

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Perform to learn

Second Year Secondary Education Student's Book

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We've made use of so many sources that it would be impossible to name them all. The Forum Magazine, British and American dailies and magazines, and Internet sites are but some of these sources.

No matter how hard we always tried to adapt and customize the material, we still hope we have not infringed on anyone's rights.

Preface

PERFORM TO LEARN is a book for the Second Year Secondary Education. It is based on the following **key principles**:

The learner is considered as a manager of his/her own improvement, capable of taking the learning process as his/her own responsibility. She/he should therefore be encouraged to develop autonomy and critical thinking. What the learner does and how she/he processes information during the lesson is to be the focal point of the teaching/learning process.

The book is organised in themes to give the learner a chance to **explore and recycle** language through **various activities**. Furthermore, it enables him/her to smoothly transit from one lesson to the next without getting confused.

Certain **formats** are repeated throughout the book in order to help the learner and give him/her the **confidence** that comes with familiarity.

For a **balanced** learning, the **four main skills** are considered of equal importance and have been almost evenly spread throughout the book with a balanced weighting.

The book consists of a preface, a book map, a diagnostic test, a review module, a series of 30 lessons, 10 supplementary lessons for Arts and 10 for Economics branches and an appendix.

We do hope the practitioners and the learners will find the material relevant, useful and varied. More important though, we hope the material will be exploited so as to interest the learner and lead him/her towards the ultimate goal: **Learning how to learn**.

The Authors

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Book Map

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PREFACE		3
DIAGNOSTIC TEST		11
SELF-REFLECTION		13
REVIEW MODULE		15

Themes	Pages	Lessons	Skills / Subskills	Functions	Grammar	Vocabulary	Pronunciation
I/ Family life	20	1-The image of who I am	Speaking Reading	*Expressing want / desire. *Talking about oneself and one's family.	I want to + verb/ I'd like to + verb.	appreciation – path - be willing to – yell – accomplish – protection –guidance – trouble – comment –	
	23	2- The stepmum	Speaking Reading Writing	- Narrating past events. - Talking about oneself and about one's family	- The irregular verbs - The present perfect	- delight - grin - shriek - stare	
	28	A1- Hard to Decide	Speaking Reading Writing	Expressing one's opinion	On the one hand/on the other hand/ all things considered	Financial/ intention/ lifestyle/ level-headed/ open-minded/ judicious	
	31	E1 The Final Market Speaking	Reading	Defining		Economist/ stocks / bond / corporation / invest / firm	
	33	3- Friendship	Speaking Reading Writing	- Talking about oneself and about friends. - Expressing intention	- Be going to + verb.	- keep in touch - lose touch - website	
II/ Communicating with others	36	4- Bridge Over Troubled Water	Listening Speaking	Express feelings Express future intention.	I'll +verb (infinitive)	Wear / tears / bridge / comfort / pain / dream / ease	Vowels / diphthongs [au] [i:] [ei] [iə] [ai]

39	5-The E-mailer Versus the Texter	Reading Writing as a process	Describing and analyzing behaviours.	Cause/ Result relation	Message / evidence / smiley / code / inbox / confess / discreet / anonymity / insecure / concise / deal with / conflict / handle(v.)	
42	A2 - Fairy Tales	Reading/Writing	React to specific content		Extraordinary / wicked / crafty / conflict / resolve / evil	
44	E2 Advertising	Speaking/Writing	Advertising / persuading		Arise / promote / brand/ to hire	
45	6-Travel is fun	Reading Writing	Advising about traveling. Advising others to do something	Either in end position	Broaden / brochure / leaflet / galleries / sail / windsurf / aquatic / canoe.	
49	7- An Interview with a Footballer	Listening Writing as a process		The present perfect progressive.	League / miss / teammates / coach / eager / career / cheer.	Syllables / Stress
55	A3- Criss-crossed lovers	Reading Writing	Narrating past events/ talking about one's life	The present perfect	To propose to sb. / to miss / heartbroken / impulsive / weary	
58	E3 Business letters Inquiry/Reply	Reading	Enquiring / replying		Catalogue / sample / trade / negotiate / authorize	

8 -PROGRESS CHECK ONE

60	9- Violence	Speaking Writing as a process		Countable / uncountable nouns	Insult / compromise / hostility / flexibility / fair play / quarrels	Stress patterns
63	10- Child Labour	Reading Writing as a process Speaking	Expressing one's opinion	The superlative : - the + adjective + est. - the most + adjective.	Estimate / manufacture / endure / contribute	Stress patterns: "tion" words.
66	11- Life without Parents	Reading Speaking	Describing people : living condition	Let Make sb. do sth. have	Drop out / consent / step-brother / siblings / belongings / dependant upon	
69	A4 : The Colour of Nutrition	Reading Writing	Advising about health.		Nutrition / diet / consumption / fat(n.) / loaded with / chemicals / decline / fountain / peel(v.) / benefits / promoting.	
71	E4 Business letters Complaint/Reply	Reading/ writing	Complaining / replying complaint		Complaint / apology / delivery /dispatch /	

	73	12- Money and Evil	Speaking Reading Writing	Expressing opinion.	Linkers : therefore/ as a result / That's why.	Corruption tyranny / dignity / anarchy / revenge / moral decline / haunt / decent	
	76	13- Song of Santana	Listening			Freedom / peace / rights / forgive / duties / community	
	78	14- My boss paid me to lie 0	Reading Speaking	Natting past events. Talking about past experience	Past progressive : Be (past) + V + Ing	Lie / faithful / accuse / deceit / honest / honest / shameful / suspicious / reliable / messy.	
	82	A5- The Fox and the Crow	Reading Speaking	Developing / demonstrating critical thinking		Trust / flatter / threaten / to trick / to grab / to bet	
	84	E5 Business letters Notification Warning	Reading / Writing	warning		Persuade / overdue / to exhaust	
VI/ Rights and Duties	86	15- Human Rights	Reading Speaking Writing as a process	Talking about one's life (autobiography)	The passive voice	Master / property / slave/ whipping / burial / hadship / penalty / restless / evidence.	
	90	16- Equality	Listening		A little A few A lot	Promotion / fear Oppression / gender Declaration Commitment millennium	{ i } { i : } { ai } { i }
	96	A6- Men and Women	Speaking Writing	Expressing opinion		Career / household / ensure / law	
	98	E6 Job Hunting	Reading / Writing	Advertising			
	17 - PROGRESS CHECK TWO						

VII/ Education	100	18- School Uniforms	Reading Speaking Writing as a process	Expressing one's opinion	Reflexive pronouns	Training / vacation / application Uniform / suppress / to conform / tidy / distinguish	
	104	19- Coping with exams	Reading Writing as a process	Giving advice	Ought to / needn't / had better Should have Shouldn't have	To cope / to panic / to check / to work out / to bother	
	108	A7- Pushy Parents	Reading Writing	Inviting / urging others to do something		Pushy / GCSE / involvement / to determine / shift / concern / to break free.	
	111	E7-Inflation	Reading / Writing	Defining		Inflation / pension / cost of living	

VIII/ Professional Life	112	20- I had no Choice	Reading Writing	Talking about one's life.	Should + perfect infinitive	Guilty / relieve / fond of / look after / settle down / self-sufficient / pick up.	
	115	21-What's Your Dream Job ?	Speaking Listening	Talking about one's plans for the future	To + verb In order to + verb So that + clause of purpose	Physician / diplomat / to earn / training / embassy / stitches	Final plurals { S } { Z } { IZ }
	118	22- A Success Story	Reading Writing: Project Work (1)	Talking about one's life experience	Used to + infinitive (habit in the past.)	Fed up / pitch / scholarship / concert / deafness / hearing aid / handicap	
	121	A8- Students' Part-time Jobs	Reading writing	Expressing opinion		Part-time / unfortunate / deliver / financial / assistance / income / fair	
	123	E8-The Budget Dollar	Reading/writing	Analyzing graphs		Income / fund / fiscal / insurance	
IX- Media and Arts	125	23- The Importance of Libraries	Reading Speaking Writing: Project Work(2)	Informing others	The more ... the more	In depth / lifeblood : to ensure / pay tribute /	
	129	24- Death of the Single	Speaking Reading Writing: Project Work(3)	Talking about one's life experience: past events	Some / Any	Casualty / passion / to blame / a single / an album	
	133	A9- Keeping a Diary	Reading Writing	Interpreting a graph		Diary / entry / surgeon / ballet	
	136	E9 Economic Changes	Reading/ Writing	expressing one's opinion	Prepositions: to / by	Rise / offer / profit / staff / item / file /fill up / springtime / drown	
	138	25- Internet Addiction	Reading Writing: Project Work (4)	Talking about future events	Reported speech	Addiction /escape / survive / guilt	
X - Science and Technology	142	26- What will Man BeLike ?	Listening		gradual change	Assume / bold / brains / futuristic	
	145	E10 Selling a Business	Reading Speaking			Asset / retirement / partnership stagnate	

XI - Ecology	147	27- Our World Our Environment	Reading / Speaking	Sensitizing people	Adverbs of degree	ban / damage / drought / deforestation	
	152	28- Water Scarcity	Reading Speaking	Sensitizing people	Not only ... but also	endanger / extinct / rainfall wildlife	
	155	A-10 Save the Lofty Trees	Reading	expressing attitudes		chop / timber / shade / greed / ugliness	
	160	29- Time for a Song	Listening Writing	Appreciating poetry		Sail / sleepy / storm / drown	

30- PROGRESS CHECK THREE

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APPENDIX

GRAMMAR SUMMARY	
LIST OF ACTIVE VOCABULARY	
PHONETIC TRANSCRIPTION CHART	
INDEX OF IRREGULAR VERBS	

Diagnostic Test

1 Complete the missing letters of the words in bold type. (Every dot stands for one letter).

In recent years, scientists have proved that before being born, babies **enj..** listening to music. Their heart -beats dance on the **rhyt..** of the drums and sleep when they are **expo...** to the sound of the piano or **class....** music. Another research concerning plants says that flowers **spec...** express their sadness and **sorr..** if they listen to the blues and show their **excite....** by closing and opening their leaves. Could plants understand and **fe..** lyrics ? Nature remains forever a wonder !

2 Fill in the blanks with 9 words from the box below. (There's one extra word)

appointment – service – close – rent – share – advance – flat – decorating
– home – advertisement

The first thing I had to do when I went to university was to find somewhere to live. I didn't want to ... (1) with anyone, so I hoped to find a small one-bedroom ... (2) somewhere. One day I saw an ... (3) for a small flat in the local newspaper. It sounded really nice. So I made an ... (4) to see it. I met the landlord outside and he showed me around. It was a nice place and the ... (5) wasn't too high, especially for that area. I had to pay a deposit in (6) but that's normal. I like it because it is situated very ... (7) to the shops and also because it has a very good bus ... (8) to and from the university. The only thing I didn't like was the ... (9). I hate painting.

3 Fill in each numbered gap with the suitable alternative in the margin.

There seems to be one British export that people just can't get enough of_ the English language. It is (1) ... widely spoken language in Europe. Statistics show that there are (2)... . English speakers on mainland Europe than in UK. About 45% of the European Union's 350 million citizens know the language (3) ... enough to hold at least a simple conversation. The Brussels report showed that two thirds of today's students (4) English as their second language. Recent global estimations suggested that 337 million people speak the language as their first language (5)... over 350 million people use it as a second. The United States has (6)... number of English speakers. Over 226 million people use it as their mother tongue.

1. more – the most – much
2. many – most – more
3. well – good – better
4. learned – are learning – were learning.
5. while – yet – since.
6. largely – the largest – greatly

Diagnostic Test

- 4 Match the sentence parts in A with their corresponding parts in B to get a coherent paragraph. (There's one extra item in B).

A	B
1- There are two essential reasons	a- or lack of desire to learn.
2- These are the lack of ability to learn	b- the ability to do well.
3- Most students who fail have, in fact,	c- does not encourage them.
4- But, they choose not to do so because their school experience	d- why students fail in school.
	e- they do part-time jobs.

- 5 The following sentences are scrambled. Rearrange them to get a coherent paragraph. Write the corresponding letters in the spaces provided.

- a- In 1995 nearly 140 million compact discs (CDs) were bought.
 b- Britain's most common leisure activities take place in the home.
 c- Other popular leisure activities include visits to the theatre and cinema.
 d- The average person spends about 20 hours a week staring at that magic box.
 e- Watching television is the most popular pastime.
 f- Listening to music is also very popular.

1: ; 2: ; 3: ; 4: ; 5: ; 6:

- 6 Read the paragraph below and correct the underlined mistakes in the space provided.

Sandwiches are commonly (1) eating in all parts of Britain. (2) Childs take them to school as part of their packed lunch. Adults eat them in (3) her lunch breaks. At lunchtime parks in most major cities are full (4) with people eating different kinds of sandwiches. You can buy some (5) bred and make them yourself but it's just as easy to buy them ready made. (6) Much of the big supermarket chains provide a wide range of (7) fresh made sandwiches. Even a (8) cemist's shop now sells them.

- 1-
 2-
 3-
 4-
 5-
 6-
 7-
 8-

Self-Reflection

what type of Student are you ?



Questionnaire :

Put True (T) or False (F) after each statement. (If you hesitate between T and F put both.)

A	I often study English, at home, in a library...	.....
B	I learn English to pass my exam, to get a good job...	.....
C	I don't like making mistakes when I speak English.	.....
D	I have to work hard to learn English because my parents feel it is necessary for my future.	.....
E	I love speaking English with other learners of the same level.	.....
F	I feel that attending English classes is enjoyable because I simply want to, not because I have to.	.....
G	I think my teachers should force me to speak more in class.	.....
H	I would love to go on a year-long world tour, even if I had a little money.	.....
I	If I don't speak in class, it's because the topic/task is not interesting.	.....
J	I watch English-language TV and films even though I understand nothing.	.....
K	I hate it when one person does all the talking in class.	.....
L	Quite often, I'm happy just to listen to the teacher.	.....
M	I often feel a little embarrassed when I talk in class.	.....
N	I think the teacher is what motivates a student most.	.....
O	I prefer learning grammar, vocabulary, etc to speaking activities.	.....
P	I wish I could go to an English class everyday instead of just twice or three times a week.	.....
Q	Basically, I think that a speaking activity should be for practising the grammar I have just learnt.	.....
R	I regularly ask the other students questions and comment on what they say in class.	.....
S	I am a girl.	.....

Interpretation :

A, E, F, H, J, P, R = True. This basically indicates you are a self-motivated, hard-working learner. It also indicates your desire to socialise, to meet other races and cultures. This is what language is for. The perfect student. A talker and a walker.

B, D, G, I, K, N = True. You strongly feel you are obliged to learn, which is not self-motivation. Don't worry, but remember that a good learner must want to achieve for himself and must not blame his/her poor performance on others/external factors.

C, O = True. This can mean that you are a perfectionist. You pay attention to formal details. This can be good, but it can also be an obstacle to communication. An anxious talker.

G, I, K, L, N = True. This means you are not active enough. You are just an occasional talker.

M = True. It happens to everybody at the beginning, but don't worry you'll feel better after a few classes.

Q = True. This is a big issue. But how can you talk about the world with a few phrases? You may be a traditional learner. Remember, the ultimate aim of English is to communicate.

S = True. Bingo! It is said that girls work harder at languages than boys.

Some of the above statements may apply to several interpretations.

The Internet TESL Journal
Gerard Counihan

Review Session one

READING 1

Read the text, then answer the questions.

Animal lovers value their pets. They would prefer the company of their pets to a human companion. Besides providing companionship, owning a pet has actually saved lives!

Animals are thought to have strong feelings or intuition that humans don't. Some of the amazing examples of the strong feelings of animals are those where they have sensed a near future self-killing or suicide and saved human's life.

According to Sheldrake, when one woman with marital problems decided to end her life by overdosing on pills, her 15-year-old Spaniel who had been sleeping ran in and, for the first time in his life, began snarling viciously and barking at her

She was so shocked by his behavior that she put the bottle down and sat on the sofa. The dog immediately jumped up next to her and began frantically licking her face, while wagging his whole body.

Animals also decrease feelings of loneliness and isolation in making residents more likely to smile, talk, reach out people and experience a greater sense of well being.

www.pacificnet.net

Questions

1 What is the text type ?

- a) descriptive b) narrative c) argumentative d) expository.

2 Choose the most suitable title for the text.

- a) dangerous pets b) benefits of pets. c) saving pets.

3 Choose from the box below the adjectives that best describe the dog mentioned in the text.

faithful – courageous – dangerous – friendly – intelligent – ferocious – intuitive

READING 2

- 1 a- In your opinion, what is the best gift a father can offer his son or daughter ?
b- Read the text and find out what gift the writer was given.

The Gifts My Father Gave Me

My father is natural and comfortable wherever he is. He is always straightforward and just himself. He refuses to pretend anything. He is friendly to strangers adventurous and inquisitive.

My father gave me the gift of open doors. He implanted in me a sense of adventure, the challenge of new discoveries and the excitement of starting over with no fear...

As a child, I enjoyed that, and now, I think I'll project it.
 I will give my son a mirror : not that he should be proud, but that he should see who he is.
 I'll give my son a stick: not to beat others, but to give support.
 I'll give my son learning: not to impress others, but to open his mind.
 I'll give my son love: so that he will know it, give it and receive it in return.
 Then, I will send my son on his life's journey knowing that I have equipped him well.

2 Complete the table with the necessary information.

The gifts his father gave him.	The gifts he will give to his son.

3 Do you think the gifts are material or moral ? Which ones do you think are more valuable ?

4 Circle the adjectives that best describe a good father according to the writer.

reliable – honest – straightforward – selfish – frank – arrogant – encouraging – proud – authoritarian – truthful – adventurous – friendly.

READING 3

Read the following text and then do the activities below.

- a- NASA believes that we can learn about ourselves, our origins, and even answer the question as to whether or not life exists on other planets.
- b- The billions of dollars could be used to feed the earth's poor and provide much needed housing, not to mention a better quality of life here on earth.
- c- Satellites help discover new water resources on our planet.
- d- The recent decision by the National Aeronautics and Space Administration (NASA) to explore the planet Mars has caused contradictory reactions.
- e- One side of the argument holds that space exploration is essential to the future of mankind.
- f- The other side of the argument believes that the money thrown away on space exploration could be better used to help solve immediate problems here on earth.

1 Cross out the irrelevant sentence (the sentence that does not deal with the same topic).

2 Identify the topic sentence (the sentence containing the main idea).

3 Reorder the five remaining sentences to get a coherent text.

4 Do you think the writer is :

- objective ?
- biased ?
- indifferent ?

5 The text is taken from :

- a diary.
- a history book.
- a scientific magazine.

Review Session Two : Practise Your Language

1 Fill in the blanks with words from the margin on the right.

<p>Sarah always gets her pocket money on Saturdays, but she (1) ----saves any. As soon as she gets the money , she spends it on (2) ----, chocolates and junk food. Today, on her way to school, she came across Kim, her brother's former girlfriend. Kim has just got her first job. She (3) ----clothes in a jeans shop.</p>	<p>often sweets hardly sells only lucky boring fashionable</p>
<p>Sarah : Hi Kim ! I like your skirt. It's smashing.</p>	
<p>Kim : Thanks Sarah. It's from the jeans shop.</p>	
<p>Sarah : You're (4) -----,you've got a part- time job. I wish I could quit school and start working. School is so (5) -----.</p>	
<p>Kim : Come on Sarah. You're too young for work. You're (6)----- 14.</p>	
<p>Sarah : It has nothing to do with age. I need money to buy (7) ----- clothes and new CDs.</p>	

2 Choose the correct alternative.

My hometown is famous for several amazing natural features. First, it is well (**know - known - knowing**) for the Wheaton River, which is very wide and beautiful. On either side of this river, which is 175 feet wide, are many willow trees which have long branches that can move (**grace - gracefully - graceful**) in the wind. In autumn the leaves of these trees fall and cover the riverbanks like golden snow. Also, (**at - on - in**) the other side of the town is Wheaton Hill, (**who - which- whose**) is unusual because it is very steep. Even though it is steep, climbing this hill is not dangerous because there are some firm rocks along the sides that can be used as stairs. There are no trees around this hill, so it stands clearly against the sky and can be (**see - seen - saw**) from many miles away.

The third amazing feature is the Big Old Tree. This tree stands two hundred feet tall and is probably about (**six hundred years old - six hundreds years old - six hundreds year old**). These three landmarks are amazing and make my hometown a famous place.

<http://www.Basic.Paragraph.Structure.htm>

3 Supply the right tense/form of the bracketed verbs.

Eventually I arrived in London after a long journey, I (**exhaust**) 1.... and miserable since it was the first time I (**leave**) 2.... my family. I did not (**know**) 3... the way to my hotel, so I got (**lose**) 4.... .In spite of my English which was fluent, the porter couldn't understand me, and I couldn't understand him either. "I am a foreigner", I said, "(**speak**) 5.... slowly please!" My teachers at school never spoke that way.

4 Cross the odd man out.

sight	/	attack	/	criminals	/	murder
work	/	job	/	employment	/	environment
strict	/	open-minded	/	lenient	/	tolerant
want	/	like	/	enjoy	/	rescue

- 5 Match the situations in column A with the advice in column B.
(There is one extra item in B).

Column A	Answer	Column B
1/ I was very rude to my best friend	1-----	a/ You'd better visit your friends and relatives.
2/ I love a girl, but I am too shy to tell her so.	2-----	b/ What about sending a message to her ?
3/ I'd love to drive my father's car but I'm afraid he won't let me.	3-----	c/ Why don't you ask him for permission ?
4/ I feel lonely and awful.	4-----	d/ If I were you I'd apologize right away.
5/ I've been feeling dizzy and exhausted these last days.	5-----	e/ You 'd better stay away. f/ I think you should see a doctor.

- 6 Put the following words under the corresponding heading.
(There should be four words in each column).

trumpet / litter / rainforest / warming / diploma / subject / guitar / drop-out / melody / atmosphere / blues / college.

Music	Environment	Education

- 7 Match the utterances in column A with the corresponding functions in column B. There is one extra function.

Column A	Column B	Answers
Customer : Good morning (1)	a-Inquiring about price	1.....
Receptionist : Can I help you ? (2)	b-Making a suggestion	2.....
Customer : I'd like to book a single room. (3)	c-Expressing agreement	3.....
Receptionist : How about the first floor ? (4)	d-Greeting	4.....
Customer : That's fine. (5) How much is a single room ? (6)	e-Offering help	5.....
Receptionist : £ 100.	f-Making a polite request	6.....
	g-Giving order	

Review Session Three : Practise Writing

1 Punctuate and capitalize the following paragraph.

i've had lots of jobs in my life I worked in leeds as a part-time shop assistant when I was at school then when I went to university I was employed as a nurse for the elderly it was so enjoyable that I didn't like to leave it.

2 Reorder these jumbled words to get meaningful sentences.

- a- left / has / already / friends / any/ of your / school / ? /
- b- can / what / illiterate / face / difficulties / people / ? /
- c- 2050 / the climate / will / by / change / dramatically. /
- d- by / do / it / you / yourself / may /.

3 Correct the underlined mistakes.

When I was young, I used to going (1) to the stadium with my father every weekend. Unfortunately (2), one day on the way home, my father was attaked (3) by an angry supporter. Since this (4) day, we never go (5) to the stadium together. It seemed that my father any longer (6) likes football.

4 Match the sentence parts in column A with their corresponding parts in column B, to get meaningful sentences. (There is an extra item in B).

Column A	Column B
1- He crashed into a lorry	a- yet, poachers still kill them for their ivory.
2- They didn't have a nice holiday	b- so they went to see a film.
3- There are rules to protect the African elephant.	c- because he was driving quickly.
4- They couldn't get tickets for the game	d- because of the bad weather conditions.
	e- although it was raining.

5 Reinsert the statements below in the paragraph.

- a- they are both located in rural areas.
- b- which is used to raise sheep and cows.
- c- of only 10 000 people.
- d- when the college students are attending classes.

