with your students. The picture is supposed to have been taken after the earthquake that shook Bourmedes in 2003. Don't correct your students' guesses at this stage.

Act. Two (p.129)

The women are taking food to their neighbours because the latter have lost their homes.

Act. Three (p.130)

Great calamities can show the best in man. For instance, while I was covering, for my newspaper, the earthquake in Boumerdes 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 are 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**"**.

Act. Four (p.130)

KEY

The journalist asked Raffik where the women were going all together.

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Raffik replied that they were taking food to their neighbours who had lost their homes. He said that people had always helped each other over there and he added that that earthquake had considerably increased that sense of neighbourliness.

WRITE IT OUT (pp.130-131)
Act. One (p. 130)
KEY
There are many possible answers. e.g.,
Some people think that we can reduce poverty in Africa by giving more food aid. Some others believe that food aid is not the solution to starvation and malnutrition in Africa.

Act. Two (p.130)
Suggested answer
Some people think that we can reduce poverty in Africa by giving more food aid. This is totally wrong. Billions of dollars are alredy spent on food aid and thousands of people are still dying from hunger and famine. I believe that ... (Students will develop the relevant notes to support this second opinion.)
The irrelevant notes are as follows:
- Africa has long history/culture
- music beautiful

WHERE DO WE GO FROM HERE ? (p.133)
Skills check (p.133)

TEXT SEVEN (p.134) SOLIDARITY IN NATURAL DISASTERS
READING COMPREHENSION
QUESTION ONE
Read the statements from the text and select the answer about what they imply:
1. Global warming will increase the occurrence. As a result …
A. disasters are not limited to specific regions.
B. Desertification will decrease .
C. It is necessary to promote a culture of prevention.
D. There will be more storms, floods and droughts.
(Key: The correct answer is D.)
2. Natural disasters are man-made to a large extent. Therefore …
A. It is necessary to control population growth, movements and displacements.
B. Solidarity is essential for people to survive.

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C. Earthquakes will necessarily lead to chaos.
D. Unemployment will increase with natural disasters.
(Key: The correct answer is A.)

QUESTION TWO
Consider the words below. In which one does the suffix «de» means «lack something» ?
A. desertification
B. deforestation
C. devastating
(Key: The correct answer is B.)

QUESTION THREE
What is the verb form of these words?

Words	Verb form
1. statement 2. increase 3. preventive 4. growth 5. displacement 6. emission 7. erosion 8. destruction 9. recurrence 10. promoter	

WRITTEN COMPOSITION
A monthly magazine has invited readers to contribute some ideas on how to increase solidarity among people in case of a natural disaster (earthquake, tsunami, floods, hurricanes, etc.). Write a **proposal** on how you will deal with the problem and what solutions you will suggest.

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UNIT 7: SCIENCE OR FICTION?

OBJECTIVES



DISCOVERING LANGUAGE

Grammar

- If-Conditional type 2
- If-conditional type 3
- **If only** ...

Pronunciation

- Emphatic stress (do and did)
- 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

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PREVIEW (p.137)

Go through the preview and make the students aware of the objectives to be reached in this unit. Brainstorm the project work and let the students agree on the project they will carry out.

THINK IT OVER (p. 138)

Interact with your students using the pictures. The pictures are supposed to make the students aware of the topic of the unit.

WORDS TO SAY (p.138)

All the words in the checklist are compound words. Focus on stress when you read them aloud. The rules for stress in compound words have already been given in this book.

DISCOVERING LANGUAGE (pp.139-145)

BEFORE YOU READ (p.139)

It is not necessary to check all the answers at this stage. Your students are supposed to check some of their answers in the **As you read** activity.

a-The author of the book is H.G.Wells.

b-The titles of novels included in the book are: ***The time Machine,***and ***The War of the Worlds***.

c-Their theme is science fiction.

d-Suggested answer: I like films like **S*tar Wars*** or **ET**.

e- Suggested answer: yes, I do. I like it because it narrates imaginary scientific and futuristic stories.

AS YOU READ

Act. One (p. 139)

Check the answers you have not checked in the **Before you read** rubric.

Act. Two (p.140)

a-All science fiction films are based on the following hypothesis: " what if it were real?"

b- They are different because some scenarios are built on the supposition that Martians are dangerous whereas some of them suppose that they are friendly.

c-Sci-fi takes its ideas from current ideas in science.

d-*Dr Jekil and Mr Hide* teaches us to remain close to human nature and not try to upset it. (The answer to this question can be formulated in different ways.)

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AFTER YOU READ (pp.140-142)

1- The conjunction **If** expresses condition.
2- The tense of the verb in the **if**-clauses of sentences **a**, **b** and **c** is the past simple. The clauses are about something unreal, unlikely or untrue. They refer to either to the future or present, but not to the past.
3- The modal used in the result clauses is **would**. The future form of this modal is **will.**

Let ‘s consider sentence **d**:

1- The past tense used in the **if**-clause is the past perfect simple.
2- It refers to something impossible, something which did not happen.The speaker is dreaming of or imagining a different past. But the past cannot be changed!
3- The speaker uses **would have** + **past participle**.

PRACTICE(pp.141-142)

Act.One (p.141)

KEY

a. If animals **could speak,** they **would complain** about our ingratitude to them.

b- I **would change** my destiny **if** time travel **was** possible.

c- If Hitler **had** not **existed**, the history of the world **would have been** different.

d-**If** Arabs **had** not **translated** and (**had not**) **conserved** Greek scientific works, humanity **would have lost** an important part of its cultural heritage.

Act. Two (p.141)

KEY

a-Advice
b-Regret
c-Blame

Act. Three (p.141)

Brainstorm the **if-clauses** before you set your students to task. Provide them with any necessary help.

Act. Four (p. 142)

a-could
b-could
c-might
d-could

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WRITE IT RIGHT (p.142)

Brainstorm the topic of the newspaper article. Don't forget to remind them about the layout of a newspaper article: catchy headline, lead-in and the article proper. The students will use their background knowledge in history to write their articles.

SAY IT LOUD AND CLEAR (p.143)

Act. One (p.143)

The words which are emphasized are: **don't** and **do**.

Act. Two (p.143)

You: Do come to watch a science fiction film with me if you can!
Your partner: That will be nice!
You: I **did** enjoy that film!
Your partner: So did I. It **did** give me a fright.
You: I **do** believe in the existence of Martians.
Your partner: So do I.

Act. Three (p.143)

The emphatic words are written in bold type.

WORKING WITH WORDS (pp.144-145)

Act. One (p. 144)

a-well known
b-well written
c-well appreciated
d-well informed
e-well paid

Act. Two (p. 144)

It is preferable that your students limit themselves to compound words related to the topic of the unit. e.g**., s**pace-suit; space-craft; space-rocket; **space-vehicle; s**pace-time ; space-helmet; science fiction; natural sciences; social sciences; applied sciences

Act. Three (p. 145)

3-a-look up
b-back to
c-look after
d-looking down
e-looking forward
f-looking into
g-looked away

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Act. Four (p.145)

The students will give as many examples as possible.

Act. Five (p.145)

Two special meanings for look up and look down:

look up: (1) turn the eyes upwards(e.g., the ceiling)

(2) search for something

look down: (1) turn the eyes downwards (e.g.,the floor)

(2) look with disregard/contempt

Note: The first meanings are denotative, and the second meanings are connotative. Illustrate the difference between phrasal and prepositional verbs.

Act. Six (p.145)

Encourage your students to include other phrasal and prepositional verbs.

LISTENING AND SPEAKING (pp.146-147)

Act. One (p. 146)

Interact with your students using the picture as a support. Don't check the answers to the questions at this stage.

Act. Two (p.146)

a-They are injecting a vaccine against bird flu.

b-The woman wearing a mask is cautious; she's afraid of contaminated by the bird flu epidemics.

Act. Three

Explain the meaning of the word "synthesize" before you set the students to task. When we synthesize texts we are generally interested in the general ideas which are conveyed by these texts. As an alternative activity, you can give three short summaries of the conversation between Ali and Said and let the students choose the most appropriate. Students will discuss their own choices if there are many.