My hometown and my college town have several things in common. First, both are small rural communities. For example, my hometown, Gridlock, has a population Similarly, my college town, Subnormal, consists of about 11,000 local residents. This population reaches 15,000 people A second way in which these two towns are similar is that..... Gridlock is surrounded by many acres of farmland which is devoted mainly to growing corn and soybeans. In the same way, Subnormal lies in the centre of farmland

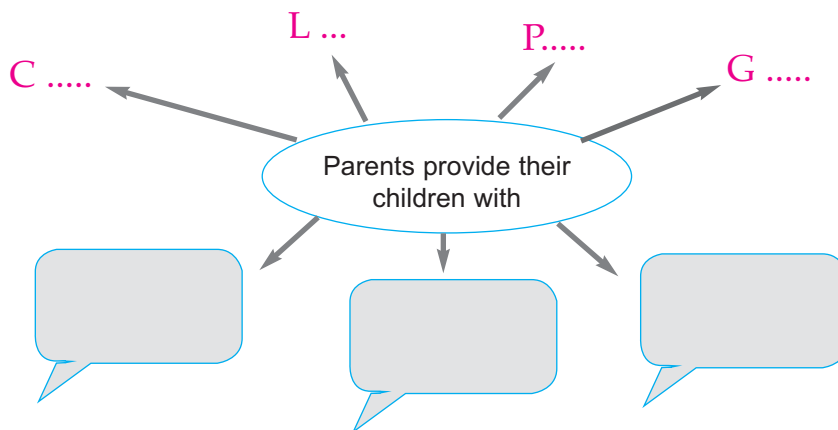
6 Rearrange the following scrambled sentences to get a coherent paragraph.

- a- They have to look after them till they become old enough to take care of themselves.
- b- The parents' role consists in protecting their children and providing them with the best education they can.
- c- They must also try to please them by working hard at school.
- d- But it is important not to forget that children must respect their parents.

Stage One :

Speaking

- 1 Complete the top part of the spider gram with the appropriate words. The first letters have been given to you.



- 2 Examine these teenagers' opinions and comment upon them.



Teenager 1

A

Whenever I get into trouble,
I resort to my friends only



Teenager 2

B

I'm responsible enough to take care of
myself. I don't need my family's help.



Teenager 3

C

My parents are the only
holders of the truth.

Stage Two :

Reading

- 1 Read the title, the first sentence and the last sentence of the text.

The Image of Who I Am



I want to be remembered as someone who saw life full of possibilities. I want to be remembered as someone who readily gave appreciation and support towards others. I want to be remembered as someone who planned a future out for herself and followed it. Making a clear path for myself will not be easy. Support from my parents and friends encourage me to keep on trying.

Being with my family gives me a feeling of safety. Having the opportunity to talk to family, when I need to, helps me to be open towards them. When I have a question to ask my parents, they are always willing to listen to what I have to say. When I do get in trouble, they do not yell at me, but tell me the consequences that might happen. Loving and caring for each other is what holds us together. A family is not a family without love.

Talking about my future and getting school accomplished, I would have to thank my parents for their support. My parents support me as I choose what I want to do with my future. « What do I have to do in order to become a pediatrician? » .Without hesitation they tell me how much school I would have to go through. To believe in myself, I would have to be self-confident enough to achieve my goal.

Being around the people I care about has expanded my knowledge of life. My friends have taught me to value our friendship making sure they know I will always be there. My friends and I help each other out when we are stressed and having a difficult time.

Without my parents and friends I would be lost, they are the ones who guide me through life.

Whitney Church

- a- Do you think the speaker is like A, B, or C in Stage One or has she got a different opinion ?
 - b- Read the whole text and check your answer.
- 2 Get back to the spidergram in Stage One and fill in the bubbles with the missing words.
 - 3 What qualities did Whitney get from her friends ?

- 4 Focus on paragraph two and match the sentence parts in column A with their corresponding parts in column B.

Column A	Column B
1. Being with my family 2. Having the opportunity to talk to family 3. When I have a question to ask my parents, 4. When I do get in trouble,	a. they are always understanding and helpful. b. they are always there. c. makes us close to each other. d. makes me feel secure.

ANSWERS	1-----	2-----	3-----	4-----
---------	--------	--------	--------	--------

- 5 What do these expressions mean ? Tick the correct answers.

• **Making a clear path for myself (par.1)**

- a- Asking others to decide for me.
- b- Deciding about my future.
- c- Waiting to decide at the right time.

• **To be open towards them (par.2)**

- a- Listen to them and consider their ideas.
- b- Listen to their ideas out of respect.
- c- Listen to them but never change my mind.

- 6 a- The following sentence is taken from paragraph one. What does it express?

a- hope

I want to be remembered expresses : b- want, desire

c- request

b- Find out another expression having the same function.

- 7 Whitney says : "A family is not a family without love." Do you think love is the only thing we need in a family ?

What I liked most in this lesson :

What I liked least in this lesson :

Stage One :

1 Review your irregular verbs.

a- Complete the table below.

Infinitive form	Past form	Past participle form
– become	.....	.....
–	.....felt.....	.....
– grow	.....	.....
– hold	.....	held
– keep	.....	.....
–	knew...	.....
–	.....	made
– say	.....	.....
–	...strode.....	.....

b- Compare your findings with a partner.

2 Pairwork :

Jimmy's 8 years old. His mother died a few months ago. His father decided to get married again.

Jimmy has got mixed feelings about that.

Guess what these feelings are.



The Day I Stopped Being a Stepmum

(Part one)

From an early age I'd known I never wanted children of my own. It just happened when my Mr Right came along with a ready-made family.

Jennifer Middledich was always the stepmother then, on Mother's Day, Came her well-deserved reward.



Suddenly, aged 20, I became stepmum to three children : Jay, nine, Dan, seven, and Kerry- the baby, aged five. At first, it was hard, to say the least. The children would do anything to test my patience.

I've never tried to be anything other than a stepmum. The kids have their own mum and I've always respected that. I was always 'Jenny '. As time passed however, it was wonderful to be accepted into their lives.

The older they grew, the fonder I grew of them, and the less I regretted never having children of my own. I loved them as if they were my own.

When Kerry announced she was having a baby, Steve and I were really happy. Kerry was like the daughter I'd never had.

So, when little Bradley arrived, I was knocked sideways by the outpouring of love I felt towards him. I've never been maternal but, holding him in my arms, I just melted.

(Part two)

On Mother's Day last year, I was watching from the window, waiting for little Bradley, aged one to arrive. " They're here, they're here," I shrieked excitedly, as the car pulled up.

Eagerly, I ran out of the front door, and made straight for the car's rear door to get Bradley out of his baby seat. "Hello BJ," I said, as Bradley grinned up at me. I always called him BJ_ short for Bradley Jones.

Clutched carefully in his little hand was a bunch of paper flowers. "Give her the flowers," Kerry urged gently.

He gave me the bouquet and sweetly said "Nan."

I stared at him, astonished and in tears, then I gently took him out of his chair and held him to me tightly." I'm Bradley's Nan, I'm Bradley's Nan;" I kept repeating to myself with delight " he's just said so." Then, holding my precious flowers carefully, I went back inside with my grandson.

It was the happiest moment of my entire life. Since then I've become a grand-mother.

Bella, 09-03-1999

Stage Two :

Reading

1 Read the title of the text, the introduction and the caption, and guess

- the meaning of “stepmum”.
- what happened on Mother’s Day.
- how she could stop being a stepmum.

2 Read the text and fill in the table with the full names of the family members.

father	(step) mother	(step) children	grandchild
.....
	
		

3 The following statements are “false”. Correct them with precise details from the first part of the text.

- a- The children’s mother died many years ago.
.....
- b- The children were happy with the arrival of their stepmother.
.....
- c- Jenny wanted to impose herself as the mistress of the house.
.....
- d- Jenny was feeling more and more regretful.
.....

4 Focus on the second part of the text :

- a- Find out more details about
- What happened on Mother’s Day
 - Who came
 - What Jenny was offered
 - How she felt.
- b- Why was Mother’s Day a turning point in Jenny’s life ?

5 Look at the list of adjectives below and circle the ones that best describe Jenny.

proud - kind - arrogant - selfish - caring - affectionate

Language Practice

a- Focus on the following sentence taken from the last paragraph :

“Since then, I’ve become a grand-mother .”

- * Which tense is used ?
- * What does it express ?
- * What’s the special indicator ?

b- Refer back to the text and find more sentences using the same tense.

- * Do they all have the same indicators ?
- * Do they all express the same meaning ?

c- With your teacher find out other uses of the same tense.

d- Choose the correct verb form.

- He.....there when he was a child.

☐ has lived ☐ lived

- I.....her since last year.

☐ haven’t seen ☐ didn’t see

- They.....a few minutes ago.

☐ left ☐ have left

- Sheunemployed since she left school.

☐ has not been ☐ was not

- The filmyet.

☐ hasn’t started ☐ didn’t start

- I can’t get into my house because I.....my keys.

☐ lost ☐ have lost

-It’s the first time I fish and chips.

☐ ate ☐ have eaten

-He’s in hospital because he.....leg.

☐ has broken ☐ broke

Stage Three :

Speaking

Keeping in mind Jennifer's age when she got married to Mr Right, do you think she did **the right thing** ?

The right thing

.....

.....

.....

.....

.....

The wrong thing

.....

.....

.....

.....

.....

What I liked most in this lesson :

What I liked least in this lesson :

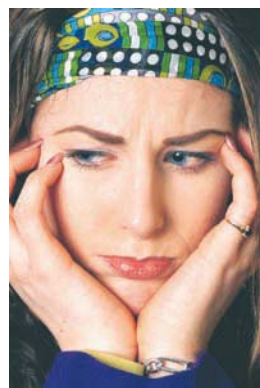


Stage One :

Speaking

1 Study the following statements. Share your feelings and opinions with your partner.

- a- Parents are needed mostly for financial support.
- b- When they are eighteen (18), teenagers must be given total freedom and responsibility.
- c- Parents often can't manage to understand their children.



I find it hard to decide

Stage Two :

Reading

1 a- Read the first sentence of each paragraph and find out whether the text is :

- narrative
- descriptive
- argumentative

b- Justify your choice.

Hard to decide

I have no intention to leave school in the near future because high qualifications are requested if you want to find an attractive job these days. I have often wondered however whether I should continue to live with my parents when I finish university, or whether I'd better leave home **to be on my own**.

On the one hand, it would be terribly tempting to live by myself, rent my own flat, see whoever I want, and go out whenever I please. My parents wouldn't know what I'm doing and so they wouldn't be able to criticize this or that aspect of my lifestyle. By living alone I would also find out whether I can really **manage** alone without always falling back on Mum and Dad for their financial help or their judicious advice. All in all, it would probably be the best way to see if I'm really an adult or not, but then I would have to become more **level-headed** and more organised than I am now !

On the other hand I may choose to stay at home when I leave school. I know that my parents wouldn't mind in the least and I can actually see quite a few advantages to this situation. First of all, it would be safer than to move out and look for adventure. Besides, I've always **felt at ease** with my parents because they are rather **open-minded** for their age and because I know that I can count on them whenever I face a difficult situation. It seems only logical then to take advantage of this comfortable environment in order to make my life easier!

All things considered, it seems to me that the best time to settle down on one's own doesn't necessarily coincide with the time when one leaves school. As for me, why should I decide to move out of my parents' house if I'm still happy to be there?

Daily Mail (Adapted)

- 2 Read the text and complete the table with the corresponding information related to the advantages of :

Advantages of	
leaving the family	staying at home

- 3 Which argument does the writer favour ? Justify your answer with details from the text.
- 4 Match the words and expressions in column A with words and expressions having nearly the same meaning in column B. The words in column A are taken from the text.

A	A
<p>1/ To be on my own.</p> <p>2/ To manage.</p> <p>3/ Level-headed.</p> <p>4/ Open-minded.</p> <p>5/ To feel at ease.</p>	<p>a) To get by / to handle a situation.</p> <p>b) Willing to accept new ideas.</p> <p>c) To be alone.</p> <p>d) Reasonable.</p> <p>e) Without worry.</p> <p>f) Upset.</p>

- 5 Do you think the writer is :
 a) an adult
 b) a child
 or c) a teenager ?

- 6 a- Choose adjectives that best describe the writer and his parents.

adventurous / ambitious / sensible / permissive / selfish / old-fashioned / authoritarian / wise.

Parents	Writer

- b- Go back to the text justify your choice with precise details.

Stage Three :

- 1 Answer the 2 questions

- a- The writer has two choices. Which expressions does he use to reflect them ?
- b- The writer finally ends the argument and takes a decision. Which expression does he use for that ?

2 WRITING

Once you finish secondary school education, would you prefer to have your higher education in your home country or abroad ?

Express your opinion and support it with arguments. Follow the framework below.

Leaving the home and living on one's own in a foreign country is a difficult decision.

On the one hand,

.....

.....

.....

On the other hand,

.....

.....

.....

All things considered,

.....

.....

What I liked most in this lesson :

What I liked least in this lesson :

The Lighter Side

The Silent Bee

The bee in DEBT is silent because it owes the flowers a lot of pollen and it cannot pay.

The bee in DOUBT is silent because it is not sure if it can fly across the desert.

The bee in WOMB is silent because it does not want to disturb the child in its blissful slumber.

The bee in TOMB IS silent because it does not want to wake the dead.

And th bee in PLUMBING is silent because it is afraid it may drown in a pool of water.

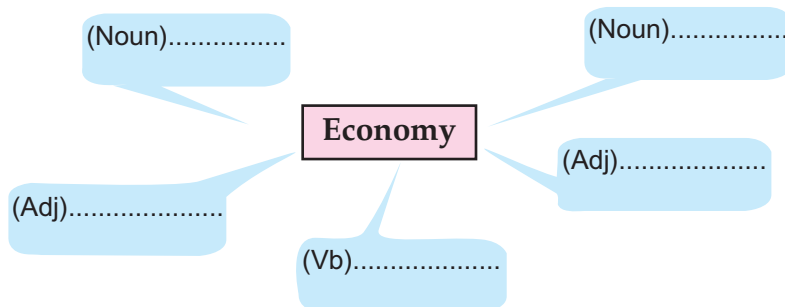


WENCESLAUS J. N. KOMBA
Dar es Salaam, Tanzania

Stage One :

Vocabulary

1 Complete with the right forms of the word in the box.



2 Complete the following definitions with the appropriate words you used to complete the bubbles above.

- a- : when something makes good use of resources without any waste, or when it does not cost a lot of money to use or operate.
- b- : it is the study of how a nation's trade is organized and its money managed.
- c- : to spend less money or use resources more efficiently.
- d- means concerned with the finances and trade of a nation or other area.
- e- An : is an expert in economics.

Stage Two :

Reading comprehension

Financial Markets

A financial market is a place where firms and individuals enter into contacts or buy a specific product such as a **stock** or **bond**. Buyers seek to buy at the lowest available price and sellers seek to sell at the highest available price.

Personal benefit, sometimes called economic self-interest, motivates many people to invest in stocks and bonds. In the 1990s, about two of every five persons in the U.S.A own stock in corporations. People invest because they believe that it is possible to gain more investments than from a basic bank savings program.

Glossary :

Stock : number of shares issued by a company or the government or an individual shareholder.

Bond : a certificate showing you lent someone money, on which it promises to pay you a fixed rate of interest.

1 Answer the following questions :

- Can you say in your own words what a financial market is?
- What is the main principle that governs all activities in the financial market?
- Why do people prefer to invest in financial markets rather than in banks?

2 Cross the odd man out.

A firm / a company / an enterprise / a factory

Merchandise / goods / products / bonds

To gain / to profit / to benefit / to invest

Stage One :

Speaking



a- Pair work :

Ask each other the following questions:

- * Have you got an intimate friend ?
- * How long have you been friends ?
- * Do you still remember your primary school friends ?
- * Are you still in touch ?

b- Share with the rest of the class:

- * How do people make friends today ?

Stage Two :

Reading

Read the text and do the activities below.

Jackie Jones, 40, a part-time medical secretary from Essex, England, met up with her old school friend, Heather Gooch, three years ago, after finding her through the Friends Reunited website.

Heather and I have known each other since we were five, but lost touch when Heather left school at 16, to work as a waitress, and I stayed on to do A-levels. We'd been such good friends at school, I was curious to see what she was doing now and hopeful that we would renew our friendship. So when I saw something in the paper about the website, Friends Reunited, I logged on straight away. It was very easy to use. You create your own password, and then look up your school and the year you left and up comes a list of names.

I was very excited when I found Heather's name in the list. We e-mailed each other at first, then spoke on the phone and decided to meet up. It was 23 years since we'd last seen each other, but there was no awkwardness. We took up exactly where we'd left off. It was incredible at that time. It was as if we'd never been apart. We still have lots in common-we laugh at the same things, like the same music and our lives seem to have taken a similar path. She's my best friend again.

We e-mail each other every day and I see her at least once a week – we go to restaurants, wine bars, the cinema, and go shopping together. Heather's family spent Christmas Day with us last year because our husbands and daughters get on, too. It's great. It's a deeper kind of friendship than the one we had at school, which I think comes with age and experience. I feel I could turn to her for support and hope she would do likewise.

We've met up with a few other friends through the website and last year we organized a reunion. Nearly 40 people came then, which was lovely.

When you have children, there was not always time to keep in touch with all your old friends. I'd made new friends through their primary school, but it's lovely to have renewed a friendship from a different part of my life, and when we're together we feel like we're going to keep in touch forever now.

Women's weekly, July 27th 2004

1 Read the text and choose the suitable title :

- a- A new friendship
- b- A friendship revived
- c- Friendship without frontiers

2 Complete the table with information from the text.

Full names	Age	Nationality	Educational level (qualifications)	Occupation
Jackie Jones
Heather Gooch	xxxxxxxxxxxx	xxxxxxxxxx



3 The following statements are false. Correct them with precise details from the text.

- a- Jackie and Heather first met at secondary school.
- b- Now, they meet everyday.
- c- They're friends but they have different characters, tastes.....
- d- As they got married and had children, their friendship came to an end.

4 Answer the following questions :

- a- What helped Jackie and Heather renew their friendship?
- b- Trying to revive their friendship, Jackie and Heather went through different stages.
What are they ?
First, they..... . Then. Finally,..... .

5 LANGUAGE PRACTICE

a- Focus on the verbs in the following sentences.

- Jackie Jones met up with her old friend three years ago.
- It was incredible at that time.
- Nearly 40 people came then.

- What is the tense used in all sentences ?
- What are the indicators of this tense ?

- b-** Focus on the last sentence of the text: “We’re going to keep in touch forever now ”, and guess its function.

Does it express ?

- a-** possibility,
- b-** intention,
- c-** ability,
- d-** prediction.

- 6** Circle the adjectives that don’t relate to Jackie and Heather.

Honest – faithful – negligent – intimate – indifferent – sincere – narrow-minded – open-minded – loyal.

Stage Three :

Writing

Bearing in mind the following notes, write a short summary of the text.

First meeting / losing touch / Friends reunited website / e-mailing / meeting / exchanging visits.

What I liked most in this lesson :

What I liked least in this lesson :



Friends forever

Bridge Over Troubled Water

Stage One :

Pre-listening

- 1 What's your definition of a true friend ?
Write down your ideas.
- 2 Compare your ideas with your partner. Find out the differences and the similarities and be ready to share with the rest of the class.



Stage Two :

Listening

- 1 Listen to the song and complete the missing letters of the unfinished words.

Bridge Over Troubled Water

When you're weary
Feeling small
When t.....(1) are in your eyes
I will dry them all

I'm on your side
When t.....(2) get rough
And f.....(3) just can't be found
Like a bridge over troubled water
I will lay me down
Like a bridge over troubled water
I will lay me down.

When you're d.....(4) and out
When you're on the street
When e.....(5) falls so hard
I will comfort you

I'll take your part
When d.....(6) comes

And p.....(7) is all around
Like a bridge over troubled water
I will lay me down
Like a bridge over troubled water
I will lay me down.

Sail on Silver G.....(8)
Sail on by
Your time has come to shine
All your d.....(9) are on their way

See how they s.....(10)
If you need a friend
I'm sailing right behind
Like a bridge over troubled water
I will ease your mind
Like a bridge over troubled water
I will ease your mind.



SIMON and GARFUNKLE

2 How many stanzas are there in the song?

3 Listen to the song and circle the correct alternative.

- a- The song deals with the topic of (friendship / love / sailing)
- b- The singer really (complains / cares / dreams) about his friend.
- c- In stanza number five, the singer is encouraging his friend to be (enthusiastic / optimistic / realistic)



4 Match the utterances on the left with those on the right.

How does the friend feel	What will the singer do
1-She is crying	a- he will lay himself down.
2-She is hopeless and lonely	b- he will comfort her.
3-She is depressed	c- he will be with her.
4-She is in pain	d- he will dry her tears.

5 Focus on the right column of the table above and find out :

- a- the tense used.
- b- the function it expresses.

6 Tick the alternative that best explains the utterances given.

Utterances	Meaning
a- To feel small	1) to be in tears 2) to feel happy 3) to feel ashamed
b- I'll take your part	1) I'll be on your side 2) I'll take your share 3) I'll take your turn
c- I will ease your mind	1) I will make you comfortable 2) I will trouble your mind 3) I will not mind
d- To be weary	1) to be sad 2) to be depressed 3) to be extremely tired

7 How do you like the song? What do you like most about it, the topic, the lyrics, or/and the melody?

8 Listen to the song again and classify the words below according to the sounds they contain.

down - feeling - tears - time - dry - found - dreams - pain - ease - sail
mind - need - lay - eyes - right - around

[a u]	[i:]	[ei]	[i ʊ]	[a i]
.....
.....
.....

Stage Three :

Speaking : Class debate

Refer back to your definition of ‘ a true friend’ in Stage One and the ideas expressed in the song to discuss the following proverb :

“ A friend in need is a friend indeed”.



Stage One :

Pre-reading

1 On a sheet of paper write down words you could associate with communication.

2 Classify your words into the table below.

Verbs	Adjectives	Nouns



3 Study the words in the table below. Cross out those you can't associate with communication.

Message / texting / mail / calculator / dial / letter / mobile / fax / chat / hotel / call / television / phone / train / mailbox / code / language / sign / journey

Stage Two :

Reading

Read Text One and then do the activities below.

Text 1 :

The texter

Although text messaging started out as a teen **craze**, it's not just the under-24s who are **hooked**. From organising mass demonstrations to confessing undying love, the power of text messaging knows no limits, according to WAN2TLK?'s author, Gabrielle Mander. The text messenger is either trying to be fun and amusing or discreet," she says.

Social psychologist Dr Adam Johnson believes text messages provide an **uninhibited** form of communication and that we're much more likely to flirt as a result. "Hidden aspects of ourselves surface because of the visual anonymity involved with texting," he says.

Gabrielle Mander believes men are especially comfortable with text messaging as it allows them to be more romantically open. "Men don't like being overheard or talking about their feelings face to face," she explains. "They won't say, I love you,' on the phone, but they will in a text message; "Women also enjoy the discreet appeal of texting. "A text message can't be overheard like a phone call. And you can destroy the **evidence** quickly," says Mander.

Text messengers around the world now share jokes, secrets and feelings- but from a safe distance. According to Dr Adam Johnson, text messengers can be **insecure**, shy or needy. "Sometimes they're desperate to receive messages that give them security or comfort," he explains.



1 Say whether the following statements are true or false. Give justifications from the text.

- a- Text messaging was started by teenagers.
- b- Text messaging can be used for various purposes.
- c- Text messaging makes people more open and less discreet.
- d- People like text messaging because they can easily destroy the evidence.

2 Read the text again and replace the words in bold face with words from the box below without changing the original meaning.

addicted / fashion / free / proof / afraid

3 LANGUAGE PRACTICE

- Look at paragraph two in text one and study the following two sentences. What is the relation between the two clauses in each sentence?

a- Text messages provide an uninhibited form of communication and we're much more likely to flirt as a result.

b- Hidden aspects of ourselves surface because of the visual anonymity involved with texting.

- Study the sentences below and show the Cause / Result relation.

- a- We didn't go shopping because it was raining.
- b- She hadn't received the first prize and she was disappointed as a result.
- c- She won't be able to attend the ceremony since her husband has recently died.
- d- The book was so captivating that I had to read it all.
- e- We had such a wonderful weather during our holiday that we hated to fly back home.

4 Read the following text then refer back to Text One and find out the advantages a texter can have and an e-mailer can't.

Text 2 :

The e-mailer

E-mailers desire control, according to Anne Warfield. "E-mail offers a clear, concise way to get the job done on your own terms. You can be in control of the content, when you send it and when you respond to messages. If you love e-mail, you're probably a strategic planner and very goal oriented. When you enter a meeting you probably take up lots of space, spreading your papers on the table."

Nicky Stanton, an engineer at BT, believes the e-mailer always has something specific to say-interesting, when you consider that one in ten women ditches her lover by e-mail." E-mailers are more interested in what they are saying than in how the other person reacts. The e-mailer makes less effort than the texter_ they don't have to pick up a phone or find a number. They are at their desks and just click a button," she says. "But the e-mailer can't deal with conflict. The e-mailer who fires a member of staff or ditches a lover can't handle emotionally the bad reception or hurt they know they've caused."

Stage Three :

On your own

1 Can you read these messaging shortcuts ?

;-) UTLKIN2ME? (wink, you talking to me?)