Act. Four (p. 146)

-A sentence used to ask for an explanation: **What do you mean?**

-A sentence used to interrupt someone: **Wait a minute!**

- A word used to resume speaking after being interrupted: **Well**

Act. Five (p.147)

The intonation goes down at the end of statements except in case where the statement is not finished.

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said it↘ might (Intionation goes up) science ↘ time ↘ problems ↘ them↘

YOUR TURN (p.147)

Go through the **tip box** before you move on to the activities.

Act. One (p.147)

There are many possible answers.

You: Anyway so far industry hasn't just solved problems. It has also created some others.

Your partner: I didn't quite catch what you mean.

You: Well…Take the case of pollution for example. Because of industrial wastes, rivers, seas and the earth are dying. The air is poisoned; water is polluted,; and the land is full of tons of rubbish.

Act. Two (p. 147)

There are many possible answers. Give any necessary help to your students.

I think about my childhood with many regrets. For example, if I had worked at school, I would have succeeded in getting a good job. ... (This activity can be continued as a chain game.) And if I had got a good job, I would have ...

WRITE IT UP (p.148)

Go through the **tip box** and explain the difference between prose and poetry.

The students are supposed to use the past perfect tense in the 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 had lost.
Oh! If only I ***had thought*** *of working hard at school ...*

READING AND WRITING (pp.149-150)

Act. One (p. 149)

Don't check the students' answers at this stage.

Picture1: Archimedes' principle / the law of buoyancy (Refer to the text in **Exploring Matters Further** page 97)

Picture 2:- Isaac Newton's discovery of the universal law of gravitation.
gravitation

-These laws and principles were discovered by accident.

Act. Two(p. 149)

Check your students' answers to the questions in activity one.

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Act. Three (p.150)

a-The topic of the text ie related to scientific discoveries.

b-The main idea of the text is that some famous discoveries were made by accident.

c-The author of the text tries to convince/persuade the reader that scientific discoveries are not always the result of ingenuity.

d-He gives two examples to illustrate his point.

e-I agree with the author because the argument of the text is well constructed./ The students can also disagree by saying that it is true that chance plays an important role in scientific discoveries, but chance alone is not enough. We need people of genius to note/observe what is happening at the moment the miracle happen.

TIP BOX (p.150)

Go through the **tip box** and explain to the students how they discuss a text.

Act. Four(p. 150)

Possible answer

This text is about scientific discoveries. The author believes that some famous discoveries were made by accidents. He gave us two examples to convince us. I don't really agree with him.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 also takes a lifetime of toil and perspiration to make an invention.

WRITE IT OUT (p.151)

Go through the **tip box** before you set the students to task.

Possible answer

The greatest name in the history of electrical research in the first half of the nineteenth century is that of Michael Faraday. His career furnishes a classical example of a poor boy who made good as a scientist. He was born in Newington, Surrey, England in 1791. Faraday was the third son of a poor blacksmith who moved to London to mend his fortunes. Faraday never went beyond elementary grades in school. He dropped out and was apprenticed to London bookbinder at an early age. Endowed with the curiosity that is the characteristic of the true scientist, young Michael started to read some of the books he was binding. He saved money to attend lectures on science. Later, he worked as a laboratory assistant to Sir Humphry Davy, one of the famous scientists at the time. His duties included bottle washing and other disagreeable chores. Sir Humphry Davy was jealous, so Michael quitted his job and spent the rest of his time doing research and teaching.

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Faraday married Sarah Barnard, a Silversmith daughter who was a devoted wife. He became a professor of chemistry in 1833. He discovered the principle of the dynamo, and then the radio waves in 1845. He studied electrolysis and introduced scientific terms such as "anode" and "cathode". Though Faraday's electrical discoveries represent his chief contributions to science, he also did important work in chemistry.