:-((boo hoo)

^ ^ (you're making me blush)

—

2 It's your friend's birthday ; use your mobile to send him/her a special message.

3 WRITING AS A PROCESS

Topic : The mobile phone has become a fact of everyday life. Develop this idea in a 10 to -15 line paragraph and follow the suggested procedure.

Step 1 : Today we start with gathering information/ideas. So, read the topic carefully and try to jot down any ideas related to the topic.

N.B : a) You don't need to write full sentences.

b) Remember to keep your work in a file and to bring it next lesson.

Reading



1 Fairy tales or stories are stories about small imaginary people, accounts often hard to believe about magical places and extraordinary events. Fairy tales have special story starters such as the following :

- Once upon a time.....
- Long, long ago.....
- On a distant land.....
- Many years ago in a small village.....
- There once was a.....
- In a faraway land.....
- The princess was sad this day because.....
- Once there was a prince who.....
- The magical kingdom of.....
- It was the summer of.....

2 Fairy tales usually have a **good versus evil plot**. Sometimes it is the prince against the evil monster or the princess against a wicked witch. Sometimes it is a young girl or boy against a hungry wolf or a mean wizard (magician). Think about the fairy tales you have read. Select 2 and describe them as indicated in the table below.

Fairy tale title	Names of GOOD characters	Names of EVIL characters

Writing

Each of these 2 fairy tales is built around a **conflict between the good and evil characters**. Take one of them and explain the conflict in the story.

.....

.....

.....

- 3 Fairy tales usually have **happy endings**. They end with the characters resolving their problems, being rewarded and living happily ever after.
How did the fairy tale you selected end ?

.....

.....

.....

- 4 Now write a summary of the fairy tale you selected

.....

.....

.....

ACROSTIC POETRY

An acrostic poem is one where you choose a word or name and use each letter in the name as the beginning of a word or line that tells something about that person or topic.

Example : An acrostic poem using the word **"SUN."**

Sometimes when we go to the beach, we get sun burnt.
Usually if we put Sun block on our skin, we will not burn.
Noon is when we really risk burning.

Now write your acrostic poem using the word
"school".

S.....

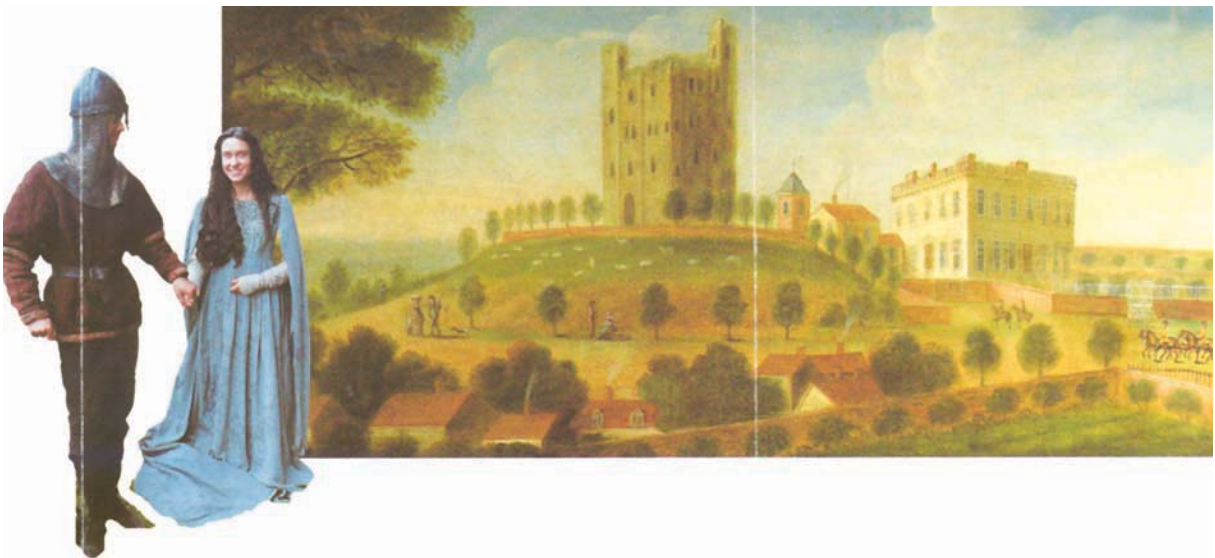
C.....

H.....

O.....

O.....

L.....



Stage One :

Speaking

Group work : Join a group to discuss one of the statements below, then inform the others about the functions and benefits of advertising.

When advertising does its job, millions of people keep theirs.

Good advertising doesn't just inform. It sells.

Advertising helps people find new jobs

A good advert arouses a customer's interest enough to result in a purchase.

Advertising keeps a company going strong

Advertising promotes the company's image

Stage Two :

Writing

- 1 Study this poster and find out the most important components.



- 2 A Tunisian company is producing soon a new brand of computers. You have been hired by the company in order to choose a name for the new product and to design an ad.

Produce a poster, bearing in mind that the name you are going to choose should attract the consumers and that the poster should contain the necessary information.

- 3 Exchange your poster with a partner.

Stage One :

Pre-reading

Use the words in the box to complete the following definitions :

- a-** is a journey by plane.
b- is a long journey made by boat or ship.
c- is a short journey made for pleasure,
 usually by several people together.
d- is going from one place to another,
 especially to a distant place.

- 1- A trip
 2- A flight
 3- An excursion
 4- A voyage

Stage Two :

Reading

- 1 Zied and Slim are two Tunisian students who love travelling, but for different purposes :

For	Travel is :
Zied	fun, entertainment, sport.
Slim	discovering other people's culture and history.

They managed to get some leaflets about England and they have to make up their minds about the places to visit.

Read the following extracts from their leaflets and complete the table below with the appropriate information. (Refer back to the table above to find out what travel means for each of them)

	Zied	Slim
Places to visit		
Main characteristics of the places		



Museum of London

The museum of London is the largest, most comprehensive city museum in the world, telling the fascinating story of London from prehistoric times to the twentieth century. The galleries show what London was like 100, 500 or even 2,000 years ago. You can wander past Roman dining rooms or gaze at sparkling Elizabethan jewellery.



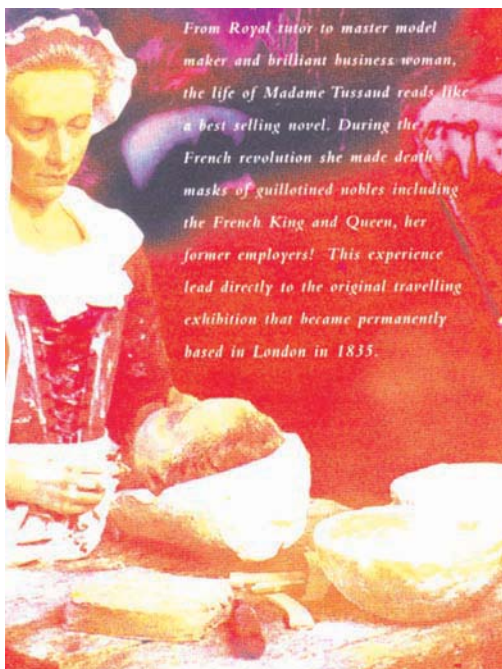
Learn for fun

Why not drop in at one of the Anglian water's reservoirs and learn. You can learn to :

- sail
- windsurf
- canoe
- water-ski



There is a wide range of activities, with something for everyone.



Madame Tussaud's

It's alive

The sheer life-like brilliance of the waxsculpture will astound you.

For over 200 years now, Madame Tussaud's has attracted and amazed people the world over.

After all, where else can you mingle with movie stars, be counted amongst world leaders, or line up alongside your sporting heroes. Getting close to the stars has never been easier. It has never been more fun either .

The London Aquatic Experience

Life on earth started with water.

The waters are inhabited by some of the most fascinating creatures imaginable.

The London Aquatic Experience offers the visitor an opportunity to see breathtaking displays of some of the most rare and beautiful species on the face of the earth.



- 2 a-** Read the following sentence and focus on the underlined parts.
Getting close to the stars has never been easier. It has never been more fun either
- b-** What is the position of the word "either" in the sentence?
- c-** Is the word "either" used in an affirmative, interrogative or negative sentence?
- d-** Rewrite the following sentences using the word "either" and make the necessary changes.
- Both Mary and Jane were absent
 - The old man has no home and no family.
 - Neither Timmy nor his wife ever went abroad.

Stage Three :

Writing

John and Tom are two English students who are planning to visit Tunisia. Unlike Zied and Slim, they share the same interests and have the same hobbies. They would love to discover authentic local culture and at the same time they would like to relax and have fun.

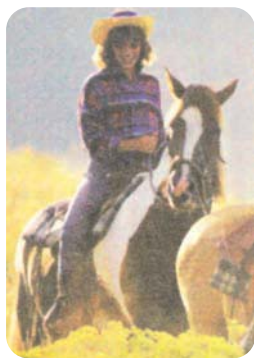
- Examine the map below and decide where they should go to spend nice holidays.
- Collect the right information about accommodation and transport.
- Choose appropriate pictures.
- Design an attractive leaflet.



The leaflet
Welcome To Tunisia



Map of Tunisia

[illegible]

Stage One :

Pre-listening

- 1 Very often, before the beginning of important football matches the following motto is highlighted :

FIFA

MY GAME IS FAIR PLAY

- What do the four initials « F. I. F. A » stand for ?
- What is meant by « My game is fair-play » ?

- 2 Put the corresponding country in front of each team.

Teams	Countries
Juventus	—
Manchester United	—
Bayern Munich	—
Real Madrid	—



- 3 Why is Real Madrid called the team of 'all stars' ?

Stage Two :

Listening

You are going to listen to an interview with David Beckham when he left Manchester United and joined Real Madrid.

- 1 Listen and complete the following paragraph.

After playing in England for....., D.Beckham moved to Madrid. He is in Spain and he thinks his experience is His mates in his new team made to help him integrate and

- 2 Are the following statements 'True' or 'False' ?

- The nice atmosphere in his new club has made Beckham forget about his home country. ()
- Beckham is tired of the media. ()
- Beckham thinks that his wife's career will change. ()
- Beckham thinks that encountering an English team as a Real Madrid player is an honour. ()

Language Practice

3 a- Read the first sentence : What is the tense used ? What does it express ?
Examine the second sentence and compare/ contrast it with the first one in terms of structure and meaning.

- + « I **have been** very eager to meet my teammates since I signed the contract »
- + « I **have been playing** for 12 years »

b- With your teacher complete the table below.

Structure	Meaning

c- Pair work.

Student A : « How long have you been learning English ? »

Student B : « I have..... »

Student A : « How long have..... ? »

Student B : « I..... »

Now you exchange roles.

4 Check your pronunciation : Which syllable is stressed ? Tick the right box.

– opportunity

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐
- 5 ☐

– personal

- 1 ☐
- 2 ☐
- 3 ☐

– expectations

- 1 ☐
- 2 ☐
- 3 ☐
- 4 ☐

– career

- 1 ☐
- 2 ☐

– experience

- 1 ☐
- 2 ☐
- 3 ☐

– family

- 1 ☐
- 2 ☐
- 3 ☐



Stage Three :

Writing as a process :

Step 2 : Organising information/ideas.

- a-** Sort out a main idea as a topic sentence for your paragraph.
- b-** Find out supporting details, ideas which are closely related to the topic sentence.
- c-** Cross out the irrelevant details, the ones which are not related to the main idea.
- d-** Look for possible connectors to join ideas together; the connectors will vary depending on the relation between the ideas connected (addition, opposition, contrast.....).

Progress Check 1

- 1 Here are four people from different parts of the world. Read what they say and find out what means of communication they are talking about. (fax – mobile phone – letter – e-mail)

1-Robert (USA)

"I can't stand the things. People are using them everywhere, on the buses, on the trains even in the cinema. Personally I don't know what they find to talk about."

.....

3-Kiko (Japan)

"I check mine at least three times a day. I get a lot of mail so I like to reply as soon as possible. I really like this kind of technology."

.....

2-Maria (Spain)

"I've tried to send it all morning but I just can't get through. The line is always busy."

.....

4-Jane (UK)

"You haven't received it? But I sent it last week. I remember putting it in the box myself. Are you sure you haven't received it?"

.....

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

guidance – supportive – for – appreciate – relatives – why – willing – trouble.

I consider my family to be extremely important to me. They care for me and (1) what I do. They are (2) to help at any time. They are quite responsible for my (3). They stand in my path if I get into (4). I can always count on them to be (5) when things go wrong. Without this support of my nuclear and extended family, I do not know where I would be. My parents, brothers, sisters and (6) are there for me when I need them and will be there for me (7) the rest of my life. That's (8) I should always take care of them, never argue or fight with them.

- 3 Punctuate and capitalize the following paragraph.

many people enjoy sending and receiving emails especially if they share a common interest writing emails to a friend in english allows you to write the message and check words that you don't know we advise you to write your emails while you're not connected and then connect just to type the message and send it

- 4 Write the following words under the appropriate heading. Some words may be used under different headings.

diet – T.V – chat – relatives – nutrition – e-mail – music – stepfather – online – dancing – healthy – click – in-law – consumption – vegetables – security – games – nutrients – surfing – wife – grandson.

Family	Means of entertainment	Internet	Food

5 Put the bracketed words in the correct form.

Whether you are in your home country or in the UK, you may want to find an English-speaking friend to write to (perhaps someone with similar interests or who is **(interest)** in your culture. This sort of friend is **(know)** as a pen friend or pen pal. Some people prefer to **(corresponding)** using letters (sometimes called "snail mail" because it is slow), while others prefer to use e-mail.

But making pen friends through e-mail is not always safe. For your **(secure)**, you should not give out your **(person)** address or phone number to someone until you are **(certainly)** you can trust the person. If you meet your pen friend, make sure that the first **(meet)** is in a public place, and if possible take a friend with you.

6 Fill in the numbered gaps with the suitable alternative in the margin.

As a paediatrician I have examined hundreds of children in the past 15 years. My medical practice (1) in the southern part of the country. I (2) in the same office for ten years.

When I (3) here ten years ago, I wondered if I had made a mistake. It seemed that all children were healthy and that no one needed a doctor. I began to fear that I wouldn't (4) enough money to eat.

But my fears (5) long. People soon discovered that I was a good doctor, and that I liked children. Today, I have (6) patients than I can take care of.

1: is located – was located – is locating.

2: was – have been – will be

3: moved – have moved – move

4: earned – earning – earn

5: lasted – didn't last – don't last

6: many – more – less

Answers: 1:; 2:; 3:; 4:; 5:; 6:

7 Fill in the blanks with words from the list below and circle the suitable linker to get a coherent paragraph.

offered – order – so – generosity – recovered – because of – grateful. – but.

A few years ago my friend Harry Davis experienced a crisis in his life that taught him to appreciate the of people. Harry had many good friends throughout the city, but none of them lived in his particular neighbourhood. A number of casual acquaintances had apartments nearby, he never said more than "Hello!" "How are you?" to them. One day Harry returned home to find that his mother was very ill. He tried to call a doctor, but unfortunately, the telephone was out of He considered walking to a doctor's office, but the closest was too far. he ran over to one of the apartment houses where some of his acquaintances lived, and within moments, three of themto drive him and his mother to the nearest hospital. Harry was of course deeply

After his mother had, he realized that, his personal crisis, he had gained the friendship of people he had previously taken for granted.

Self-Evaluation

Tick the appropriate box, and complete the last two statements.

	Not at all	A little	Much	Very much
I enjoy English class.				
My English is improving.				
I take part in classroom activities.				
I enjoy working with my peers.				
I have difficulties doing the English homework.				
I can understand the teacher's language.				
I try to practice my English outside the classroom.				
I enjoy learning grammar				
I watch English programs on T.V.				
I review my English lessons				
Now I know how to				
I still don't know how to				

The Lighter Side



Read the text and then do the activities.

1 LONDON Thursday July 26 (Reuters)- Ian Johnstone missed his girlfriend so much he flew back to Britain from Australia to propose to her. The problem is she did the same in the opposite direction.

2 He and Amy Dolby even managed to miss each other when they sat in the same airport lounge in Singapore at the same time to wait for connecting flights.

3 Dolby, heartbroken when she arrived at Johnstone's apartment to find he had flown to London, told Times: "It was as though someone was playing a cruel joke on us.

4 "He is the most romantic person I have ever known. I think our problem is that we are both quite impulsive people. We are always trying to surprise each other."

5 After an 11,000-mile flight across the globe, she was greeted by Johnstone's astonished flat mate asking what she was doing there.

6 "The awful truth dawned when I found that Ian's rucksack and most of his clothes were missing. I sat on the end of his bed and cried my eyes out," she said.

7 Johnstone, a 27-year-old bricklayer, had taken a year off to travel round Australia. But he was missing Dolby, a 26-year-old secretary, so much he got a job on a Sydney building site and started saving for a surprise.

8 He then flew to Britain and went to her apartment armed with an engagement ring, champagne and flowers.

9 "I really missed Amy and I'd been thinking about her all the time. I thought she was winding me up when she phoned me from Australia," he said.

10 Johnstone then asked Dolby to marry him on the phone. "I didn't know whether to laugh or cry but I accepted," she said.

11 Dolby was given a tour of Sidney by Johnstone's friends before sending her weary way home. Johnstone had to stay in Britain for two weeks because he could not change his ticket;

www.english-to-go.com



1 Read the following statements and say whether they are true, false or not mentioned in the text.

- a- Johnstone and Dolby are from Britain.
- b- They met in Britain.
- c- Johnstone decided to take a year off from work to travel around Australia.
- d- Johnstone got a job in Sydney so he could start saving money for a surprise flight to Britain.
- e- Dolby is older than Johnstone.
- f- It took Dolby 24 hours to get to Sydney from London.
- g- Johnstone was met at Dolby's apartment door by her roommate.
- h- Johnstone stayed longer in Britain than Dolby stayed in Sydney.

2 Guessing the meaning through context :

The word **"miss"** is used in the article five times but with 3 different meanings which are :

- a- do not notice something or someone.
- b- something is not in its usual place.
- c- feel sad because the person is not with you.

Look at the following excerpts from the passage and choose the best option (a, b or c) for each usage of "miss".

- Par. 1: Ian Johnstone missed his girlfriend so much he flew back to Britain from Australia to propose to her. 'Missed' means:
- Par. 2: He and Amy Dolby even managed to miss each other in the airport lounge in Singapore. 'Miss' means:
- Par. 6: Ian's rucksack and most of his clothes were missing.' 'Missing' means:
- Par. 7: But he was missing Dolby so much he got a job on a Sydney building site and started saving for a surprise. 'Missing' means:
- Par. 9: "I really missed Amy and I'd been thinking about her all the time." 'Missed' means:

3 Read the text and reorder the following events. Use numbers from 1 to 12. (Some of the events happened at the same time!)

- Johnstone proposed to Dolby over the phone.
- He started working at a Sydney building site.
- Dolby returned to Britain.
- Ian Johnstone flew to Britain.
- Johnstone flew to Britain to propose to his girlfriend Amy Dolby.
- She waited for her connecting flight in the airport lounge in Singapore.
- Amy Dolby flew from London to see Ian Johnstone.
- He waited for his connecting flight in the airport lounge in Singapore.
- Johnstone went to Amy's apartment in Britain but she wasn't there.
- Dolby called Johnstone from Australia.
- Dolby was greeted at Ian's flat by Ian's flatmate.
- Johnstone returned to Australia.

4 WRITING

Amy is at Ian's apartment in Sydney. Ian is at Amy's apartment in Britain. Amy phones her apartment in Britain. Below is the start of the telephone conversation. Imagine the rest.

(ring, ring, ring, ring, ring....)

Ian: Hello?

Amy: Ian, is that YOU?

Ian: Yeah, it's me! Where are YOU?

Amy: I'm afraid I'm at your flat in Sydney.

Ian: Are you winding me up?

Amy: No, I'm really here. I'm so sorry.

Ian: No, I'M sorry.....

.....
.....
.....



The Lighter Side

A Happy Accident



I was due to start working for a law firm. I had passed all the interviews. And had been notified to report for work the following Monday. On Sunday, my sister and I were walking in the park. When a blond boy who had a crush on me but was too bashful to speak demonstrated his affection by throwing an apple core which struck me in the eye. When I woke up Monday morning, I had the most beautiful black eye you ever saw. Too embarrassed to start a new job looking like that, I called in sick. They called back to say that the position had been filled by someone else. The next job I found was the one that brought your father and me together. I often think of that apple core and wonder what my life would be like if it had never been thrown.

Reading

1 Survey the two letters and say which was written first.

(1) Letter from a French importer of fashion goods to a British exporter.

FOURNIER ET CIE
Importers of Fashion Goods
PARIS

Avenue Ravigny 14
Paris XV

16 February, 2005.

The Western Shoe Co. Ltd

Dear Sirs,

We have heard from the British Embassy in Paris that you are producing for export hand-made shoes and gloves in natural materials.

There is a steady demand in France for high quality goods of this type. Sales are not high, but a good price can be obtained for fashionable designs.

Will you please send us your catalogue and full details of your export prices and terms of payment, together with samples of leathers used in your articles and, if possible, specimens of some of the articles themselves.

We're looking forward to hearing from you.

Yours faithfully
FOURNIER ET CIE SA

J. du Pont
Managing Director

W S C

Western Shoe Company Ltd .
YEOVIL, SOMERSET S19 3AF
ENGLAND

19 February, 2005

Fournier et Cie SA
Avenue Ravigny L4
Paris XV
FRANCE

Dear Sirs

We thank you for your enquiry of 16 February, and appreciate your interest in our products.

Details of our export prices and terms of payment are enclosed, and we have arranged for a copy of our catalogue to be sent to you today.

Our representative for Europe, Mr. J. Needham, will be in Paris from the 24th to the 28th of this month, and we have asked him to make an appointment to visit you during this period. He will have with him a full range of samples of our hand-made lines, and is authorized to discuss the terms of an order with you to negotiate a contract

We think our articles will be just what you want for the fashionable trade, and look forward to the opportunity of doing business with you.

Yours faithfully
WESTERN SHOE COMPANY LTD

S. Granville
Export sales manager

2 Read and find out the purpose of the two letters.

3 Answer the following questions :

- a- What does FOURNIER ET CIE trade in?
- b- What request have they made?
- c- What arrangements has the Western Shoe Co. made?

4 Find words/expressions in the 2 letters having nearly the same meaning as the following :

- a- A book containing pictures and informations about goods that you can buy. (letters 1, 2)
- b- The activity of buying and selling or exchanging goods. (letter 2)
- c- A small part or amount of something that is examined in order to find out something about the whole. (letters 1, 2)
- d- To discuss something in order to reach an agreement, especially in business. (letter 2)
- e- To give official or legal permission for something. (letter 2)



Violence in films



Violence in cartoons

Stage One :

Speaking

Activity 1

- 1 a - What do the above pictures have in common?
b - How could you describe the people/the scenes represented in the pictures?
- 2 Classify the words below as indicated in the table :

fight / conflict / peace / insult / hitting / compromise / calling names / apologize / hurt / yelling / tolerance / threatening / anger / friendship / hostility / crime / hooliganism / flexibility / fair play.

Violent behaviour	Non-violent behaviour
----- -----	----- -----

Activity 2

- 1 In pairs, discuss each situation in the following list. Do you consider such behaviour as an aspect of violence? Why or why not?
 - A big kid keeps a smaller kid from getting into the school cafeteria by physically blocking the entrance.
 - Telling lies about someone.
 - Pushing someone out of your way in the corridor.
 - Using rude gestures.
 - Playing a cruel joke on someone.
 - Threatening to beat somebody up.
 - A kid is walking to school and two or three other kids follow behind yelling nasty insults.
 - Yelling at another person.



She is yelling

2 Now in groups study the following questions and be ready to share your answers with the rest of the class.

- What's bad about violence?
- Do you find it easy or difficult to apologize when you are wrong? Why is that?
- How do you feel when you see people hurting each other in a fight?
- Do you think there is something wrong with someone who will just walk away from a fight?
- What are the benefits of resolving conflicts in a peaceful and calm way?

Stage Two :

Language Practice

1 Classify the following nouns as indicated in the table below.

violence / conflict / insult / school / joke / peace / anger / emotion

Countable nouns	Uncountable nouns

2 Circle the correct alternative.

- Thanks to her new job in the new company, Sheila now has (many / much / a little) friends.
- John always likes to drink (a / an / some) milk before going to bed.
- There (was / were / are) too (much / many/ few) sugar in the coffee, so he refused to drink any.
- They still had a great (number of / amount of) snow to remove before they could drive again.
- Only a small (quantity of / number of) this strong poison could kill an elephant.