WHERE DO WE GO FROM HERE ?
Skills check (p.154)
TEXT EIGHT (p.157) WILL VOLCANOES CAUSE THE END OF THE WORLD ?
READING COMPREHENSION
QUESTION ONE
Read about the volcanoes and match the statements with information from the text.

statements	information
1. Height of eruption in sky 2. Area destroyed by ash and lava 3. Depth of laca pouring over USA 4. temperature of planet after ash invades atmosphere 5. first eruption Yellowstone Caldera	a. I million years ago b. 5 inches c. 30 miles d. 600 miles e. 15° C

QUESTION TWO
Pick out 6 words or phrases that relate to 'volcanoes'.
(Key: The words are the following: eruption, power, magma, ash,acid rain, black rain.) ('Explosive force' can also be accepted.)
QUESTION THREE (Key: The correct answer is C.)
Does the information in the text consist of :
A. a comparison with similar phenomena ?
B. results of an empirical investigation ?
C. statistical evidence ?
D. beliefs based on a personal experience ?
WRITTEN COMPOSITION
You have read a book or seen a film about disasters. Write a report on how the survivors have managed to establish a community after this disastrous event.

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UNIT 8: BUSINESS IS BUSINESS.

OBJECTIVES



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

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PREVIEW (p.158)

Go through the preview and brainstorm the project work.

THINK IT OVER (p.159)

Interact with your students using the pictures. The students will be introduced to the topic of the unit.

WORDS TO SAY (p.159)

The focus in this activity is on shift of stress in words due to a change in their category.

DISCOVERING LANGUAGE (pp.160-162)

BEFORE YOU READ (p.160)

Your students will check their answers by referring to the lettters included in pages 160 and 161.

a-The expression "handle with care" is written on packets/boxes containing (easily broken) fragile objects which are in transit.

b-I think that she sells vases.

c-She feels angry because the vases have been damaged in transit.

AS YOU READ (pp.160-161)

Act. One (p. 160)

The letter which the **picture p.160** best illustrates is letter **C**.

Act. Two (p.160)

A: The letters are business letters. They are written for business transaction. (There are other possible answers.)

B: 1-order placement-D
2-letter of complaint-C
3-order/receipt of acknowledgement-B
4-advice of dispach-A

C: Chronological order in which the letters are sent: **D-B-A-C**

AFTER YOU READ (p.162)

Grammar Desk (p.162)

a-The link words written in bold express purpose.

b. All the main clauses are in the front/first part of the sentences and the subordinate ones in the second part (after the conjunctions written in bold).

c-Sentence 4: The verb in the main clause is in the present continuous tense whereas that of the verb in the subordinate clause is in the future tense.

Sentence 5: The verb in the main clause is in the future tense whereas the second verb is preceded by **can**.

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d- The sentence which is acceptable is the following:

We would like our order to be processed promptly **in order not to** miss the summer sale.

This one is not acceptable.

We would like our order to be processed promptly **not to** miss the summer sale.

PRACTICE (p.162)

Act. One (p.162)

The students can develop further the introductory sentences they have obtained.

Possible answers

a-Dear sir,

I am writing to congratulate you for the new born baby.

b- Dear sir,

I am writing to apologize for the offence.

c- Dear sir,

I am writing to apply for the job advertised in USA today.

d- Dear sir,

I am writing to enquire about the quotations for Spring and Summer clothing.

e- Dear sir,

I am faxing you information about the merger of our company with the Yamakachi Company.

Act. Two (page 162)

-a-Would you therefore please let us know about your wishes as soon as possible **so that we** can reserve the rooms you need.

-b-Please, place your order for our new range of products by 15 December **so that you can** benefit from the discount prices on the price list.

WRITE IT RIGHT (p.163)

Act. One (p.163)

Brainstorm the layout before you set your students to task. The activity can be related to the area where your students live. The text below is not necessarily the one that your students will produce.

Dear Mr _____,

We are writing to ask for information about the city of Oran. We are a group of manufacturers of airconditioners from Leeds and we are interested in opening a business in Oran. Would you please send us information about the following:

a. working hours

b. languages spoken

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c. working force ...
Thank you in advance for any information you can provide us with.
We look forward to receiving your reply.

Yours faithfully,
Air and Co.,

Act. Two (p.163)
The activity can be related to the area where your students live.