3 GRAMMAR SUMMARY

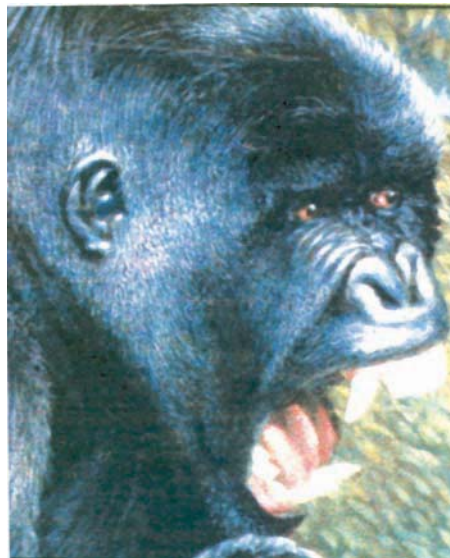
Countable nouns	Uncountable nouns
Have singular and plural forms	Have only one form
Take singular and plural verbs	Take only singular verbs
Can have a , an , or one before them as modifier in the singular.	Cannot have a, an, or one before them as modifier
Can have many or few before them as modifier in the plural	Can have much before them as a modifier
Can have some before them as modifier only in the plural	Can have some before them as a modifier
Can have number of before them only in the plural	Can have amount of before them

4 Complete the paragraph below using words and phrases from the box.

big fights / bothering / bad language / compromise / conflicts / out of control / emotions / if all else fails / spice / listen to

How to avoid violence

Conflict is a normal part of life. We all have occasional (1)....., even with people we love. Some people claim that quarrels and conflicts add (2)..... to marital life and make bonds even stronger. But we shouldn't let little conflicts turn into (3)....., especially violent ones. Here are some rules for keeping conflicts from getting (4)..... . First, tell the other person what's (5).....you and don't let your (6)..... take control. Second, (7)..... the other person and try to understand how he/she feels. Third, never use (8)....., raise your voice or yell at the other person. Most of all, look for a (10).....and (9).....ask somebody else to help.



Stage Three :

1 WRITING

In lesson 5, you gathered informations about the topic (the mobile phone), and in lesson 7, you organized your ideas. Now use those ideas to write a paragraph about this topic.

Then, exchange your writing with your classmate to check it.

2 PICTURE POETRY

Picture poetry also known as concrete or graphic poetry can be simple or complex . Picture poems are fun to create! They are images created out of words and punctuation marks. In picture poems you don't have to worry about the technical aspect of poetry. One of the easiest picture poems to create is a tree poem :

A
TALL
LONELY
OAK TREE
WINDS HOWL
LEAVES SHAKE
ACORNS CLATTER
D
O
W
N
TO THE DRY GROUND

Forming a triangle out of words is fairly easy. You can use sentences or just lists of related words.

Stage One :

Pre-reading

- 1 a- Describe the child:
- What type of work is he doing ?
 - How do you think he feels?
- b- Are children supposed to take up jobs?



- 2 With a partner, study the table below then answer the questions that follow.

Distribution of economically active children under 15 years of age
(Percentage of total world labour)

Region	1980	1985	1990
Africa	17.0	18.0	21.3
Americas	4.7	5.6	na
Asia	77.8	75.9	72.3
Europe	0.3	0.2	0.1
Oceania	0.2	0.2	0.2

Source: International Labour Organization 1993

NB.: na: not available

- a- Where's the percentage of working children highest? Where's it lowest ?
- b- Where's the percentage of child labour increasing? Where's it decreasing?
- c- What conclusion can you draw?

Stage Two :

Reading

- 1 Survey the text and underline the topic sentence in each paragraph.

Child Labour

1 The International Labour Organization (ILO) has estimated that 250 million children between the ages of five and fourteen work in developing countries-at least 120 million on a full time basis. Most working children in rural areas are found in agriculture; many children work as domestics; urban children work in trade and services, with fewer in manufacturing and construction.

2 Working children are the objects of extreme exploitation. They work the longest hours and are the worst paid of all labourers. They endure work conditions which include health hazards and potential abuse. Many of them endure lives of pure deprivation. They're deprived of the simple joys of childhood which together with hard work hinder their physical and mental development.

3 Children work for a variety of reasons, the most important being poverty. Though children are not well paid, they still serve as major contributors to family income. They work to ensure the survival of their family and themselves.

4 Schooling problems also contribute to child labour. Many times children seek employment simply because there's no access to schools (distance, no school at all). When there's access, the low quality of the education often makes attendance a waste of time for the students.

Extract from "World Bank Report."

2 Read the text and answer the questions below.

- How old are the working children?
- In which fields do they work?
- What do the working children suffer from?
- What are the main reasons for child labour?
- How can schooling problems contribute to child labour?
- In your opinion are these the only reasons for child labour?

3 Find words in the text that mean :

- calculated approximately (par.1):
- making goods by industrial process (par.1):
- to suffer something that's painful (par.2):
- to help to cause something (par.4):

4 LANGUAGE PRACTICE

The following sentences are taken from the text.

- They work **the longest** hours.
- They are **the worst** paid.
- **The most important** reason (for child labour) is poverty

- a- What do they have in common?
- b- Are there any differences?
- c- What function do they express?
- d- Complete the table with the right form of the words given.

Adjective	Comparative form	Superlative form
hard
fast
.....	the most expensive
interesting
.....	better	.....
.....	the worst
many
much
.....	less	.....
Far

5 PRONUNCIATION :

- Read these words aloud then circle the stressed syllable in each of them.

organization exploitation deprivation construction condition education

- What do you notice?
- Check with your teacher.

Stage Three :

Speaking : Group work

- Is child labour a real problem in Tunisia?
- If yes, what are the reasons for that?
- Think of possible solutions to help reduce child labour.

Discuss this with your partners then share your ideas with the rest of the class.

WRITING

Go back to the writing of lesson 9 and improve your paragraph.

Read it again before you hand it to your teacher.

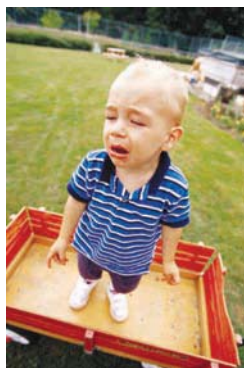
When you get it back from your teacher, keep it in your file for later uses.

Stage One :

Pre-reading

With reference to the title and the picture guess :

- What happened to the children.
- What problems they will face.
- How others can help them.



Stage Two :

Reading

Read the texts and do the activities below.

TEXT1

Justin, who lives in Malawi, is only 14, but since he lost his parents to AIDS he has had to look after his 10-year-old brother and 9-year-old sister. "The main problem we have without our parents is finding food," he says. Without parents or guardians, Justin had **to drop out** of school to earn a living, carrying food for merchants so he and his siblings could have enough to eat.

www.unicef.org

TEXT2

In Ethiopia, Meseret, 15, her brother Besufekad, 11, and younger sister, 3, lost their parents in a road accident. So they moved in with their step-brother and his wife. The step-brother was poor and didn't have steady work. He also drinks, and the children said that he beat them. **His wife made them work hard**, and they had no time for school. Things came to a head when the step-brother made arrangements for Meseret to get married without her consent. So Masresha, her school teacher, packed up the children's few belongings and moved them into her own home, where they have been living ever since.

www.unicef.org

TEXT3

Jimmy is 17 and lives in a foster home for troubled teens not far from New York City... "It all started when my father and mother met in a bar," Jimmy said ".Most relationships that start like this usually don't turn out okay." This one didn't. Jimmy's father drank and so did his mother. They had kids_ three boys and a girl_ but, as Jimmy says, his parents "were so poor, careless and dependent upon alcohol that they would leave a pot of cheap food on the ground and make us eat from it. While we were eating, they would both leave and go their separate ways."

Newsweek, Dec. 12, 1994.

(adapted)

1 Fill in the table with appropriate information from the texts.

Name	Age	Country of origin	Problem	Help offered

2 Compare Meseret's teacher with her step-brother. Find at least two adjectives that best describe each of them.

3 Tick the alternative that best explains the underlined expressions.

a- Justin had to drop out of school: (T1)

- he was obliged to leave school.
- he didn't go to school for a few days.
- he failed his school exams.

b- Jimmy's parents were dependent upon alcohol: (T3)

- they couldn't buy alcoholic drinks.
- they couldn't give up drinking alcohol.
- they asked others to buy them alcohol.

4 LANGUAGE PRACTICE

a- Focus on the structure of the two sentences below, and guess which function they express.

His wife **made them work** hard.

They **make us eat** from it.

b- Do you know other verbs that are used in the same way?

- What are they?
- Do they express the same function?

c- Now, supply the right form of the bracketed verbs in the following sentences.

- Does your father let you (to go) to the cinema in the evening?
- She has her house-maid (to do) the housework.
- He made me (to write) it again.
- Don't make me (to laugh).
- Don't let the children (to play) with the matches.
- I'll have somebody (to repair) the car and we will go camping this week-end.
- Please let us (to go) with you.

d- Grammar Summary.

CAUSATIVE VERBS	
Structures	Meanings / Functions
Make someone do something	Obligation
Let Someone do something	Permission
Have someone do something	Request/Weak obligation

Stage Three :

Speaking :(group work)

Join one of the groups and discuss the following questions.

- 1 : What could these children be deprived of ?
- 2 : Who could they resort to in order to get help ?

What I liked most in this lesson :

What I liked least in this lesson :

Stage One :

Pre-reading

- 1 Look at the picture, read the caption and guess the topic of the lesson.
- 2 Most people like to eat fruits and vegetables. Do you know why?
- 3 Complete the proverb: Each dash stands for a word.
"An ___ a day ___ the doctor ___"



fountain of youth

Stage Two :

Reading

- 1 Read the introduction and check your guesses and answers.

The Colour of Nutrition

1 Colorize your diet. That is the latest advice from nutrition experts who have studied the health-promoting properties of the **vast spectrum** of colourful fruits and vegetables now available.

2 Two recently published books " What Color Is Your Diet ? " and " The Color Code ", both emphasize the importance of increasing consumption of fruits and vegetables, and the need to choose broadly among the richly colored options. The reward in terms of health and weight can be considerable.

3 Nearly all fruits and vegetables are naturally very low in fat, loaded with filling fiber and with natural chemicals that can help protect against heart disease, cancer, **age-related** cognitive decline and cataracts of the eyes. Fruits and vegetables, with their vivid skins, are highly recommended by both books for their health-promoting benefits. And even the paler members of this community_garlic, onions, cabbage, celery and the like_ have notable health-promoting virtues. The Colour Code " gives a **detailed account** of the protective chemicals nature has bestowed upon various fruits and vegetables and how these chemicals can positively affect our different organs.

4 Fruits and vegetables come closer than any other category of food to behaving like a fountain of youth. Yet, not all members of this community are alike. The authors of " The Colour Code " divide fruits and vegetables into four broad colour groups: red, orange-yellow, green and blue-purple, each with a different set of health promoting virtues.

5 The message is clear for both books, and " **Pigment Power** " is what it is all about. We need to include as many plant-based colours in our daily diet as possible. In many cases, that means eating the colourful skins, the richest sources of protective nutrients, along with the paler flesh. So try to avoid peeling foods like apples, peaches and eggplant or you will lose their most concentrated source of beneficial chemicals.

New York Times (adapted)

2 Read the text and complete the table about fruits and vegetables.

Natural Characteristics	Health Benefits



3 The following statements are false. Justify with details from the text.

- a- Nutrition experts suggest we decrease the amount of fruits and vegetables we consume.
- b- Only very colourful fruits and vegetables are recommended for their health-promoting virtues.
- c- All fruits and vegetables share the same health-promoting virtues.

4 Which do you think is better, to eat an apple with or without the skin ? Justify with details from the text.



5 Find out what the following sentence parts mean?

- a- Vast spectrum: (par.1)
 - Large range.
 - great species.
 - mixed choice.
- b- age-related cognitive decline: (par.3)
 - nervous breakdowns related to old age.
 - mental deterioration caused by aging.
 - physical weakening caused by old age.
- c- A detailed account: (par.3)
 - An original story.
 - A brief summary.
 - A complete report.
- d- Pigment power: (par.5)
 - The power of colours
 - the power of chemicals
 - The power of fibres

Stage Three :

Writing

You have decided to participate in a campaign organised by your school to sensitise students to the importance of healthy food. Write an article to your school magazine . The following hints may help you.

Avoid junk food ; fat ; artificial ingredients ; canned food.

Consume fruit and vegetables , healthy food

Have a balanced diet

What I liked most in this lesson :

What I liked least in this lesson :

Reading

- 1 Read the two letters and say which is the letter of complaint and which is the reply to the complaint? Justify with precise details from the letters.

Dear Sirs

Our order no. J733

We have received the documents and taken delivery of goods which arrived at Port Elizabeth on the S.S. Castle yesterday.

We are much obliged to you for the prompt execution of this order. Everything seems to be correct and in good condition except in case no. 14.

Unfortunately, when we opened this case, we found it contained completely different articles from those ordered, and we can only presume that a mistake has been made and that this case is part of another order.

As we need the articles we ordered to complete deliveries to our customers, we must ask you to arrange for replacements to be dispatched at once. We attach a list of the contents of case 14, and would be glad if you would check this against our order and your copy of the invoice. In the meantime, we are holding the case at your disposal; please let us know what you wish us to do with it.

Yours faithfully,
Adam Grandchild

Dear Sirs

Your order no. J733. Your letter OG/MR of 20 January 2005

Thank you for your letter. We are pleased to hear that the consignment was delivered promptly, but are very sorry to learn that case no. 14 did not contain the goods you ordered.

On going into the matter, we find that a mistake was done in the packing, through a confusion of numbers, and we have arranged for the right goods to be dispatched to you at once. The documents will be mailed to you within the next forty eight hours.

We have already cabled you in this connection, and enclose a copy of the telegram.

We would be grateful if you kindly keep case no. 14 and its contents until they are called for by the local representatives of the World Transport Ltd., our forwarding agents, who we have already instructed.

Please accept our many apologies for the trouble caused to you by the error.

Yours faithfully
Paul Breitner

2 Choose the correct alternative and justify your choice.

- a-** Mr. Grandchild is complaining because
- the goods arrived behind schedule.
 - they received wrong goods.
 - the goods were of inferior quality.
- b-** According to Mr. Breitner, the incident was due to
- confusion in numbers.
 - machine breakdown.
 - a worker's negligence.
- c-** Through his reply, Mr. Breitner was
- angry and upset.
 - regretful and apologetic.
 - Irresponsible and careless.

3 Mr. Grandchild made a few arrangements to put things right. Go through the letter of reply and find them out.

4 Complete the table below.

Verb	Noun
	consignment
to dispatch	
	apology
to execute	
	delivery
	replacement

The Lighter Side



Stage One :

Speaking

1 Group work: Read the following statements and select the ones you strongly agree with. Prepare arguments to support your choice and share with the rest of the class.

- a-** Money is the root of all evil.
- b-** Having much money often leads to corruption.
- c-** Money is the source of happiness.
- d-** Poverty is the root of all evil.
- e-** Having little money leads to crime.
- f-** Being rich is a sign of God's choice.
- g-** When you have money you have power.



Power and happiness
or evil and corruption?

Stage Two :

Reading

Read the text, then do the activities below.

We must admit there is some truth in the famous saying: “money is the root of all evil”. First having much money certainly gives its possessor a feeling of superiority and self-satisfaction that may lead to tyranny and corruption. Very rich people generally think they can buy everything, even the honoured dignity of other people. They are alas; often successful because money has a strong appeal and many individuals can't resist the magic power of money, even if they have to do the dirtiest things. Second, if you have enough money to pay for everything you want right away, you tend to become tired of pleasure. Because you can have things easily without being really sure you like them or you need them, they start losing their values for you and you start missing the pleasures of life.

But on the other hand, we can also say that the “lack of money is the root of all evil”. If you can't afford a nice place to live in, if you are unable to provide your family with a decent standard of living you may resort to borrowing, cheating and even stealing to make ends meet. In such situations some people may also turn to drinking to forget their worries and drown their misery. Some other people may even resort to violence, crime and anarchy in order to get revenge on rich people and the cruel world.

It is clear therefore, that both plenty of money and the lack of it are evil. They may both lead to social calamities and moral decline. A better attitude towards money is to view it as “a good servant and a bad master”. We should never let money control our lives and haunt our dreams.

www.pbs.org/newshour

1 Complete the table with information from the text.

Having much money leads to	Having little money leads to
a-	•
b-	•

2 Tick the right option :

- In this text the author is:
 - a- totally against having much money.
 - b- totally against having little money.
 - c- for a reasonable managing of money.
- “They are alas, often successful”(par. 1) means :
 - a- in fact they are successful.
 - b- unfortunately they are successful.
 - c- fortunately they are successful.
- “right away”(par.1) means:
 - a- far away.
 - b- immediately.
 - c- very near.
- “to make ends meet”(par.2) means:
 - a- to get enough money for one’s needs.
 - b- to get enough money to meet people.
 - c- to get enough money for the end.



Money makes the world go round

3 Complete the table below :

Adjectives	Nouns
.....	superiority
.....	disaster
decent	.....
.....	worry
cruel	.....
.....	corruption



Do you know these symbols ?

LANGUAGE PRACTICE

The following sentence is taken from the reading text. Focus on the underlined item

It is clear therefore, that both..... .

- What do we call the underlined word?
- What relation does it have with the previous ideas/ paragraph?
- Do you know other words which express the same relation? Check with your teacher and complete the table below.

Linkers (conjunctive adverbs)	Type of relation	Examples
Therefore		It began to rain; therefore, the children rushed inside.
As a result		
That's why		

Stage Three :

Complete the puzzle below. All the words are related to the text.

DOWN:

- Origin.
- Opposite of servant.
- Immorality/dishonesty.
- Crime/ bad actions.
- Unfortunately.
- Participle of 7.

1	2					3			4
5				6					
						7			
8			9						
10						11			
	12								

ACROSS :

- Heartless.
- Own.
- To cut into pieces.
- Rob.
- Ruin/catastrophe.
- Fall/deterioration.

The Lighter Side

A joke

There once was a very rich and mean father who had only one son. One day, the child was kidnapped. The kidnappers sent the father a message asking for money as a condition to release the child. To put pressure on the father, with the message they also sent him a piece of the child's ear. The father who loved his only son so much was terrified. He sent a message to the kidnappers and asked them to send a better proof!

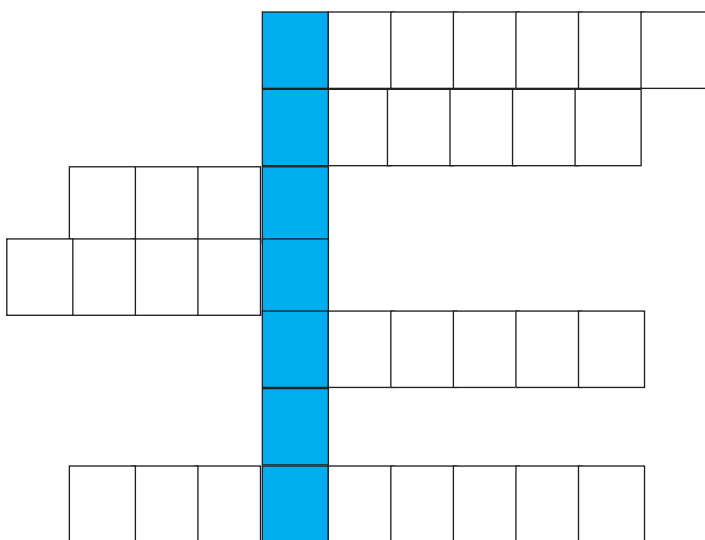


Stage One :

Pre-listening

- 1 Complete the chart below with the words in the box to find the secret word.

rights – forgive – duties – community – peace – love



- 2 What definition would you give to the secret word you have just found ?

Stage Two :

Listening

- 1 Listen to the first part of the song, then find out what, according to C. SANTANA, makes the world go around.
- 2 In the second part of the song, it is clear that SANTANA is against, and for
- 3 What do the songs of freedom bring to the world ?

4 Listen to the song and write the missing words

Everybody tells me, we love your songs
 Youris precious, but it just ain't good enough
 You need a single to help you
 Program....., they all make the rules
 I said, you're....., you're putting me on
 What about the....., freedom of expression
 Listen to the music, just feel the sound
 Love is the....., that's what makes the world go around

Sing, songs of freedom
 Bring joy to the world
 Sing, songs of freedom
 Bring joy to the world

Everybody listen, stop and take some time
 To understand the world
 There is no meaning in..... the way we do
 Let's comeand forgive each other

Sing, songs of freedom
 Bring joy to the world
 Sing, songs of freedom
 Bring joy to the world



Stage Three :

Pronunciation

Classify these words under the appropriate heading.
 Focus on the underlined sounds.

/ au /	/ f /	/ ʌ /

Love – precious – sound –
 expression – other – around

What I liked most in this lesson :

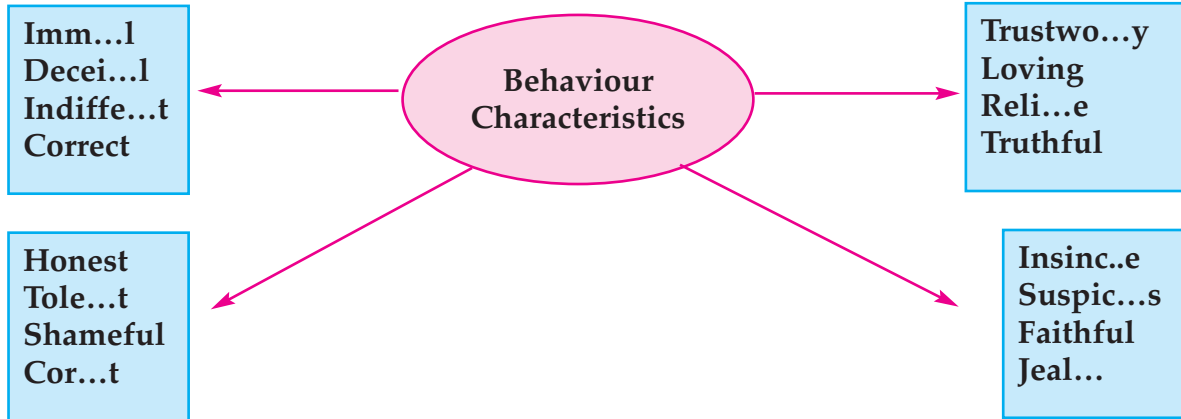
What I liked least in this lesson :

Why I Had to Leave My Job

Stage One :

Pre-Reading

- 1 Complete the spidergram below. All the words are adjectives and each dot stands for a letter.



- 2 Go back to the spidergram and classify the words in the table below as indicated.

Good behaviour characteristics	Bad behaviour characteristics
.....
.....
.....
.....

Stage Two :

Reading Comprehension

You might think you'd
never cover up someone
else's infidelity, but what
if it became part of your job ?



Why I Had to Leave My Job

1 During my third week as Personal Secretary to James—an attractive, married 40-something—he told me about his affair. This happened after his wife Sally came to the office while he was in a “**not-to be-disturbed meeting**” with Lucy, one of the company’s financial team.

2 Naturally, I’d told his wife that he was busy, but as soon as “the meeting” was over, he called me into his office. He told me he needed my cooperation to keep his affair secret. I was shocked. He seemed anxious to know whether I could keep it a secret, so I assured him that he could trust me. He said I’d get a 15% pay rise immediately. I felt even more embarrassed. It was clear I was being paid not only to keep his affair secret, but also **to lie for him**.

3 The next day he bought a mobile phone for “emergency” use. Only he and I had the number and he said I was only to call him on it if his wife or mistress became too suspicious. I was becoming part of his messy private life. **Yet I couldn’t afford to say no to the new salary. Could I?**

4 As time went by however, the lies began really to affect me. I felt sorry for both the wife and the mistress. I wouldn’t want to be in their situation after all. As for James, he started to look increasingly worried and upset. He wanted to save his marriage and end the affair with Lucy. When he asked me to help close his affair with Lucy, I almost refused. But **he talked me round** and promised another pay rise. From then on, whenever Lucy phoned I lied to her and found excuses not to put her call through. She got increasingly upset and aggressive on the phone, and I felt sick every time I lied to her.

5 One day, Lucy rushed into the office while James was at lunch with his wife. She demanded I tell her where he was, so I said he was out with a client. I was humiliated when she accused me, in front of the whole office, of lying for him and getting money for that. “This was the last time” I said to myself. “He had to do his own dirty work from now on.”

The next day, I resigned and decided to find a new job with no lies and no deceit. You would do the same, wouldn’t you?

www.she.co.uk.