SAY IT LOUD AND CLEAR (p.164)
You can put stress on the words starting either from the beginning or from the end of the sentence . The focus is on the shift of stress at the sentence level.
a-June **b-**Algiers **c-**business **d-** going **e-**you
See the key to activity two below.
Act. Two (p.164)
The focus is on **corrective stress**.
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**.
You: Are you going on a business trip to **Algiers** in June?
Your partner: No, I'm going on a business trip to **Oran** in July
You: Are you going on a **business** trip to Algiers in June?
Your partner: No, I'm going on a **holiday** trip to Oran in July
You: Are **you** going on a business trip to Algiers in June?
Your partner: No, **Mary** is going on a business trip to Oran in July
WORKING WITH WORDS (p.165)
Act. One (p.165)

Memo

The employees of the company are **dissatisfied** with their working conditions. Some of them complain about **mistreatment** and **malpractice** while others say that the wages are **unfair** and that the managers are **insensitive** to their feelings.

The present organization of our company is not efficient. It is time to **rearrange** and **reorganize** it so as to **re-establish** good labour relations.

It is **impossible** to improve production and productivity if the policy of wages is not **reconsidered**.

Act. Two (p.165)
Students will write their own Profit and Loss statements and Balance Sheets. If necessary they can get help from their accountancy teacher.

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LISTENING AND SPEAKING (pp.166-167)

Act. One (p.166)

a-advertisement

b-in newspapers and magazines

c-The short texts on the lefthand side of the page are 'work wanted' ads; the text on the righthand side is a firm offer of recruitment (situations vacant).

Act. Two (p.166)

2-The speakers are talking about the advert on the righthand side of the page. (offer of recruitment/situations vacant)

Act. Three (p.166)

Make sure your students use their own words in giving their summaries. They are supposed to identify the situation, the actors and the problem.

YOUR TURN (p.167-168*)*

Act. One (p.167)

Go through the **tip box** before moving on to the activities in this rubric.

The example in the textbook will serve as a model.

Act. Two (p.168)

Illustrate the difference between the present perfect simple and the present perfect continous. Then make the students play the snippets of the dialogue as indicated in the instruction.

WRITE IT UP (p.168)

Act. One (p.168)

Rashid: He **has been working** in the sales department **for** two months, and he **has already mastered** all the selling techniques.

Omar: He **has been working for** six months, but he **has not got** the list of all workers in his shift **yet**.

Rashid: She **has been directing** a research project **since** January last year, and she **still hasn't completed** it.

Omar: She **has been training** to become manager **since** 2005, and she **has just only got** the appointment to the position.

Act. Two (p.169)

Before setting the students to task, check that they know the vocabulary included on page 169. The graphs can help you illustrate the meaning and the use of the words needed for writing an annual report.

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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. Absenteism has fallen to the lowest point. ... (The students will give figures to support their statements) (If necessary refer to **SE1 book** to have ideas about how graphs can be read.)

READING AND WRITING (pp.170-171)

Act. One (p.170)

Don't check all the answers at this stage.

- The picture represents the American women who helped in the war effort in World War II by working ouside their homes.
- The graph represents the growth in the number of firms owned by women in the late 1980s and 1990s.

Act. Two

Check the guesses you have not checked in activity one.

Act. Three

There are many possible answers.

a- American women went to work outside the home during World War II in order to/so that they might help in the war effort.

b- They continued to work after the war in order to/in order that they might/ contribute to the rebuilding of their country's economy.

c- In the 1960's many of them prefered to stay at home to take care of their children.

d- Their husbands bought them cars so that they could drive their children to school.

e- They supplied them with washing machines and cookers to help them spend less time on housework.

f- They furnished them with TV sets in order to prevent them from being bored during their free time.

Act. Four (pp.170-171)

Go through the **tip box** before moving on to the activity.

Paragraph 1: World War II gave American women the **opportunity** to work outside their homes.

Paragraph 2: The decrease in the number of working women in the 60's and 70's. was caused by economic prosperity.