1 Look at the title, the caption and the picture and guess what the reading passage is about.

2 Read paragraph one and check your guesses.

3 Read the whole text and answer the next questions.

- a- What did James want his secretary to do?
- b- How did he convince her to do so?
- c- What was the mobile phone for?
- d- What did the secretary do to help James end his affair with Lucy?
- e- What made the secretary decide to look for a new job? What do you think of her decision?

4 Tick the options that best express the meaning of the following expressions.

a- A not-to-be-disturbed meeting:
(par.1)

b- To lie for him. (par.2)

c- I couldn't afford to say no to the
new salary. (par.3)

d-He talked me round. (par.4)

- a meeting where no interruption is permitted.
- a very long meeting.
- a business meeting.
- to tell him lies.
- to protect him from lies.
- to cover up for him through lies.
- I couldn't accept the new salary.
- I couldn't get the new salary.
- I couldn't refuse the new salary.
- he talked to me a lot.
- he convinced me.
- he made me go round and round.

5 Go back to the spidergram in stage one and choose the characteristics that can best describe James and the secretary. Put them in the table below.

James	The secretary
.....
.....
.....

6 LANGUAGE PRACTICE

1- Read the two sentences and focus on the underlined parts.

a- I couldn't afford to say no to the new salary, could I?

1

2

b- You would do the same, wouldn't you?

1

2

2- What is part 2 in each sentence called?

3- Is the verb form the same in part 1 and in part 2?

4- Complete with the right question tag.

a- He's not coming back,?

b- I'm not late,?

c- The bank lent him the money,?

d- You shouldn't do that,?

e- Everybody will be there,?

Grammar Summary	
Positive statement	Negative tag
Negative statement	Positive tag

Stage Three :

Speaking

Pair Work : Go back to the list of good behaviour in stage one and choose one characteristic that you think is very important for the relationship between a husband and his wife. Be ready to share with the rest of the class and to stand for your viewpoint. Use the hints given in the boxes below and follow the suggested procedure.

Suggested procedure

Box A	To give your opinion
I think / In my opinion / I strongly / believe / I honestly feel.	

Box B	To disagree
I don't think that / I 'm afraid I don't agree / The problem with your viewpoint is that / You have a point but / I see what you mean , but.	

Box C	To give reasons and offer explanations
To start with / That's the reason why / When you consider that / For this reason / Many people think .	

Student A states his/her opinion by giving an argument from the **table in stage one** and using an expression in **box A**.

Student B uses an expression from **box B** to express disagreement and then an expression from **box C** to offer explanations.

Example :

Student A : I believe trust is the most important condition for the relationship between a husband and a wife.

Student B : I'm afraid I don't agree with you. To start with.....

Student A : You have a viewpoint, but

Student B : The problem with your viewpoint is.....

Student A : I see what you mean, but..... when you consider that.....

Student B : I still strongly believe that.....

1 Complete the following text with the words in the box below.

a / it / so / that / the / Who

_1_____fox once saw _2_____crow fly off with _3_____ piece of cheese in its beak and land on _4_____tree branch. "That's for me, as I am _5_____fox," said Master Reynard .He walked towards 6 _____tree. "Good day, Mistress Crow," he said with _7_____smile. "You look very beautiful today. Your feathers are very attractive. Your eyes are 8 _____bright. I feel sure 9 _____you have 10 _____wonderful voice. Your figure is better than all 11 _____other birds' figures, and I'll bet your voice is better than all 12 _____other birds' voices. Let me hear you sing 13 _____song, and I will always call you 14 _____Queen of Birds." 15 _____crow lifted up her head and began to sing as best as she could. 16 _____moment she opened her mouth 17 _____piece of cheese fell to 18 _____ground, and 19 _____fox grabbed 20 _____. "21 _____will do," said 22 _____fox. "23 _____was all I wanted. In exchange for your cheese, I will give you 24 _____piece of advice for _25_____future:Don't trust people 26 _____flatter you 27 _____much. Don't trust flatterers".

2 Match the words in column A with their closest meaning in column B. There is one extra item in B.

Column A	Column B	Answers
1.to trust	a. to praise and compliment	
2.to flatter	b .to have confidence in someone	
3.to threaten	c. to fool and deceive	
4.to trick	d. to menace	
5.to grab	e. to disbelieve	
	f. to take quickly and violently/ to snatch	

3 Answer the following questions.

- Does the fox believe all of the complimentary things he says about the crow? How do you know that?
- Do you think the fox will be successful if he threatens the crow? Justify your answer.
- Can you think of any other way the fox can have the cheese?
- If you were the crow what would you do?
- How do you think the crow felt after losing the piece of cheese to the fox?
- Have you ever been tricked? How did you feel? How did you react?

Humour :

Humour is the quality of being amusing, to appreciate things, situations or people that are comic. Often, humour can be very difficult to understand. It sometimes means that in order to understand the humour we have to know the history surrounding it. Over the years, humour has come to be expressed in a wide variety of ways. Below is a partial list of the different aspects of humour.



Can you think of a few examples of the list below ?

PUN : The humorous use of a word or group of words in such way as to suggest different meanings or applications.

Example : *7 days without water make one weak (= week)*

JOKE : Something said or done to provoke laughter. It is the humorous or ridiculous element in something.

Example : *Client: Waiter! Waiter! There is a fly in my soup.
Waiter: Don't worry, it can swim.*

IRONY : The humorous or sardonic use of words to express the opposite of what one really means (as when words of praise are given and blame is in reality intended.)

Example : *calling a fat person "tiny" or when someone makes a stupid mistake and you say to him "that was intelligent".*

SATIRE : A literary work holding up human vices and follies to ridicule or scorn.

Example : *Molière's plays; Aljahidh's "Albukhala".*

PARODY : A literary or musical work in which the style of an author or work is closely imitated for comic effect or in ridicule.

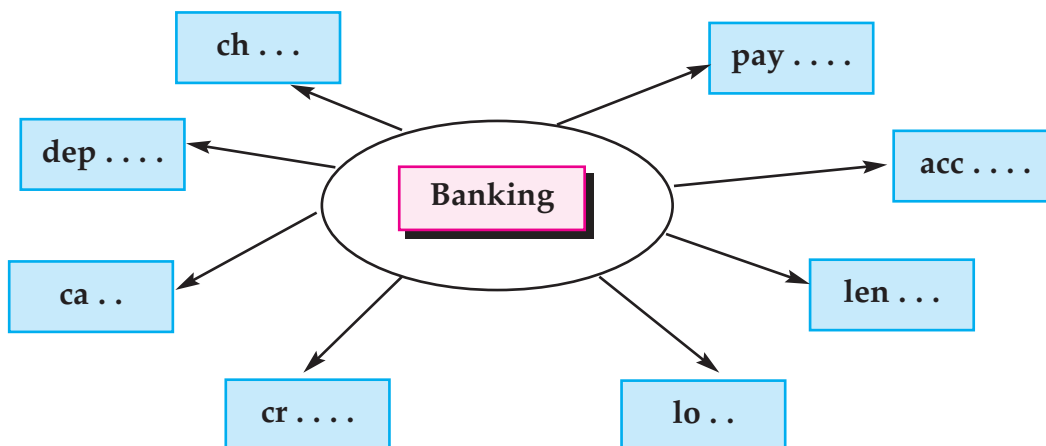
Example : *imitations by Jalloul Jlassi*

Stage One :

Pre-reading

1 Pair work

With your partner, complete the spidergram below.



Stage Two :

Reading

2

February 4, 2005

Samsung Corporation
High Street
Norwich, U.K

Dear Charles

How can we try to persuade you to pay your long overdue account? We have tried many suggestions for extending the payment period, for making the monthly payments smaller, for getting help from lenders, and for at least discussing this matter with us.

Now we have exhausted our own resources. We have to seek help from outside our own company. We have consulted with our attorney and he told us that we have several solutions available to us for collecting our money.

We are very uncomfortable with the thought of going to court and, therefore, have decided to extend your credit for fifteen more days.

To avoid legal action, we must have your check for £15.000 on or before February 19, 2005.

Sincerely,
David Goldstein
Financial Advisor

<http://members.aol.com/collectletters/>

a- Complete the table below.

Sender	Receiver	Object of the letter	Tone of the letter

b- What was Samsung Corporation final decision?

c- What may happen to Charles if he doesn't execute that decision?

d- Choose the best adjective(s) to describe the corporation's attitude towards Charles. Justify with details from the text.

friendly – threatening – unfriendly – flexible – firm- indifferent – permissive.



waterways for trade

Stage One :

Pre-reading

- 1 Look at the picture and write down words we can associate with the scene.
- 2 Add the words you found into the table below.



Noun	Verbs	Adjectives
Property	Buy	Free
Master	Own	Hard
Labour	Beat	Equal
.....
.....

Stage Two :

Reading

- 1 Survey the text and tick the right option.

- A.** The writer was a
- a- former slave.
 - b- slave owner.
 - c- slave trader.
- B.** The text is taken from
- a- a biography.
 - b- a school book.
 - c- an autobiography.

I was born in Tuckahoe, near Hillsborough, in Talbot county, Maryland. I have no accurate knowledge of my age, never having seen any authentic record containing it. By far the larger part of the slaves know as little of their ages as horses know of theirs, and it is the wish of most masters within my knowledge to keep their slaves thus ignorant. I was not allowed to make any inquiries of my master concerning it. He deemed all such inquiries on the part of a slave improper and impertinent, and evidence of a restless spirit.

My mother was named Harriet Bailey. She was the daughter of Isaac and Betsy Bailey, both colored, and quite dark. My father was a white man. The opinion was whispered that my master was my father. My mother and I were separated when I was but an infant, before I knew her as my mother. It is a common custom, in the part of Maryland from which I ran away, to part children from their mothers at a very early age.

I never saw my mother, to know her as such, more than four or five times in my life; and each of these times was very short in duration, and at night. She was hired by a Mr. Stewart, who lived about twelve miles from my home. She made her journeys to see me in the night, travelling the whole distance on foot, after the performance of her day's work. She was a field hand, and a whipping is the penalty of not being in the field at sunrise.

I do not recollect of ever seeing my mother by the light of day. She was with me in the night. She would lie down with me, and get me to sleep, but long before I woke up she was gone. Very little communication ever took place between us. Death soon ended what little we could have while she lived, and with it her hardships and suffering. She died when I was about seven years old, on one of my master's farms, near Lee's Mill. I was not allowed to be present during her illness, at her death, or burial. She was gone long before I knew anything about it. Never having enjoyed, to any considerable extent, her soothing presence, her tender and watchful care. I received the tidings of her death with much the same emotions I should have probably felt at the death of a stranger.

Narrative of the Life of Frederick Douglass
(Adapted)

2 Answer the following questions.

- a- Why did the mother come to see her son only at night?
- b- Why couldn't she stay with her son till morning?
- c- Why do you think the masters kept their slaves ignorant?
- d- How did the writer feel when his mother died?

3 Match the expressions in column A with their closest meaning in column B. The first item has been done as an example. (there is one extra item in B).

Column A	Column B	Answers
a) Authentic record	1) difficult conditions	a.....+ 4.
b) Improper	2) anxious	b.....
c) Inquiries	3) escape	c.....
d) Restless	4) true/reliable document	d.....
e) Field hand	5) beating for punishment	e.....
f) Whipping	6) search/questioning	f.....
g) Hardships	7) incorrect	g.....
	8) outdoor farm worker	

4 Choose a suitable title to the text.

- a- the death of a mother
- b- the story of a slave
- c- the son of a master

5 LANGUAGE PRACTICE :

- Read the following 2 sentences and focus on the underlined parts.

a- I ¹ was not ² allowed to make any inquiries.....

b- My mother and I ¹ were ² separated.....

What is part 1 made of?

What is part 2 made of?

What is this form called?

Why is it used in these sentences?

- Put the verbs into the correct form.

I was waiting for the bus when I saw two suspicious-looking men getting into the bank near by. I (1)(Think) they were suspicious because they..... (2)(wear) masks and carrying what looked like guns. Just a few seconds later, I (3)(hear) a gunshot—the bank(4)(rob)! I immediately called the police on my mobile, and as I did so, a car, which..... (5)(drive) by a third man, pulled up outside. The other two jumped in and they all (6)(drive) off. Apparently, quite a lot of money..... (7)(steal), but fortunately, no one..... (8)(hurt). Details of the men..... (9)(show) on the TV, but they (10)(catch) yet

- Complete the table below. Ask your teacher for help.

The passive voice	Structure	Uses	Examples
		1-----	1-----
		2-----	2-----
		3-----	3-----

Stage Three :

Speaking

Pair work: The following are details about the writer's life. Go through them and select 2 details that you judge as most inhuman and shocking. Be ready to explain your viewpoint to the rest of the class and think of basic human rights.

- The writer was separated from his mother when he was still an infant.
- The writer was kept ignorant by his master.
- The writer had no legal father.
- The writer wasn't allowed to see his mother when she was ill.
- The writer wasn't allowed to attend his mother's funeral.

WRITING :

Topic : The situation of children is rather difficult if not alarming in many countries. Poverty, illiteracy, hunger, diseases and exploitation are some of the problems they face.

You decide to write an article to a daily newspaper to express your worries and concern about the situation and to remind people of children's basic rights as human beings.

Read the topic carefully and try to jot down any ideas related to it.

- N.B :**
- a) You don't need to write full sentences.
 - b) Remember to keep your work in a file for later uses.

Stage One :

Speaking

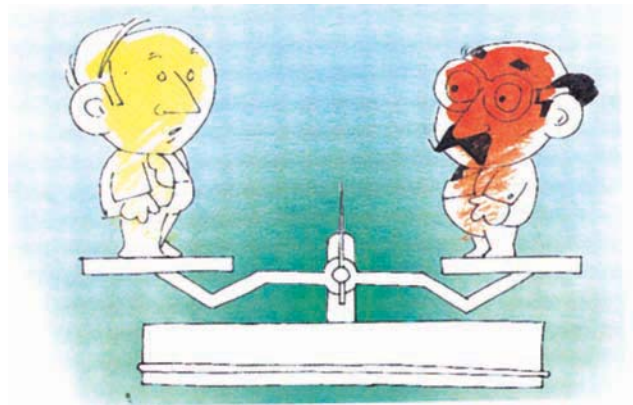
- 1 Pair work: Examine the statement in the box below and decide with a partner what rights women should enjoy ,and what kind of empowerment they should have and what for.



Women's rights and empowerment are key to achieving the development goals

- 2 Complete the table.

Verb	Noun
-Declare	-.....
-.....	-commitment
-Oppress	-.....
-.....	- promotion
-.....	- empowerment
- Fear	-.....



Stage Two :

Listening Comprehension

You are going to listen to a speech delivered by Noeleen Heyzer, Executive Director (United Nations Development Fund for Women / **UNIFEM**) at a Workshop on Gender Equality and the Millennium Development Goals. (19 November 2003)

- 1 Listen to section 1 and choose the right option :

In her speech, the Executive Director tries to show the importance of the rights of:

- a- women only.
- b- both men and women.

- 2 Listen to section 2 and correct the false statements with details from the speech.

- a- The United Nations conferences of the last twenty years took place in Europe and the United States only.
- b- Gender equality advocates found it easy to achieve women's rights.
- c- Gender equality offers society no special service.

3 Listen to section 1 and write the missing words.

The declaration states that “men and women have the right to live their lives and..... their children in, free from hunger and from fear of violence, oppression or” and commits states to “promote gender equality and the empowerment of women as effective ways topoverty, hunger, disease and todevelopment.”

4 Match words in column A with their definitions in column B.

A	B
Millennium ()	a) The action of giving someone more control.
Gender ()	b) A period of one thousand years.
Empowerment ()	c) The fact of being very strong.
	d) The fact of being male or female.

Stage Three :

1 PRONUNCIATION :

Listen to the following pairs of words and say whether the underlined sounds are different or similar. Put a tick in the right column.

Paris	Similar	Different
Live / Lives		
Delighted / millennium		
Recognition / Equality		
Special / Session		
Fear / Freedom		

2 LANGUAGE PRACTICE :

a- Read the following 2 sentences , focus on the underlined parts and say whether they have the same meaning.

“It is the result of a lot of work....”

“... in a few countries namely in China, Egypt, Austria...”

b- Complete the following sentences with a lot of, a few, or a little.

- + Peter hasof money. You can ask him to help you.
- + Withmore luck, we will be able to finish the project this month.
- + We have.....minutes to spare. There's no need to hurry.
- + There's no need to hurry; we still havetime left.
- + Today,of people face of problems because of unemployment.

GRAMMAR SUMMARY

Structure	Meaning
A little + uncountable noun	Some, a small amount
A few + countable noun(s)	Some, a small number
A lot of + [countable nouns [uncountable noun	More than enough, plenty of



Equal, aren't they ?

Progress Check 2

1 Fill in the blanks with words from the box. There's one extra word.

inhabitants – malnourished – worse – lacked – famine – of – death – react – access

What is particularly unacceptable is that we know how to resolve the problem. We have the tools and we have the know-how to use them. Must I therefore conclude that we have (1) the necessary will?

It is our duty to help those who are hungry and (2) today and those who risk not having enough food tomorrow. I am convinced that, unless we do something for these people today, the problem will only get (3) tomorrow, when the world will have millions and soon billions of additional (4), each with the right to an adequate, healthy and balanced diet, but many will be deprived (5) this right unless we act now. Hunger only gives the world social and political unrest, misery and (6). So we have no choice but to (7). We have a double challenge before us: that of producing enough food and that of ensuring that each individual has (8) to this food, thus achieving universal food security.

2 Choose the correct option.

Peter has given this speech before. Like many manufacturers, he recruits children for his workshop almost constantly, and is (particular – particularity – particularly) aggressive in courting boys aged seven to ten. "They make ideal (employers – employees – employment)," he says. They're wonderfully (obedience – obediently – obedient), they'd work around the clock if I (ask - asked – had asked) them." But when pressed he admits, "I hire them first and foremost because they're (economical – economizing – economy). For what I'd pay one adult weaver I can get three boys, sometimes four, who can (produce – production – produced) first-class rugs in no time."

3 Fill in each numbered gap with the suitable alternative in the margin.

Two years ago at the age of seven, Anwar started weaving carpets in a village in Pakistan's province of *Sindh*. He (1)... some food, little free time, and no medical assistance. He was told repeatedly that he could not (2) ... working until he earned enough money to pay his family debt. He (3) ... who in his family had borrowed money nor (4) ... he had borrowed. Any time he made an error with his work, he (5) ... and the debt increased. Once, his work was considered to be slow and he (6) ... with a stick. He tried to run away (7) ... the local police returned him to the carpet looms.

1. was given – has given – gave
2. stop – stopping – stopped
3. has never told – is told never – was never told.
4. how many – how much – how great.
5. was fined – was fine – was found
6. beat – was beating – was beaten.
7. but – since – because


4 Complete the paragraph with the correct forms of the bracketed adjectives.

Choosing a college may be (hard).....decision that Robbie has ever faced. He thinks that he might be (happy)..... at Columbia than at Michigan. Right now he's (interested)in journalism than in medicine. And after talking to his father, he's feeling (relaxed)..... than he did before. He thinks that Philip is (wonderful)father in the world. Today, things seem (clear) to Robbie than they seemed yesterday. Because now he knows it's all up to him.

5 Circle the odd man in each set of words.

- | | | | | | | |
|-------------|---|------------|---|-------------|---|------------|
| a- Evil | – | corruption | – | dignity | – | tyranny. |
| b- Shameful | – | immoral | – | dishonest | – | reliable. |
| c- Threaten | – | deliver | – | annoy | – | menace. |
| d- Comfort | – | pain | – | unhappiness | – | trouble. |
| e- Just | – | fair | – | reasonable | – | illogical. |

6 Expand the following notes to get coherent sentences. Then, join your sentences to get a coherent paragraph. (the first sentence is done for you).

- a- men / were / Two / to / taken / hospital .  Two men were taken to hospital.
- b- They / attack / early hours / Sunday.
- c- injured men / suffer / collapsed lungs / incident.
- d- police spokeswoman / say / this / be / violent attack / two men.
- e- two men / suffer / serious injury.
- f- They / beat up / by /group / teenagers.
- g- Anyone / information / victims / ask / contact / police.

7 Punctuate and capitalize the following paragraph.

in 1994 violence in rwanada ended in death one million rwandans died in 100 days of appalling violence Oxfam (a registered charity) provided safe water and sanitation for the thousands forced to escape from their homes

Self-evaluation

We have covered about two thirds of the program. Now, it's time to think about the progress you've made so far. Read the questions below, tick where appropriate. Then discuss with your teacher.

1 Do you feel you have made any progress in the last few months in?

	a lot	quite a lot	a little
Speaking	_____	_____	_____
Listening	_____	_____	_____
Reading	_____	_____	_____
Writing	_____	_____	_____
Grammar	_____	_____	_____
Vocabulary	_____	_____	_____

2 What skill do you still need to work on ?

a- speaking b- listening c- reading d- writing

3 Consult your teacher about how you can best improve your:

a- speaking b- listening c- reading d- writing

4 Did you find the topics ...?

a- very interesting b- interesting c- uninteresting

5 What are the themes

a- you appreciated most ? b- you appreciated least ?

6 Did you find this part of the book...?

a- easy b- accessible c- difficult

7 Do you feel you have learnt from the "writing activities"?

a- very much b- much c- a little

Now decide how you can improve your English.

Stage One :

Pre-Speaking



1 Look at the pictures and try to relate them to a common idea or theme.

2 Go through the following statements and place them in the table below.

- Many governments have both male and female representatives.
- Women still earn less than men in many work situations.
- Many companies are now owned or managed by women.
- Television series now portray women as successful career makers.
- Women are still portrayed in a superficial manner in many television shows.
- Most governments still are made up in their majority of men.
- Men now share in the raising of children and household responsibilities.
- Women are often not given enough responsibility based on the possibility that they might get pregnant.
- Women are still portrayed through mass media as mere sex symbols and pretty dolls.
- Many important laws have been passed to ensure equality in the working place.

Men and women are now equal	Men and women are not equal

Stage Two :

Speaking

Pair work : Do you think men and women are equal now or do you believe there is still a long way to go? The table in stage one may give you ideas for your view point.

The following phrases and expressions are used to express opinions, disagreement, and to offer explanations.

Use them to discuss the topic with a classmate who doesn't share your views.

Opinions :

I think....., In my opinion....., I'm convinced that..., I honestly feel that..., I strongly believe that....

Disagreeing :

I don't think that..., I don't agree that..., I'm afraid I don't agree..., The truth of the matter is.... I totally disagree.....

Giving reasons and offering explanations:

To start with..., For this reason..., Many people think..., When you consider that..., That's the reason why... .

The Lighter Side

Writing Poetry :

If you can count syllables, you can write a haiku (a form of poetry.) It doesn't rhyme, and doesn't have a title. The Haiku is made up of three lines only, and there are seventeen syllables. The pattern of syllables is as follows :

5 syllables

7 syllables

5 syllables



Now let's try to write a Haiku together. All you need to do is follow the instructions.

Fill in the blanks as indicated.

..... Dark mountains

(2 words with one syllable or 1 word with two syllables)

Example 1: big big

Example 2 : admire

rushing waters..... (verb + adverb)
(adverb verb)

(three syllables)

Example 1: strongly flow

Example 2: splash always

over solid rocks

Once you complete the gaps as indicated you will have your first Haiku.

**THE HOUSTON TIMES
WANT ADS**
**GUIDANCE
COUNSELOR
NEEDED FOR
LARGE SCHOOL**

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Necessary. Excellent job,
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Stage One :
Pre-reading

- Where can you find information about jobs?
- If you are looking for information about jobs in a newspaper which section will you read ?

Stage Two :

Reading

Read the Ads and then do the activity below

Say whether the following statements are true or false or not mentioned.

- You have to apply in person at Lamar's Department Store.
- You can apply by telephone to the National Oil Company.
- You have to write to the telephone company.
- Harry's Hamburger Place needs cooks.
- The doctor's receptionist will have to talk to people.
- The telephone company has paid vacations.
- If you want the job as a mechanic, you should telephone for an appointment.
- If you want the high school job, you should write to the principal.

Stage Three :

Writing

Choose one of the jobs advertised in the reading selection and write a letter of application. You will need to describe your education and training, your work experience if applicable and to explain the reason why you would like this job in particular.

Remember that a letter of application has a special Layout and must be formal.

Stage One :

Answer the questions below with reference to the title and the picture.

- Who are the people?
- Where are they?
- What are they wearing?
- Do you dress in the same way at your school?
- Would you like to wear school uniforms?



Stage Two :

- 1 Read the introduction and the beginning of each passage and say whether they are :

- descriptive
- argumentative

or - expository

School uniforms are still fairly common in Britain. In fact they have even become more common in recent years, as some schools have reintroduced them. Here some students at a girls-only high school in the middle of England are giving their opinion about that issue.