Paragraph 3: American women worked outside again in the late 1970s and 1980s because of economic crisis.

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WRITE IT OUT (pp.172-173)

Act. One (p.172)

Possible answers

a- After the war, American women continued to work side by side with American men for sometime **in order that** they **might** contribute to the building of their country's economy .

After the war, American women continued to work side by side with American men **in order to** contribute to the building of their country's economy.

b- Many of them preferred staying at home **so that they could** take care of their children.

- Many of them preferred staying at home **so as to** take care of their children.

c-They highly salaried husbands bought them cars **so that they could** drive their children to schooland back.

- They highly salaried husbands bought them cars **in order to** drive their children to schooland back.

d- They also supplied them with brand new washing mashines and cookers **so that they would** spend less time on housework.

-They also supplied them with brand new washing mashines and cookers **so as to** spend less time on housework.

e -They furnished them with TV sets **so that they might** not feel bord during their free time.

-They furnished them with TV sets **so as not to** feel bord during their free time.

Act. Two (p.172)

There are other possible transformations.

a - She took more than forty word-processing lessons **in order to** have a job promotion.

-She took more than forty word-processing lessons **so that she could** have a job promotion.

b- The government refuses to increase the wages **so as not to** cause inflation.

- The government refuses to increase the wages **in order that** they **may not** cause inflation.

c- In order to increase the sales, the company recruited an expert in marketing.

- The company recruited an expert in marketing **so that** the sales **would** increase.

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d- To protect the local industry, the government imposed new tariffs on imports.

- The government imposed new tariffs on imports **in order that** the local Industry **could** be protected.

e- In order not to disappoint private exporters, the government will lower the duties.

- The government will lower the duties **so that** private exporters **may not** be disappointed.

Act. Three (p.173)

The students will

Confidential report

Introduction:

The purpose of this report is to evaluate the performance of Leila Derradj, Production Manager of Autocar, during the year 2005. The report details the decisions that Leila Derradj took month by month in several areas.

Findings:

Leila Derradj was appointed on 2 January, 2005 so that she would help increase production.

In February, she re-organized the department so as to have more control on the staff and the work to be done. In March, she introduced break time for workers on the assembly line so that they could improve production. She introduced also a flexible time scheme for female employees of the company. In April, she put suggestion boxes in order that workers might give their opinion on the company. On June, she held a meeting with the workers so that they could participate in decision-making. Finally she introduced new items in work contract for workers...

Conclusion:

Leila Derradj's decisions have led to a new management style. The annual turnover has increased steadily. There has been a peak in productivity and sales have increased considerably which has made profits reach a sharp rise.

I therefore strongly recommend to maintain Miss Leila Derraj in her position as production manager of ***Autocar.***

WHERE DO WE GO FROM HERE ? (p. 175)

Skills check (p.175)

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TEXT NINE (p. 178) ECONOMIC FREEDOM
READING COMPREHENSION
QUESTION ONE

Circle true or false. If false, give the correct information.

A. The US economy may be threatened by the intervention of the government
B. Human freedom means that the state should intervene.
C. All rules and negotiations are laid down by a government official.
D. Americans are happy with the present restrictions on their freedom.
E. Today, at least 40 % of the American citizens income goes to the government.

(Key: Statements B.and D are false .)

QUESTION TWO (Key: A and D are adverbs.)
Circle the adverbs in the checklist below.

A. greatly
B. economy
C. costly
D. currently
E. necessary

QUESTION THREE (Key: give= offer, save=/= spend)
Make up pairs of synonyms and antonyms from the list below.

A. give
B. save
C. spend
D. offer
E. choose

WRITTEN COMPOSITION

At the end of the text, the writer says : « the urgent need today is to eliminate restrictions, not add to them ». What other restrictions can you think of that can be eliminated ?

ERRATUM

Due to technical problems beyond our control and the tight publication deadline. a number of errors have inadvertently slipped into some of the texts of the coursebook. Instead of enumerating and correcting these errors in an erratum, we have thought it wise to mention and correct them in the answer keys of this book.

Please keep us posted at

boutriche@yahoo.fr

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