Rachel: Well I think they're a good idea, because you don't have to decide what to wear in the morning. You just get up and put your uniform on. You don't have to think "Oh no, what am I going to wear today?" So I think they're a good idea. There's no competition either between the girls and whatever!

Anita: It **distinguishes** you from other schools. It makes you look like a community. I think it looks really **smart** as well, and then we get a lot of people saying how nice we look.

Sue : You don't necessarily lose your own **individuality** by wearing a uniform; there's still something special about yourself as a person. Just because you're wearing the same things, it doesn't make you all the same; it doesn't matter what anyone else thinks. Don't worry about things like that.

Katie : I think that by putting us all in the same uniform, they **suppress** our identities; and they're saying like "oh we all have to look the same; we all have to think the same." That's how it seems to me.

Sarah : I think, um... I came from primary school, and we didn't have to wear a uniform there; and coming to secondary school and wearing a uniform, I don't know, I really enjoyed it; I used to be proud of it, of wearing it. But I think, yeah, there are faults in it, but I think there are the advantages as well.

Linguapress. bravepages.com.

2 Read the texts and tick where appropriate.

Students' names	For school uniforms	Against school uniforms
Rachel		
Anita		
Katie		
Sue		
Sarah		

3 Match words in column "A" with the words closest in meaning in column "B".

NB: There's one extra item in "B".

A	B
1- distinguish	a- personality.
2- smart	b- follow (rules...)
3- individuality	c- recognize the difference.
4- suppress	d- state one's opinion.
5- to conform to...	e- tidy and well dressed.
	f- put an end to.

Stage Three :

- 1 **Pronunciation:** Read the following words aloud and say whether the underlined sounds are “similar” or “different”. Tick Where appropriate.

Words	Similar	different
a- <u>u</u> niform– inter <u>vi</u> ew:		
b- <u>w</u> ear – <u>r</u> eally:		
c- <u>th</u> ink – clo <u>th</u> es:		
d- <u>sh</u> ort– spec <u>ia</u> l:		

2 LANGUAGE PRACTICE

- a- Focus on the underlined word in the sentence below.

There's still something special about yourself as a person.

- b- Guess whether it is

- a personal pronoun
- a relative pronoun
- or – a reflexive pronoun ?

- c- Fill in the gaps with the suitable reflexive pronouns.

- I cut while shaving.
- You have to blame for the accident.
- – Did you enjoy on the holidays?
– Yes, we enjoyed very much.
- – Is he talking to anyone?
– No, he's talking to
- The children look afterwhile their parents are away.

- d- Complete the table with your teacher's help.

Personal pronouns	Reflexive pronouns
I
You	yourself
He
She
It
One
We
You
They

3 Speaking : A debate.

Some schools in Tunisia are making their students wear special uniforms.

- What do you think about that?
- Would you accept to wear such uniforms?
- Be ready to share your opinion and stand for your argument.

(Use expressions like – I think that – I believe that – I (dis)agree that...) , I don't think so.

The Lighter Side :

A Joke



The telephone rings in the headmaster's office at a school.

"Hello, this is Ibn Khaldoun Prep. School," answers the headmaster.

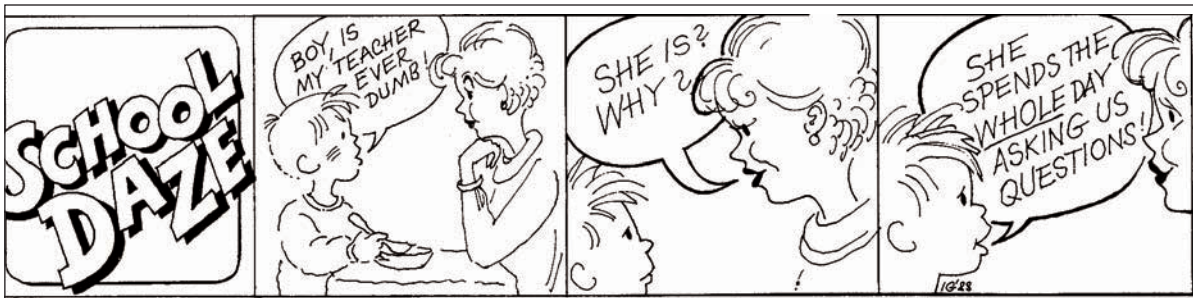
"Hi. Samy won't be able to come to school all next week," replies the voice.

"Well, what seems to be the problem with him?"

"We are all going on a family vacation," says the voice, "I hope it is all right."

"I guess that would be fine," says the headmaster. "May I ask who is calling?"

"Sure. This is my father!"



Stage One :

Pre-reading

- 1 How do you cope with exams: special arrangements / preparations / revision / feelings before, during and after the exams.

Which do you think is more difficult, the period before the exam or taking the exam itself?

Stage Two :

Reading Comprehension

Activity1. In pairs look at the illustrations, read the captions and answer the questions that follow.

Paul : I'm not sure whether I've answered questions two and five correctly, and I don't have time to check them. What shall I do ?



Jane : Oh no ! I didn't revise the passive. Why did I spend all that time on things I already knew ?



Mary : this test is rather easy ! I won't even bother to check my answers.



Andy : Help ! My mind's gone blank. I revised it all but now I can't remember anything. I'm going to fail.



Beth : i've spent ten minutes on this question and I still don't know the answer. I'll never finish all the others



Barbara: Oh, I wish I'd started my revision before last week. I was up so late last night and then I couldn't sleep because I was so worried about this.



Steve: Oh no! Time is almost finished and I haven't even read this last section of the test.



- a- What are the characters in the pictures doing?
- b- What problem has each one got?
- c- Which situation do you most identify with?

Activity 2

Below is a series of advice about how to cope with exams. Go through the list and match the appropriate advice with the corresponding character / situation in activity 1 stage 2. Write your choice as indicated in the table.

a- Use your revision plan to find out which things you still have problems with and which things you know well. Spend most of your time on things that you are not sure of. (But make sure that you revise everything at least once. You may have forgotten something.)

b- Keep calm in the exam. If you've done your revision, there's no need to panic.

c- Always leave enough time to check all your answers.

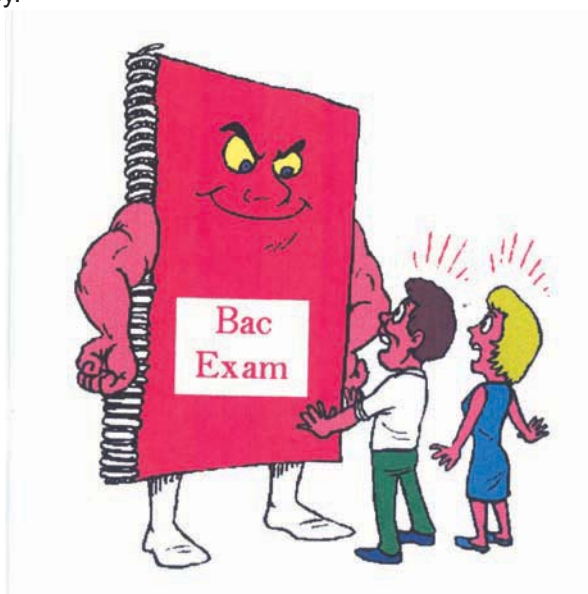
d- Plan your time in the exam. Look through the whole paper first and work out how much time you need to spend on each section.

e- Don't waste time on one question. If you can't do something, leave it and come back to it later.

f- Don't revise heavily at the last minute. Get a good night's sleep the night before the exam, so that your mind is fresh.

g- Use all the time that you have available in the exam. If you finish early, go back and check everything even the questions you find very easy.

Advice	Character's name
a
b
c
d
e
f
g



Activity 3 :

LANGUAGE PRACTICE

1- Go through the list of advice again and rephrase the sentences using 'had better', 'ought to', or 'needn't' wherever possible. The first one has been done for you.

- + You had better use your revision plan
- + You ought to use your revision plan.

2- Read the following sentences, and then circle the correct options to fill in the gaps.

a. Yes, I know that Istudied last night, but I decided to watch TV instead.

- + would've
- + should've
- + must've

b. Ibe glad to help you with the revision any time you ask.

- + will
- + can
- + must

c. Look! It's raining and Mr. Johnson is all wet. He.....forgotten his umbrella again!

- + might
- + could
- + shouldn't have

d. Youturn off the computer in the lab. It is programmed to switch off automatically.

- + should
- + needn't
- + might not

e. You.....revise the last chapter; because I am sure it will be included in the exam.

- + had better
- + needn't
- + could

f. Mr Bean looks anxious. He be worried about his sick mother.

- + could
- + must
- + couldn't

g. Youread the whole test at least once before writing any answer.

- + can
- + could
- + ought to

c- Now in groups compare your answers and use the table below to find out what each sentence expresses. Put a tick where appropriate.

What the sentences express						
Sentences	Regret	Advice	Reproach	Deduction/ logical conclusion	Unnecessary action	Offering help
a)						
b)						
c)						
d)						
e)						
f)						
g)						

Stage Three :

Writing

Go back to your work and develop the ideas to write your paragraph. Read again your paragraph and try to improve it. Exchanging your work with a classmate may be a good idea.

2 The Lighter Side :

A Joke

– Two mice sat in their hole watching Cat Spooky outside.
 “I know how to make Cat go away,” said the first mouse. “How?” the second mouse asked in surprise.
 “Watch! Bow, wow!!!” barked the first mouse.
 Peering through their hole in the wall, they saw Cat running away in fear.
 “Ah, see the benefit of knowing another language!”



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Stage One :

Speaking

1 Select the statements that best reflect your own opinions.

- a- Secondary school students are old enough to choose the subjects they like to study when given a choice.
- b- Going to university is the time when parents must leave their children on their own.
- c- The growing involvement of parents in a child's education is a positive social change.
- d- In their school life, children must not depend too much on their parents.

2 Report your choice to the rest of the class and be ready to stand for your opinions.

Stage Two :

Reading Comprehension

1 a- Read the title and guess what the text is about.

Pushy Parents are here to stay

1 Every autumn, as students start the business of selecting a university, stories appear in the media about pushy parents who insist on expressing views about where their offspring should go.

2 For the last two decades there has been a growing involvement of parents in all stages in a child's education. I have stood in queues in schools and heard parents telling their offspring what they should and shouldn't take for GCSE. A sample of quotes overheard recently include: "Not French, that's a waste of time"; "music is to be dropped"; "let's get over to the economics teacher"; and, "I've told you, you're not taking any useless subject like Latin." Teachers confirm that parents play a huge role in determining what their children will study, and that continues at A-level. By the time they are selecting a university, Mum and Dad (more often Mum, apparently) are major players.



3 Increased parental involvement is part of a shift in British culture that has seen the nature of parenting change. Battles to get children into good nurseries are a fact of life, as is the decision of many parents to select a primary school as soon as a child is born. Today more and more children grow up continuously shepherded about by adults, unable to walk the streets alone or to disappear out to play.

4 This increased concern shown by millions of parents over children's welfare _____ even how university education is perceived. Going to university used to be seen as the moment when a child finally broke free from the last parental control and went off to learn how _____ on his or her own feet. No parent of my generation of students would have agitated for their child to have a nice room, nor would any parent have written to the authorities to complain about the quality of teachers.

Parental involvement is going _____. Politicians and universities need _____ and look at what is happening around them.

Susan Bassnet

"The Independent" 23 September 2004

b- Read the introduction and check your guesses.

2 a- Focus on paragraph two and match the utterances in column A with the appropriate functions in column B. (more than one utterance can have the same function.)

A	B
1) Not French, that's a waste of time.	a/ expressing surprise
2) Music is to be dropped.	b/ making a suggestion
3) Let's get over to the economics teacher.	c/ giving an order
4) I've told you, you're not taking any useless subject like Latin.	d/ giving advice
	e/ expressing agreement.

ANSWERS	1-----	2-----	3-----	4-----
----------------	--------	--------	--------	--------

b- With reference to the above answers, what can you say about the attitudes of the parents?

3 a- Read the last paragraph and fill in the gaps with the words in the box below.

to stand / to wake up / affects / to increase

b- How did you select the answers? What clues / strategies did you use?

4 Tick the best choice :

- The writer's intention is to:
 - a- criticize and evaluate
 - b- narrate and report
 - c- sensitize and inform

- The writer is addressing:
 - a- public opinion
 - b- parents and teachers
 - c- politicians and universities

Stage Three :

Language Practice

Complete the conversation between a secondary school student and his pushy father. The phrases in the box may help you.

waste of time / to be dropped / Should / Shouldn't / I have told you / as soon as / by the time / welfare / useless / fail

Student: Dad I don't like medical studies.

Father: Yes, I know you don't, but youthink it over again.

Student: Dad please, try to understand me. I am fond of foreign languages, and I so, many times.

Father: Foreign languages are a Forget about it. The whole world will soon speak English, and there will be no need for foreign languages. The whole idea is

Student: Daddy but it's my life.

Father: Absolutely, but you still don't know what's good for you and this argument is

Student: What if I my medical studies?

Father: I'm sure you won't. you start the courses you'll change your mind. Youhave any doubt about that. I am your father, and I'm simply worried about your

Reading Comprehension

Inflation causes people to change their lifestyles. Workers lose their jobs and often become angry and depressed. It is difficult for parents to buy all the necessary food for their families. Young people are unable to find jobs and quickly end up becoming discouraged and unhappy. Old people suffer the most. Their monthly pension checks are not enough to pay for their food, rent, clothing, and medical expenses. They become miserable because they can't face up to the high cost of living.

- 1 The table below is about the effects of inflation on people. Match the items in column A with the corresponding ones in column B.

Column A/ People	Column B/ Effects
1. Workers:	a. They can't buy things for their families.
2. Parents:	b. They can no longer make ends meet.
3. Young people:	c. They lose their jobs.
4. Old people:	d. They can't find jobs.
	e. They stop working.

- 2 With reference to the text, complete the sentence below to get a definition of inflation.

Inflation is an.....in the usual price ofand services which results in a decline in theof money.

- 3 Fill in the blanks with words from the box below to get meaningful sentences.

Depressed / pension / cost of living / lifestyles / expenses.

- The roommates decided to share all the household.....
- Therose 2% in the last year.
- The population is gradually ageing. We already have 13% living on old age
- Fashion often affects young people's
- Failing the final exam, Roberto was feeling rather.....

4 LANGUAGE PRACTICE :

Rewrite the paragraph using “a person” instead of “people”. (Start as shown).

Plural	Singular
People	a person
Workers	a worker
Parents	a parent
They	he/she

Inflation causes a person to change his/her lifestyle

.....

.....

Stage One :

Pre-Reading

- 1 When you think about working mothers, what are the ideas that come first to your mind ? Jot them down in your notebook.
- 2 Now classify your thoughts in the table below.



A mother at work

Positive Aspects	Negative Aspects

Stage Two :

Reading

I had no choice

1 Patricia Vaz, 48, was the 1994 Businesswoman of the year. As director of British Telecoms pay phones division, she was responsible for turning a deficit into a healthy profit. She lives in Herne Bay, Kent, with husband Ronald, 52, a BT engineer. They have one son, Donovan, 28, a senior assistant manager with the corporate banking services division of the Nat West.



A childminder

2 Patricia says: "I went back to work when Donovan was two. It was unusual in those days and people in the office made me feel guilty by saying, 'How could you', but I had no choice. We needed the money.

3 For five years I worked for the printing Federation, ending up in charge of administration. I joined BT as a clerical officer in 1975, when Donovan was eight. I later moved into planning and then management. I felt terrible about not being there when Donovan got home from school.

4 "I had to drop him at the childminder's house at 7 a.m, on my way to catch the train to work. Luckily, he was very fond of her and called her 'Auntie Margaret.' She looked after him until it was time to go to school. She also picked him up and stayed with him until I got home in the evening. Although I was relieved that their relation was a good one, I felt she was having precious hours with him which **should have been mine.**

5 Donovan was very self-sufficient. When he was old enough to look after himself in the hours between school and my arrival home from work, he would make himself beans on toast and settle down to do his homework.”

6 “I’m not a good cook and one regret is that he and his father can look back on a lifetime of terrible meals all made in roughly half-an-hour. They didn’t complain. They were used to it”.

Daily Mail
March 12, 1994

1 The following statements are false. Justify with details from the text.

- a- Patricia had never worked before her son was two.
- b- Patricia failed at the head of the British Telecoms
- c- Patricia’s office mates were supportive to her.

2 Answer the following questions.

- a- Patricia had mixed feelings because of her work when her son was eight and stayed with the childminder Margaret. Could you explain why?
- b- Patricia’s absence from home had a positive effect on her son Donovan. How was that?

3 Select the most suitable alternative

- How could you (par.2)
 - a- asking for information
 - b- expressing disapproval
 - c- making a request
- He would make himself beans on toast (par.5)
 - a- expressing a conditional
 - b- expressing a past action
 - c- expressing a habit in the past

4 Go through the table and tick the most appropriate box.

Situations	How Patricia felt			
	proud	guilty	envious/jealous	relieved
As businesswoman of the year Patricia felt.....				
Going to work and leaving her 2-year-old son she felt.....				
Because her son and the childminder had a good relation she felt.....				
Because the childminder was with the boy most of the day, Patricia felt.....				
Being at work while her son was back home from school, Patricia felt.....				
Looking back at her life and knowing that her family lived on quick meals, Patricia felt...				

- 5 a- Do you think Patricia took the right decision when she went back to work and her child was only two?
- b- Would you accept to live on terrible meals all your life providing your family income gets better?

Stage Three :

Writing

Now it is time for you to write your final paragraph.

- a- Read it one more time before you hand it to your teacher for correction.
- b- Remember to keep your corrected paragraph in a file for future uses.

Stage One :

Speaking

a- Answer the following questions.

- What is your dream job?
- Why do you want to do that job in particular?
- What do you like about it?
- Why do you think you are fit for that job?

b- Now share your answers with your partner.



A physician's assistant

Stage Two :

Listening

1 Listen to the tape and tick the correct option.

(Section 1)

- | | |
|----------------------------------|---------------------------|
| • Heidrun and Thorson are: | a- 2 tourists. |
| | b- 2 university students. |
| | c- 2 radio presenters |
| • The local radio broadcasts in: | a- Norwegian. |
| | b- Japanese . |
| | c- English. |
| • The radio program lasts: | a- five minutes. |
| | b- half an hour. |
| | c- a quarter of an hour. |

(Section 2)

- | | |
|--|-----------------------------|
| • What does Heidrun want to be? | a- a physician's assistant. |
| | b- a physician. |
| | c- a nurse. |
| • What does a physician's assistant do? | a- helps doctors. |
| | b- teaches physics. |
| | c- makes appointments. |
| • How long does the schooling take? | a- 3 to 5 years. |
| | b- 3 to 6 months. |
| | c- 4 to 6 years. |
| • Where would Heidrun like to work eventually? | a- at home. |
| | b- in a clinic. |
| | c- in a hospital. |

(Section 3)

- What does Thorson want a master's degree in?
 - a- economics.
 - b- law.
 - c- international relations.
- How long does the diplomat school course last?
 - a- 4 years.
 - b- 2 years.
 - c- 3 years.
- What was his dream job when he was a kid?
 - a- a diplomat.
 - b- a baseball player.
 - c- a fireman.

2 Now Listen to the whole passage again and complete the missing words. (Each dot stands for a letter).

- What is a physician's **a**.....?
- It's a lot of **sc**.....
- An **int**..... for 2 years at a hospital.
- Work for the Norwegian **emb**.... in Tokyo.
- It's very **comp**.....
- I could become famous the **w**.... over.



A Diplomat

Stage Three :

1 PRONUNCIATION

a- Listen to how the words in the box are pronounced, focus on the final sound and classify them as indicated.

check-ups / stitches / wishes / affairs / gives / schools / goes / streets

[S]	[Z]	[IZ]

b- Now, with your teacher, work out the rule.

2 LANGUAGE PRACTICE

a- Read the following sentences and focus on the bold parts.

- The assistant would usually do these little things **so that** the doctor does not have to do them.
- I came to Japan **to** learn Japanese.
- come back to Japan **in order to** work for the Norwegian embassy.

b- Are the bold parts used to express ...?

a purpose / a request / or a deduction.

c- GRAMMAR SUMMARY

Structures	Examples
To + Verb	They went into the fields to pick up mushrooms.
In order to + Verb	She is having evening classes in order to have better qualifications.
So that + Clauses of purpose : (can / could / shall / should / may / might / will / would)	She turned down the radio so that she could concentrate. They have given him a key so that he can get into the house whenever he likes.

The Lighter Side

Complete the puzzle below.

ACROSS :

2. Where nurses and doctors work.
5. Medical doctors.
7. Bureau or.....
8. Level.
10. Diploma.
11. To have a good time or to have.....

DOWN :

1. Somebody who works in politics.
3. Still necessary in surgery.
4. Synonym for practice.
6. At school.
9. Money or a living.

1		2		3			4		
5									6
7									
				8				9	
10									
						11			

Stage One :

Pre-Reading

a- Look at the picture and describe the place and the people.

b- Ask a partner

- if he/she can play music.
- if he /she enjoys listening to music.
- if handicapped people can appreciate music.
- if they know any great musicians who are handicapped.



Stage Two :

Reading

Read the text and do the activities below.

1 I teach children music. Nothing strange about that, you might think. Except that I'm deaf. I was born partially deaf and I wear a hearing aid in each ear, but even when I was a little girl I loved playing the piano and triangle. My mum got so **fed up** with the noise that she booked me in for piano lessons.

2 Right from the start I was **hooked**, even though it was sometimes hard for me to get the right **pitch**. But I learnt never to use my deafness as an excuse. I'd spend hours practising to get the tunes right and when I was 11, I won a scholarship to music school.

3 Since then, I've never looked back. I play the French horn, violin, piano and trumpet and passed exams and diplomas so that I can teach too.

4 I **used to work** with drama and dance companies, but when I was 30 I helped a friend organise a concert for children. It was so much fun and so rewarding that I decided to work with children. I **set up** my own company. *The Music House for Children* and taught piano lessons.

5 Now I'm 36, I employ 30 music teachers and we teach nearly 300 children all over London. I also work with deaf children at a special school. It makes it all **worthwhile** when I see these children **light up**. It reminds me how far I've come from that little deaf girl who **used to bang** the piano so tunelessly.

Emma Hutchinson, 36.
Woman's Own (adapted)

1 Fill in the table with precise information about the writer.

Name	age	handicap	occupation	instruments played
Emma Hutchinson

2 Say whether the following statements are true or false and justify with precise details from the text.

- Emma has been fond of music since she was a child.
- Her mother discouraged her from playing music.
- Emma found it very easy to learn music.
- She works with deaf children only.



3 Complete the table with reference to the text.

Emma's age	Corresponding achievements
11
30
36



4 Match words or expressions from column A with their meanings in column B. (There's one extra item in B.)

A	B
1- Fed up (par.1)	a- musical note/ tune.
2- Hooked (par.2)	b- important/ rewarding enough.
3- Pitch (par.2)	c- make bright and lively.
4- Set up (par.4)	d- tired and bored.
5- Worthwhile (par.5)	e- found/establish.
6- Light up (par.5)	f- very keen and absorbed.
	g- profoundly deaf

5 Emma strongly believes in the following proverb: "Where there's a will, there's a way"

Do you share the same view? Justify.

6 LANGUAGE PRACTICE

a- Focus on the underlined part in the 2 sentences below.

- + I used to work with drama and dance companies.
- + That little boy who used to bang the piano so tunelessly.

b- What's it made of?

c- Guess the function.

d- Give examples of your own.

e- Supply the correct tense and / or form of the bracketed verbs. Use “used to” where necessary.

Many years ago, camels used to be the only form of transportation. Modern trains (not use to).....exist; camel trains (to carry).....all the goods for trading between Central Africa and Europe. Traders sometimes (to put)....together camel trains with 10000 to 15000 animals. Each animal often (to carry)...as much as 400 pounds, and it could (to travel)...twenty miles a day. This form of transportation (to be)...so important that camels (to call)... the “ships of the desert.”

f- With your teacher complete the table below.

Structure	Function	Examples
Used to + infinitive

Stage Three :

Writing

Emma Hutchinson’s company “The Music House for Children” has proved to be very successful.

A journalist met Emma and had an interview with her.

Imagine the interview.

**The following hints may help you.
(interest - childhood - education-
qualification - career - success.)**



A young violinist

CAREER RESEARCH PROJECT

Step1 : Your Ideal Job.

Describe your ideal job by writing a narrative report. Make sure you include all the ideas listed below.

- What type of work would you do all day?
- Kind of work environment; indoors, outdoors or both.
- Working with people or alone.
- Working with your hands, head or both.
- Earnings potential.
- What qualities do you have to succeed in this career?
- How do you know you could do this type of work?

Read the text and then do the activities below.

Dear Sir,

I was surprised to read your recent editorial on the question of students' part-time jobs. You appear to be making a lot of generalisations on the basis of just one unfortunate incident (I assure you that not all young people who deliver newspapers are as foolish and dishonest as the two youths mentioned in your article).

The first point I would like to make is that there are many jobs teenagers can do which give them useful experience of the working world. They are brought into contact with a variety of people, often older, and are given experience of expressing themselves clearly and coherently. I am thinking here of jobs such as travel guides and shop assistants.



Another argument for schoolchildren and college students having holiday or weekend jobs is that many parents need the financial assistance. If we take, for example, a family in which the father is unemployed or perhaps a single-parent family on a low income, it seems logical and fair that a son or daughter should try to bring money into the household.

One further thing I want to say is that a lot of jobs for the young can be fun for the people who do them and also useful to the community. Youngsters who help in schools, hospitals and with the elderly often derive a great deal of pleasure and satisfaction as well as contributing something valuable to local society.

In conclusion, I would add that when I was a girl, my father said my teens were a time for books, hobbies and academic studies. Thinking back, I feel I would have learnt much more about myself, other people and life in general if he had allowed me to do a limited amount of real work. Certainly, when she is old enough, I shall encourage my own daughter to do so, rather than waste her time with soap operas, computer games and discotheques, like so many young people today.

Yours faithfully,
Margaret Williams (Mrs)
www.miguelmillop.com

1 Say whether the following statements are true or false. Justify with details from the text.

- This letter was written to a newspaper.
- All young people who work are intelligent and honest.
- Children in one-parent families should not work.
- The authoress worked when she was at school.

2 Fill in the blanks with words from the list below. There is one extra item.

Unfortunate / income / assistance / fair / job

- I had a goodat the car factory.
- Boys should also do housework. If only girls do household chores, it isn't.....
- Daisy was really.....to have been sick the day of the exam.
- Life on a single.....is becoming very difficult today.

3 a- Give two advantages of working while still at school.

b- Give two situations in which financial assistance would be helpful.

4 WRITING

In the last paragraph the writer is clearly in favour of part-time jobs for students.

Do you agree with her or not ? Write a paragraph to express your opinion. Support your ideas with sound arguments.

The Budget Dollar

Stage One :

Pre-Reading

Cross the odd man out.

a- Income:	earnings	/	salary	/	savings
b- Fund:	capital	/	treasury	/	investment
c- Aid:	donation	/	assistance	/	debt
d- Fiscal:	budgetary	/	financial	/	banking
e- Insurance:	guarantee	/	warrant	/	loan

Stage Two :

Reading Comprehension

Study the following circle graphs carefully then do the activities below them.

The Budget Dollar

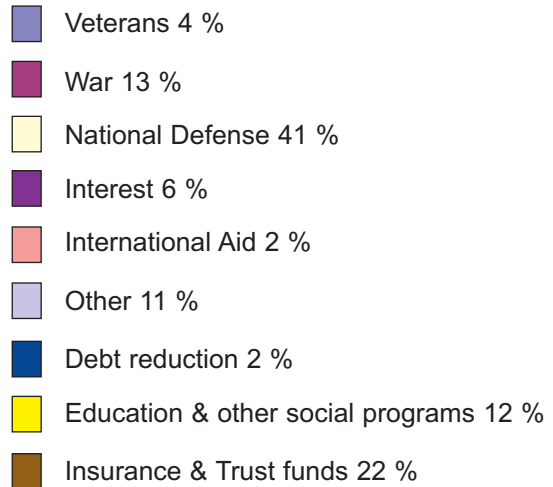
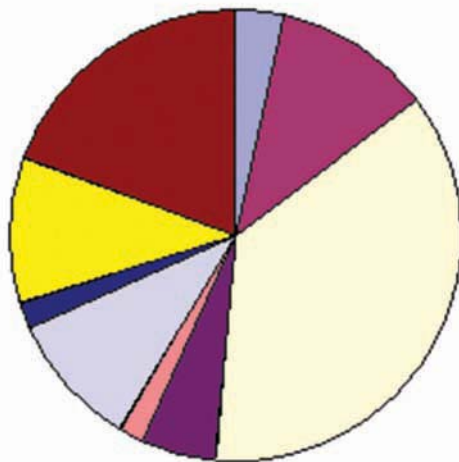
Fiscal Year 2004 Estimate

Where it comes from



- Individual income taxes 46%
- Other 4%
- Corporation income taxes 19%
- Social insurance taxes and contributions 23%
- Excise taxes 8%

Where it goes



1 Fill-in the gaps with the correct information to complete the sentences.

- The largest single source of income for this country in fiscal year 2004 is from
- percent came from individual income taxes.
- Income taxes from corporations accounted for percent of the total government income.
- Income from social insurance taxes and contributions were exactly half as much as the income from

2 Answer the following questions.

- What percent of the budget was spent on national defence?
- How much of each tax dollar was spent on war?
- How much of each tax dollar was spent to reduce the national debt?
- Has the government spent more or less of each tax dollar on education and other major social programs than on war?



3 Answer the following questions.

- Income from excise taxes was sufficient to cover the cost of education and other social programs.
- Income from individual income taxes was enough for national defence.
- The income from other sources was more than enough to pay for other expenses.
- The income from other sources was exactly enough to pay the cost of veteran expenses.

Stage Three :

Language Practice

Use the words in the box to get a coherent definition of a circle graph.

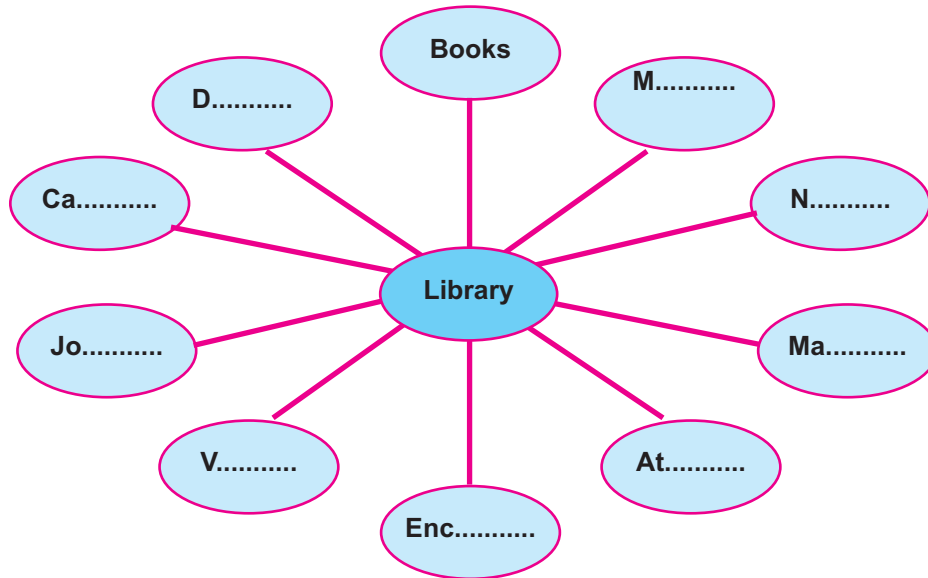
Circle / proportion / information

A circle graph is arepresenting the total of some specific.....
 A pie-shaped piece of the circle represents a of the total.

Stage One :

Pre-Reading

1 Complete the following diagram with words related to libraries.



2 Answer the following questions.

- a- How often do you go to the library?
- b- How many books do you read
 - every week?
 - every month?
 - every year?
- c- What type of books do you like to read?
- d- Do you usually find them in the library?

Stage Two :

Reading

Read the text, and then do the activities below.

The importance of libraries

1 Librarians, and the people who support libraries make use of the library's wonders. They are, according to me, the heroes of civilization. These people, in their quiet way, have maintained one of civilization's great traditions: the gathering of the human life experience. In this way, libraries have been and shall always be the engines of civilization's progress.

2 In fact, without libraries, such progress would be impossible, especially in our modern era. These days, we all depend upon libraries. We can explore the thoughts and actions of others. And that gives us a remarkable power to change and grow and do things better.

3 Good films or television programs have their place, but when you really need to understand a question in depth, you've got to turn to books. And because books are so expensive these days, libraries have become very important to ensure that reading doesn't become a hobby for the rich.

4 Books are the lifeblood of the library because they enlighten our world, and encourage the expansion of culture. With these words in mind, I think we owe it to ourselves and to future generations to serve others by keeping learning and literacy alive. The future of the country absolutely depends on a literate population, and reaching that goal involves strong support of our public schools, universities, and public libraries.

5 If I could give young people a valuable gift, it would be a good education, an education rich in literature, science, mathematics, history, crafts, sport, and the fine arts. It would be an education with no shortage of excellent teachers and a full supply of the world's best books. I do strongly believe that "the more you read, the more you know. The more you know, the smarter you grow...." So, let's pay tribute to our teachers and take good care of our libraries.

By Honorable Lois E. Hole

1 The text is :

- a- narrative b- descriptive c- argumentative

2 Match each of the five paragraphs with its main idea.

Paragraph	Main idea
1-	a- Libraries enable poor people to read.
2-	b- Teachers and libraries are at the core of the educational system.
3-	c- Librarians keep human experiences.
4-	d- Libraries are essential for growth and progress.
5-	e- The future of any society lies in learning.

3 Tick the correct answer(s).

To support his argument, the writer uses

- a- imagination.
b- reasoning.
c- quotes.
d- statistics.

4 Match the words or expressions from the box with their closest meanings.

1- civilization 2- lifeblood 3- enlighten 4-culture 5- literacy 6- pay tribute

- a- explain something to someone.
- b- the state of being able to read and write.
- c- the process in which societies become developed and organized.
- d- the most important thing to continue to exist or develop successfully.
- e- the ideas, beliefs, and customs that are shared and accepted by people in a society.
- f- praise and thank someone publicly.

5 Do you share the writer's opinion when he says :

"These days, we all depend on libraries"?

Stage Three :

Language Practice

1 Focus on the underlined words of the following sentence.

The more you read, the more you know.

- a- The pattern "the more, the more" indicates :
 - 2 superlatives.
 - 2 comparative constructions.
 - a comparative of equality.
- b- What do we call this type of structure ?

2 Put the words in brackets in the comparative form.

- a- The (much) I study, the (much) I know.
The (much) I know, the (much) I forget.
The (much) I forget, the (little) I know.
So, *why study*?
- b- The (many) books you read, the (many) ideas you have.
The (many) ideas you have, the (much) understanding you become.

3 Complete the table. Ask your teacher for help.

degree of comparison	structure	meaning
Parallel change

Words of wisdom

- When you're arguing with a fool, make sure he isn't doing the same thing.
- Talk is cheap because supply exceeds demand.
- Even a fish wouldn't get into trouble if he kept his mouth shut.
- Teaching children how to count is fine but teaching them what counts is even better.

www.developingteachers.com

CAREER RESEARCH PROJECT

Step 2 :

You can get a lot of information about the world of work from people in various occupations. Identify employed individuals who may be able to supply you with current, comprehensive information about your ideal job. Begin with those persons most easily accessible to you; your family, friends, school, and or other resources.

Before you meet for the interview remember to:

- Learn as much as you can about the field of work and the person you will be interviewing.
- Prepare a list of questions you want to ask.
- Be prepared to take notes during the interview.
- Express interest and appreciation.

Stage One :

Speaking

1 In pairs discuss the following questions.

- Who is your favourite singer? Why?
- How many hours a week do you listen to music?
- Where and when do you listen to music?
- Do you spend any money on C.Ds ,cassettes and albums?



2 Report any differences to the rest of the class.

Stage Two :

Reading

Death of the Single

1 No one doubts that they once were the passion of teenagers, the first thing they spent their pocket money or tiny pay packets on. Everyone wanted the latest single, and programmes such as Top of the Pops succeeded on them. But not **any more**. The single may have had its day, killed off by the internet, MTV and mobile phones.

2 In the UK music sales have been falling down steadily, and singles in particular are badly hit. In the third week of January 2002, just 400.000 singles were bought across the UK, the worst performance in 35 years and just half of those sold in the same week four years ago. A mere 10 singles managed to sell more than 10.000 copies, compared to three times that amount five years earlier.

3 In the same year, 2002, in the USA music sales overall plunged by nearly 9 percent. The only exception was Eminem the Detroit-based rapper-turned-actor, who has plenty to celebrate. Eminem was the only artist in 2002 to surpass the 5 million mark. Industry wide, total sales fell 8.7 percent from 2001 to nearly 650 million units the second year-to-year decline in a row.

4 Dr. Fox, who hosts the Hit 40 UK chart show on Sunday nights, says: "When I was a kid all we had was Top of the Pops and Radio One. There was **nowhere** else to go to for the latest songs. So, if you loved **something**, you had to buy it. You couldn't get it **anywhere** else, but now there are so many places you can hear your favourite music. Twenty years ago you didn't have 10 different music channels or 300 radio stations playing pop music." And he also blamed the endless supply of compilation albums. He says: "The record companies have only themselves to blame. Just about every single released will be on compilation album the same week. "Would you want to spend three pounds on one song or get 40 track for a few more?" With CD albums costing as little as £8.50 compared to £3 to £5 for singles, it is not surprising people are shunning singles. Another nail in the single's coffin is the speed at which artists release a new album after their single hits the chart.

5 In the last decade the pop music world has become highly competitive, and the drop in singles sales is the first casualty of a bitter battle for supremacy. Today there are so many more ways of getting hold of a song than just buying the single or the album. Pop fans can download tracks from the internet, buy them as ring tone for their mobile phone, or record them from MTV. Another cause of the slump in the overall sales is that radio stations now play songs for up to two months before they are released , boring potential customers to death before the single or the album is even in the shops.

www.english-to-go.com

Glossary : A single is a musical record that has only one song on each side.

1 Singles are about to disappear. Read paragraph 1 and find out the reasons.

a- b- c-

2 Are the following statements True or False? Justify with details from the text.

a- Nowadays it is easy to get a song. ().

b- Radio stations never play songs before they are in the market ().

3 Find a word or phrase in the text which, in context, is similar in meaning to :

a- victim(par.5).....

b- great love(par.1).....

c- to accuse(par.4).....

d- rejecting/ refusing(par.4).....

e- the fall / the drop(par.3).....

4 Read the sentence parts in column A and match them with the correct completions in column B.



Column A	Column B	Answers
1/ Different companies are trying to	a) dominate the pop music world. b) share the profits of the pop music industry. c) organise the pop music world.	1
2/ Record companies should blame themselves because they	a) produce too many songs. b) quickly put singles on compilation albums c) no longer care about the quality of singles	2
3/ Compilation albums	a) are helping to save singles. b) are not helping to save singles c) never include singles	3

5 Complete this sentence which summarizes the situation of the music world in the USA.

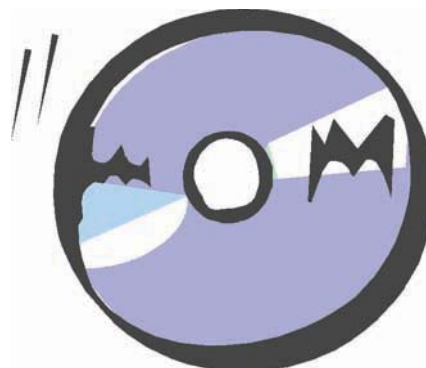
-----slumped in 2002 in the United States but rap star-----
-----was very -----.

6 LANGUAGE PRACTICE

a- Read the following sentences, and focus on the underlined parts.

- They found **some** letters in the mail box.
- Did you see **some** tall men with long beards?
- Would you like to have **some** coffee?
- Will you carry **some** of these bottles for me, please?

- The children don't want **any** rice for dinner tonight.
- Is she taking **any** instruction in music this term?
- There was hardly **any** sunshine yesterday.
- If you want to get any coffee, buy it now.
- I doubt that there is **any** coffee in the kettle.
- I wonder whether there are **any** cinemas in this town.
- Would you like to have **any** coffee?



A record

b- With your teacher try to complete the following table. (The same rules are used with the compounds of some and any: someone, somebody, somewhere, something anyone, anybody, anywhere, anything.)

When do we use any?	When do we use some?
In negative sentences	In positive statements
In interrogative sentences	In questions when.....
With .....adverbs	In invitations
After if	in.....
With expressions of.....	
In questions when.....	

c- Circle the correct option.

- Are there (some/none/any) people at the shop?
- There's (no/some/any) coffee left; could you get (any/some) while you're out?
- I must go to the bank because I haven't got (any/some/no) money left.
- Would you like to have (any/some) tea?
- My car stopped because there was (no/any/some) petrol left.
- You shouldn't take (some/no/any) medicine without reading the instructions first.
- There's hardly (no/some/any) fax paper left. We need to buy some.
- Does (someone/anyone/no one) know the answer?
- Would (anyone/someone) like some more tea?
- Shouldn't (someone/anyone/no one) ask for help?
- I doubt whether (anyone: someone: no one) could answer the question.

The Lighter Side :

1 How to write a limerick

A limerick is a funny little poem containing five lines. The last words of the first, second and fifth lines rhyme with each other (A), and the last words of the third and fourth lines rhyme with each other (B). Here's an example:

There was an old man from Peru, (A)
Who dreamed he was eating his shoe (A)
He woke in the night (B)
With a terrible fright (B)
And found out that it was quite true.(A)



2 Food for thought :

To speak and to speak well are two different things. A fool may talk, but a wise man speaks.

Benjamin Johnson

Kindness is a language the deaf can hear and the blind can see.

Scandinavian proverb

CAREER RESEARCH PROJECT

Step 3 : A sample formal/business letter.

Along with the interview in step 2, you may still need to get more information about your future career. In order to do so, you may use the internet, or/and write directly to the people (company, ministry,.....) you hope to work with. Below is a sample of the letter you will need to write.

Sample formal/business letter

Sabry Surgeon
854 Yoke Road
Elliot, GC 254871

← Your name and address

National Association of Nurses
456 Getwell Drive
Glenwood, Ill 96000

← Address of the organisation/company.....

March 17, 2005

← The exact date

To Whom It May Concern:

In our 2nd Secondary English course, we are researching careers. I am very interested in nursing careers and would like more information about the profession. Please send me any information you have available to the above address.

Thank you in advance for your attention to this request.

Sincerely,

Sabry Surgeon

← Your name and signature here

Keeping a Diary

At the end of each day, some people like to sit and write down the things that happened during that day. Sometimes they describe events, and sometimes they include their own feelings about those events.

Very often, these people write in a special book called a diary. Each time they write, the section of the diary that they write is called an entry. An entry usually begins with the time of writing: Thursday, March 17 or Thursday evening or Thursday, March 17, 8:00p.m.

You are going to write an entry in a diary.

Activity 1 : Writing about past events.

a-Think of a particular day you would like to describe. Try to remember the events of that day. Then write about the day and the things that happened. Begin your diary entry with the day and date on which you are writing. Follow the example below, but use your own day and date, and of course your own events.

Tuesday, Nov.10- Yesterday was a wonderful day for me. I got a nice long letter from my Swedish pen friend. I felt very happy when I

b-Now write a diary entry of your own. It does not have to be a long one. Here are some questions that may help you decide what to write.

How did the day begin?

What was the first thing that happened that day?

How did you feel at the beginning of the day?

Did any thing important happen that day? Interesting? Amusing? Good? Bad?

Were there any surprises for you that day?

All in all, was it a good day? A bad day? An ordinary day?

Sometimes a diary entry is in the past tense, sometimes in the present, and sometimes in the future. When the entry is in the present tense, it is usually because the person is describing how he or she feels at the moment and what he or she is thinking about. Very often such an entry includes opinions or beliefs about certain things.

How do we express our opinions? We use verbs like think, believe, and feel. We begin with phrases like in my opinion, if you ask me, as far as I'm concerned or it seems to me that. And we use auxiliaries like should and modifiers like too (too much, too many) and enough (enough, not enough).

Activity 2 : Writing about personal opinions.

In this activity there is a list of five topics. After each topic, write some opinion about that topic using one of the words and phrases from the list below. If you have no opinion about a particular topic, state the opinion of another person or other people (My friend believes.....or In the opinion of some people.....).

think
believe
feel

should
too much
too many

in my opinion
if you ask me,
as far as I am concerned,

not enough
enough

it seems to me that

Olive oil
.....
.....

Friendship
.....
.....

Part-time jobs
.....
.....

Travelling
.....
.....

English classes
.....
.....

In activity 1, you wrote about past events; in activity 2, you wrote about present opinions. Now you're going to write about hopes and dreams for the future. Perhaps there are some things that you want and some things that you don't want. There are different ways to describe those things.

a- Study the following examples :

- I want to be fluent in English. (expresses ambition)
- I would like to be fluent in English. (expresses desire)
- I wish I were fluent in English. (expresses desire but it is not the situation now)

b- Now use the following hints to produce similar sentence patterns.

A famous footballer / a teacher of English / a pop singer / a heart surgeon / a ballet dancer.

Activity 3 : Writing about hopes and dreams.

Answer the following questions.

- Where do you want to be next summer? (Begin with next summer.)

- What country would you like to visit someday? (Begin with I and finish with some day).

- What is the one thing that you wish you had? (Begin with I wish.)

- What is the one thing that you hope it will happen in the future? (Be sure to use hope and the present tense.)

Once you finish these three activities you will be able to start your own diary.



Stage One :

Vocabulary

a- In column B write two more verbs having nearly the same meaning as those in column A.

Column A	Column B	
Go up
Go down

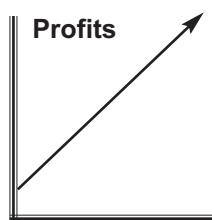
b- Circle the words in column B having nearly the same meaning as those in column A.

Column A	Column B		
a) goods	ground	produce	substance
b) pay (N.)	salary	money	price
c) offer (N.)	admire	refuse	proposal
d) benefit (N.)	correct	profit	payment
e) personnel	leaders	employers	staff
f) item	issue	unit	gain
g) impact	agreement	effect	perfect
h) persuade	convince	follow	witness
i) file	document	load	thread

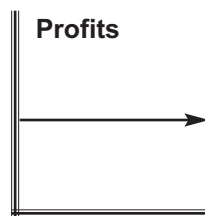
Stage Two :

Describing graphs

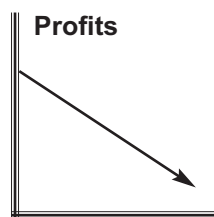
Look at the graphs below showing business profits for different companies. Write a sentence under each graph, using the past tense of the verbs introduced in stage one, activity a. Use the adverbs 'slightly, sharply' when necessary.



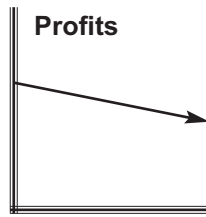
1/ Profits.....



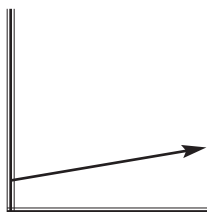
2/ Profits remained constant.



3/ Profits.....



4/ Profits.....



5/ Profits.....

Stage Three :

LANGUAGE PRACTICE

a- Fill in the blanks with either 'to' or 'by'.

- Last year, profits were \$200 m. Now they are £250 m. Therefore profits rose.....\$50m.
- Last year, we sold 5000 units. This year we sold 8000 units. Therefore, sales rose 8000 units

b- Study the table below and use the previous activity as a model to write similar sentences.

Date/year	2003	2004
Number of tourists	1 Million	1.7 Million
Population	10.Million	10.1 Million
Unemployment	17%	8%
Inflation	4%	3.5%

Stage One :

Pre-Reading

Step 1 : Pair work :

Choose to draw a list either of advantages or disadvantages of using the internet.

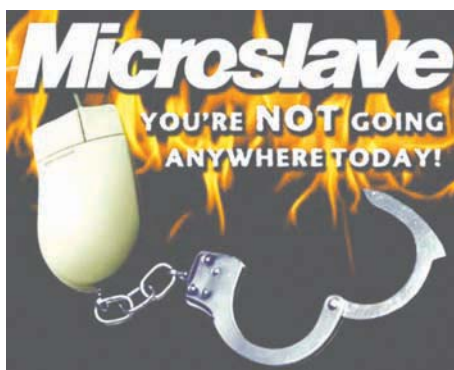
Step 2 :

With your partners, discuss the use of internet, with a focus on arguments for and arguments against.

Step 3 : Individual work: Examine the pictures and answer the self-test questions, then define what an internet addict is. Is there a solution to this **problem**?



Some people just can't stop clicking.



How to survive the internet?



Internet addicts "need help".



The escape key could provide a way out.

"Internet addiction is a growing problem and doctors should be better equipped to deal with it", a research from the Centre for Online Addiction suggests.

Self test reveals all :

Answer the following questions with 'yes' or 'no' .

- Do you feel preoccupied with the Internet (you think about your previous online activity or anticipate your next session)?
- Do you feel the need to use the Internet with increasing amounts of time in order to achieve satisfaction?
- Have you repeatedly made unsuccessful efforts to control, cut back or stop Internet use?
- Do you stay online longer than originally intended?
- Have you risked the loss of a significant relation, job, educational or career opportunity because of the Internet?
- Have you lied to family members, or others to conceal the extent of involvement with the Internet?
- Do you use the Internet as a way of escaping from problems or of relieving, for example, feelings of helplessness, guilt, anxiety or depression?

Interpretation :

If you answered 'yes' to at least five of the questions above, you are an addict.

Stage Two :

Reading

- 1 Join a group to read one of the following passages. After reading, each group answers the following :**

Who ? What ? Why ?

1-

Yes, I use the internet, but I can happily live without it. I just wish this was the case with my wife. When she gets in from work, the PC goes on and it can be 5 or more hours before she logs off. At the same time the mobile phone is constantly going as she talks to people she's having an online conversation with. It's not uncommon for her to be talking to one person about three different things in three different chat rooms. Our marriage is suffering as a result, as is her relationship with her son. But how do you get someone to acknowledge it as a problem? If I mention it to my wife, she becomes very aggressive and defensive, so how can I help her?

Ian, England

2-

Hmmm, sitting in front of a computer screen for seven hours a night. A lot of people sit in front of their TVs for similar amounts of time. Is this not just as bad (if not worse - there's absolutely no interactivity)? I don't have a TV and experienced similar feelings of 'wow'! Personally I think it is far healthier to be surfing the internet for hours than mindlessly drooling in front of the one-eyed god.

Sam, UK

3-

If I spend hours on the phone talking to friends and family, I'm seen as sociable and caring. If I spend those hours e-mailing the same people, or chatting to them, I'm a geek who's out of touch with "real life". Surely in this technologically advanced age we should be putting such irrational prejudices behind us and learning to value communication in all its forms?

Janet, UK

4-

I am one of those who met her fiancé through cyberspace. However, soon after we met up in person, my excessive love of the internet cost me engagement. We loved each other very much, except the problem of chatting on the internet. He asked me to stop chatting on the Internet because he was jealous and the jealousy developed into lack of confidence. He made it clear later that I have to stop chatting with other men. I couldn't stop. I need to feel closer to the rest of the world, so we broke up.

Manel Ali
Egypt

2 Each group leader reports the answers to the others.

3 Re-read the four passages and decide whether each speaker is for or against internet excessive use, then pick up the arguments each speaker gives to defend his/her attitude.

Speaker	For / Against	Arguments
Sam		
Janet		
Ian		
Manel		

4 LANGUAGE PRACTICE

a- Read the following sentence and focus on the underlined parts.

I'm one of those who met her fiancé through cyberspace.

b- Now rewrite the same sentence and start as given.

Manal said

c- Have you noticed the changes? What are they?

d- With those changes in mind, now rewrite text number 4.

Stage Three :

Writing

Many students in your school are “library-lovers’ and keep writing articles in the school magazine where they criticize the overuse of Internet. You have decided to write an article in the same magazine where you highlight the benefits of reasonable use of internet.

CAREER RESEARCH PROJECT

Step 4 : Career Presentation.

You have explored various sources to get the maximum information about your favourite career or your dream job. Now you will need to develop a presentation to deliver to your classmates. This will be the assessment of your knowledge of this career.

Following are the requirements of what needs to be included in this presentation :

- A description of the work.
- Wage/salary (entry level and after established in career).
- What characteristics are needed for a person to be most in this career?
- Educational background needed.
- Where can you get the education/qualifications needed for this career?
- Advantages/disadvantages of the job.
- Career ladder.
- Employment outlook/ future developments.

NB. Use appropriate visuals and power point, dress up for the job if you can to improve your presentation.

Remember that a written report should be turned in with all the above information.

Stage One :

Pre-Listening

a- Pair Work: With your partner go through the following statements and tick the ones you mostly agree with.

Thanks to the development in science and technology, in the future man will :

- Grow stronger and healthier.
- Be taller/ shorter.
- Live longer.
- Have larger brains.
- Have more children.
- Have weaker senses.



b- Now report and explain your choice to the rest of the class.

Stage Two :

Listening

1 Listen and tick the best answer.

- The text tells us a great deal about how future man will :
 a- look b- live c- feel
- The reason for believing that future man will be different is that he:
 a- never stops changing b- never stops growing c- has recently begun to change
- People's heads will eventually grow larger. This is because their brains will:
 a- grow faster b- be in constant use c- work less
- Future man will probably:
 a- have bigger eyes b- see better c- have better glasses
- Future man's hair will:
 a- stop growing completely b- fall out more often c- grow faster

2 Listen and say whether the following statements are true or false.

(Section1)

- 500 years ago, man was shorter than he is now.
- Today, we use about 23% of the brain's capacity.

(Section2)

- In the future, our fingers will grow less and less sensitive.
- In the future man will look more attractive.
- Future man will no longer have any feelings.

3 PRONUNCIATION

a- Listen and classify the words below under the corresponding heading.

Emotions / wear / grow / does / result /
hair / future / impressions / shorter / so /
own / us / creature / change

{ ʌ }	{ ou }	{ ɛ ə }	{ f }	{ tʃ }

b- Listen and classify the words below as indicated in the table.

Different / example / relatively / continue
 / capacity / nowadays / disappear /
 impression / attractive / probably

Stress on the first syllable	Stress on the second syllable	Stress on the third syllable

4 LANGUAGE PRACTICE

a- Read these two sentences and focus on the underlined parts.

- They will become more and more substantial.
- They are likely to grow less and less powerful.

b- What is the structure of the underlined parts?

c- Do you think the two sentences express :

- a gradual increase/decrease
 - a parallel change
- Or • a comparison of superiority ?

d- Rewrite the sentences below following the examples.

Examples :

- *The population of the capital is increasing regularly.*
*The capital is getting **more and more** populated.*
- *The population of the countryside is decreasing regularly.*
*The countryside is getting **less and less** populated.*
- The film series is getting more captivating through the episodes.
- He is becoming more interested through the courses.
- The classes are becoming less crowded every year.
- The neighbourhood is growing less attractive because of the new factories.

e- GRAMMAR SUMMARY

Structure	Meaning
More and More + Adjective Less and Less + Adjective (2 Comparatives joined by and) Adjective + er + and + Adjective + er	Gradual Increase Gradual Decrease

Selling a business

Read the text and then do the activities below.

1 Business owners choose to sell for a variety of reasons:

- Retirement.
- Partnership dispute.
- Diminished interest in the business due to boredom or frustration.
- Illness or death of one of the principals.
- Sales and earnings have stagnated because the company lacks the working capital or management resources to grow.
- Losing money.

Selling a business is different from selling any other asset one owns, because a business is more than an income earning asset. It is a lifestyle as well. Therefore, the decision to sell it can be difficult. Personal ambitions should be weighed against economic consequences to make a properly balanced decision to sell or not to sell.

2 It is said that timing is everything, and certainly that old saying is true when we sell a business. Intelligent business owners carefully plan out the decision to sell. They recognize that a business should be sold only after proper preparation and not because of sudden personal problems or a short-term crisis in business.

3 For a wise business owner that proper preparation means the business should be clean, the inventory current, and the equipment in good working order. Moreover, a valuation report and a business presentation package should be prepared. The valuation report eliminates guesswork and gives the exact value of the asset. The presentation package should cover all the facets of the business. They include:

- A history of the business.
- A description of how the business operates.
- A description of the facilities.
- A discussion of suppliers.
- A review of marketing practices.
- A description of the competition.
- A review of personnel including an organizational chart, description of job responsibilities, rates of pay, and willingness of key employees to stay on after the sale.

1 Answer the following questions.

a- Why is selling a business different from selling other possessions? (par. 1)

b- What must intelligent business owners avoid when selling an asset? (par.2)

c- Why is a valuation report necessary? (par.3)

2 The table below is about the preparations needed before selling an asset. With reference to the text complete it with the right information.

Good preparation means :

- Good timing.
- Clean.....
-inventory.
- Working.....
- Preparation of.....
- Preparation of.....

3 Match the items in column A with those closest in meaning in column B.

Column A	Column B
a. Stagnate	1. Something that has value
b. An asset	2. Updated and recent
c. A principal	3. Stop growing.
d. Valuation	4. Calculating how much something is worth.
e. Current	5. A major shareholder
	6. An exchange rate

4 In your own words paraphrase the following as given:

- An income earning asset is an asset that
- A business presentation package is a package that

5 **Group Work.**

The decision to buy an asset is as important as the decision to sell. Think of the necessary preparation and the aspects to consider before buying a business.



Stage One :

Pre-Reading

Match words in column A with their definitions in column B.
(NB: there's one extra item in B)

A	B
1- Ecology	a- the increase in temperature of the earth's atmosphere caused when certain gases especially carbon dioxide hold and keep the sun's heat.
2- Environment	b- a thinning in the ozone layer that causes harmful rays from the sun to pass through.
3- Global warming	c- the natural conditions(land, air, water) in which people, animals and plants live.
4- Rain forest	d- the study of the relation of plants and living creatures to each other and to their environment.
5- Wildlife	e- wild animals and birds.
6- Ozone depletion	f- a thick forest in tropical parts of the world that have a lot of rain: e.g. the Amazon.
	g- the scientific study of animals and their behaviour.

Stage Two :

Reading

1 Look at the pictures, read the related comments and answer the questions.



If we don't control the CFCs damage to the ozone layer, it could increase the amount of solar ultraviolet light that reaches the earth's surface. *That would be very dangerous* as it would, among other things, damage crops and cause cancer in humans.



Global warming is a fact today. Global average temperatures have risen about 1°C in the past century and will probably continue to rise, jumping as much as 5°C over the next century. That means *sea levels will be high enough to cover coastal areas* and river deltas and endanger more than 100 million people.



Pollution and over fishing destroy the oceans: coral reefs are being wiped out and whales, dolphins and other sea mammals are being threatened by extinction.



Tropical rain forests are the site of great damage. Although they cover only 6% of the land surface, they contain more than half the species of plants and animals of the entire world. *The rate of clearing and burning of rain forests is too high to be ignored.* Every year 0.25% or more of the forest species are becoming extinct.

Time, October 30, 1995

Questions :

- a- What happens when the ozone layer is damaged?
- b- What are the effects of global warming? Do you know other effects?
- c- Name some victims of sea pollution and over fishing.
- d- What's happening to rainforests? How does that affect wildlife?

2 LANGUAGE PRACTICE

a- Focus on the underlined word in the sentence below and guess whether it is:

- an adverb of place
- an adverb of degree
- or • an adverb of manner.

This would be very dangerous.

b- Do you know other adverbs of the same type?

c- Read the sentences below, notice the place of the adverb, then match the adverbs with their corresponding degrees.

- Your work is quite good.
- He's old enough to get to school.
- The story is very amusing.
- It's still too cold to swim.



Adverb	Degree
1- quite	a- high degree
2- enough	b- excessive degree
3- very	c- moderate degree
4- too	d- sufficient degree

d- Focus on the following sentences and find out :

- how many clauses (parts) there are in each one.
- the relation between the two clauses.
- and – whether the action is possible in each sentence.

- Sea levels will be high enough to cover coastal areas.
- The rate of clearing and burning of rainforests is too high to be ignored.

e- Combine by means of “enough... to” or “too ...to.” (The first 2 examples have been done for you.)

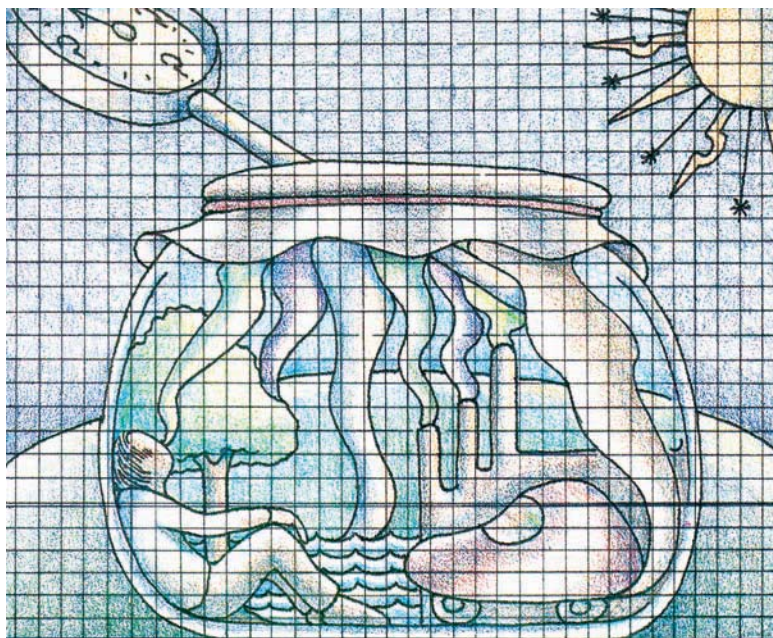
- *You're very young. You can't understand.*  *You're too young to understand.*
- *She's old. She can travel by herself.*  *She is old enough to travel by herself.*
- The plate is very hot. I can't touch.
- He's very tall. He can see over the heads of other people.
- The ice is not very thick. We can't walk on it.
- The parcel is very heavy. We can't send it by post.
- The case is very light. I can carry it.
- The grass is very wet. We can't sit on it.

Stage Three :

Speaking

With a partner select the most important measures and discuss them to say whether they're practical and effective to save the environment. Be ready to share with the rest of the class.

- Reduce the number of vehicles and factories.
- Filter toxic fumes of factories and vehicles.
- Purify waste water.
- Look for an alternative non polluting source of energy.
- Stop producing ozone- damaging chemicals.
- Ban nuclear experiments.
- Recycle waste products.
- Safeguard rainforests and ban deforestation.
- Protect endangered species.
- Build wildlife conservation areas.
- Plant trees.
- Encourage voluntary work and voluntary organizations.
- Pass laws to regulate the exploitation of the seas and the oceans.
- Educate people and make them more ecology conscious.



There have always been greenhouse gases in the atmosphere and a greenhouse effect on earth. But such gases are building up –we pump millions of tons of carbon into the air each year– and scientists are uncertain about the long-term impact on the planet's climate.

Stage One :

Pre-Reading

A quiz : In your family, are you considerate consumers of water ?

- Do you have a bath or a shower when you use the bathroom?
- Do you water your garden in the evening or in full sunshine?
- Do you use a vessel or running water when you wash up the dishes?
- Do you use a bucket of water and a rag or a water hose when you wipe the floor?
- Do you use a bucket of water and a rag or a water hose when you clean the family's car?
- Have you got a water well at home?
- Do you have economical water equipment at home? (special taps – special meters...)
- Do you deal with repairs in the water pipes / in the taps as soon as possible?
- Do you notify the "SONEDE" as soon as you detect any leakage in the water mains?



Water is life

Stage Two :

Reading

- 1 Read the scrambled paragraphs and
 a- cross out the irrelevant one.
 b- rearrange the others to get a coherent text.

A- Population growth is the main cause. The rise of human numbers to more than six billion in the year 2000 meant that water consumption almost doubled in half a century. Demand of course comes **not only** from the need to drink, the need to wash, and the need to deal with human waste, **but also** from industry in the developed world and from agriculture in the developing world.

B- Mankind's most serious challenge in the 21st century might not be war or hunger or disease, a UN report says; it may be the lack of fresh water. Although water is the commonest thing on Earth, only 2.5 percent of it is fresh, while the rest is salt. What is available, in lakes, rivers, aquifers, (ground water) and rainfall run-off, is now increasingly coming under pressure from several directions.

C- Irrigation has played a major role historically in poverty alleviation by providing food security, protection against famine, and expanded opportunities for employment both on and off the farm. Development of irrigated agriculture has been a major engine for economic growth and poverty reduction.

D- All that's bad enough. But what's increasing the stress on water supply still further is climate change which will probably account for a fifth of the increase in water scarcity. Because of global warming, rainfall is predicted to decrease **not only** in drought-prone countries, **but also** in tropical regions.

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2 Read paragraph B and find an expression that explains the title "water scarcity."

Stage Three :

1 LANGUAGE PRACTICE

a- Focus on the underlined parts in the following sentence and guess the relation between part 1 and part 2. Do you think the relation shows:

a- addition?

b- opposition?

or c- result?

Demand comes ¹ not only from the need to drink, the need to wash, and the need to deal with human waste ² but also from industry in the developed world and from agriculture in the developing world.

b- Express differently using "not only... but also." (Number 1 has been done for you.)

- *It's cold and wet in the North: It's not only cold but also wet in the North.*
- He's deaf and dumb.
- Both his father and his mother are dead.
- Both Peter and John are pop fans.
- They both smoke and drink.
- He can speak both English and German.
- She can play the guitar and the drum.
- He has the time and the money to play polo.
- He dislikes the way we speak and disapproves of the way we dress.
- They broke into his office, stole his books and tore up his manuscripts.

c- With the help of your teacher complete the table below.

Structure	Meaning/Function	Example
Not only...but also

2 SPEAKING

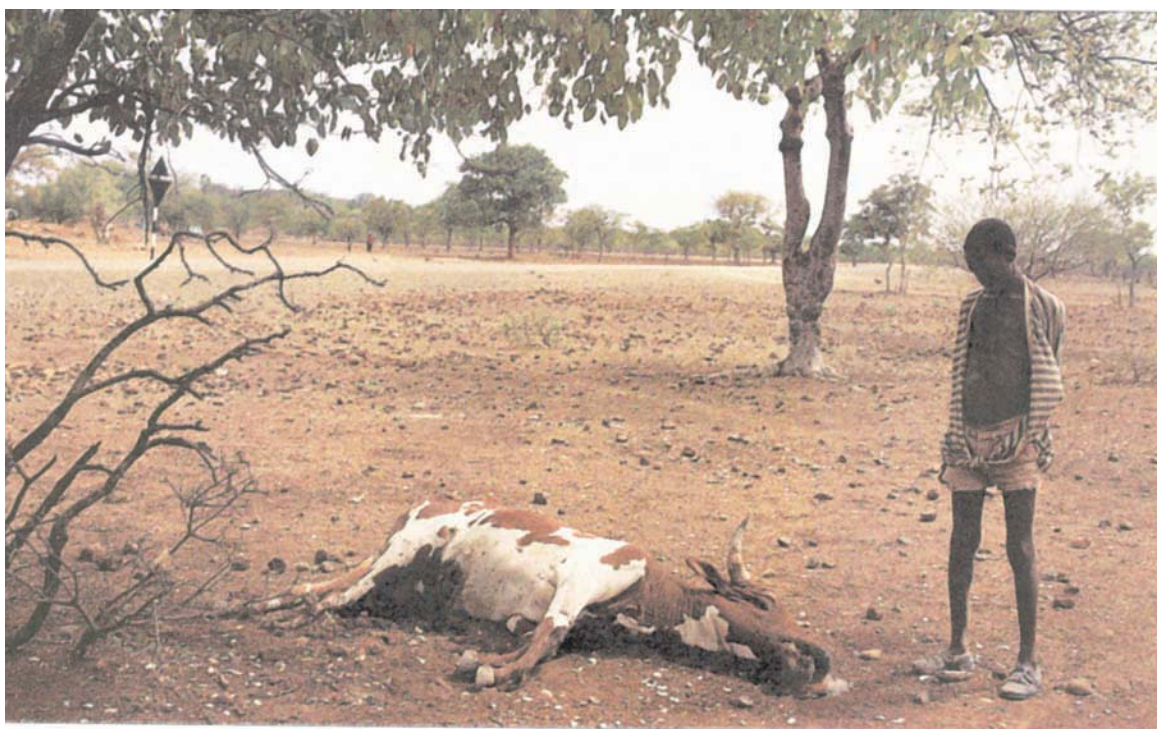
Pair work : Discuss these points with a partner.

With reference to “Stage One”, water scarcity is a serious problem in Tunisia.

a- Are there any practical efforts to reduce the effects of water scarcity?

- Is the government building any dams, any mountain lakes...?
- Is there any drilling for deep sources of ground water?

b- What can you do as individuals?



Victims of drought

Stage One :

Pre-Reading

Pair Work : Hidden Words Puzzle.

With a partner try to find the hidden words in the grid.

They read vertically, horizontally, diagonally, and even overlapping and reversed.

AIR	PLANET
ANIMALS	PLANT
BOTTLES	PLANTS
CANS	POLLUTE
CARE	POLLUTION
CLEAN	RAINFOREST
CONSERVATION	RECYCLE
EARTH	REDUCE
ENERGY	RESOURCE
FUEL	REUSE
HABITAT	RIVER
HELP	SOIL
LITTER	SPECIES
OXYGEN	WATER
PEOPLE	WORLD

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

Stage Two :

Reading Comprehension

This is an extract from a play about the environment. Read it and do the activities.

Save The Lofty Trees (An environmental Play)

(Whole class on stage, sitting. First three children step up.)

Child 1: Here's a story about the Lofty Tree,
and how one day it ceased to be.

Child 2: We would all like to know
how we should let things live and grow.

Child 3: So listen to how once upon a day,
we could let our land fall into disarray.

(Whole group sings)

Save the lovely Lofty Trees.
Lofty Trees, Lofty Trees.
Save the lovely Lofty Trees.
Save them if you please.



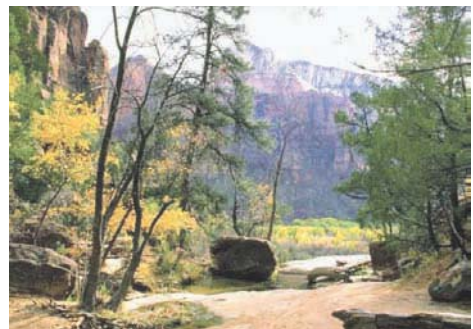
(Two more children step up.)

Child 4: The lofty trees are a sight to see,
they give shade and beauty to you and me.
Birds and squirrels make their homes and hide,
rabbits and deer live together side by side.

Child 5: The lofty tree has flowers so sweet,
for the bees they are quite a treat.
To rest beneath the lofty tree,
Oh what a joy that's to me!

(Enter factory owner and woodcutter.)

Factory owner: Ha! Ha! Ha! I found you, Lofty trees,
Now I'll build my factories.
I'll make my money in great big piles,
cut down Lofties for miles and miles.



Woodcutter: Come on, let's chop those Lofties down.
Build a store, build a town.
Chop, Chop, Chop,
T I M B E R!

(Enter conservationist.)

Conservationist: STOP! STOP! Don't you care or understand
what would happen to the animals and to our land?
I'll speak for our planet till my face turns blue.
Don't you realize what all this chopping is leading to?
STOP! STOP! STOP! ... STOP!

Factory owner: No! I won't. I want my fame.
I want everyone to know my name.
I'll use the Lofties in every way.
Bring them to me every day.

Conservationist: Stop! Stop! Doesn't anyone care?
Stop! Soon there will be no more Lofties anywhere.
This destruction has to end.
Won't anyone join me and be my friend?

Child 1: The animals and plants are in big trouble.
They have to leave on the double.
By chopping the Lofties to the ground,
There isn't enough food to go around.

Child 2: And the factories, they have too much smoke.
They blacken the sky and make us choke.

All the children: How we'll miss our Lofty Trees.
How we'll miss the gentle breeze.
Trees help us, as we all know.
We are the children who love you so.
Oh Lofty Trees, Please don't go!

Factory owner: Oh children, I hate your story.
My Lofties will bring me fame and glory
Search for Lofties far and wide.
Search and scour the countryside.
I'll make my money in great big piles;
Cut down Lofties for miles and miles.

All the children: Not a lofty inside; how grim, how sad.
Not a Lofty flower or nut to be had.
Animals have fled; they've gone away.
And we've lost a place to play;
Mr Factory Owner, what did you do?
Mr Factory Owner, how mean of you!

Factory Owner: I'm sorry for my acts of greed.
 I didn't think of our earth's need.
 Now there's ugliness mile after mile.
 And it's all because of my meanie style.
 Oh dear! Oh dear! What can I do?
 Oh dear! Oh dear! My life is through.
 I'm sorry for the nasty things I did.

All children: Oh, don't be sad. Look! We see a happy kid.

Happy kid: I have some lovely trees to plant.
 We'll start a new forest, don't say you can't.
 It's not too late to help and share.
 It's not too late to show you care.

Whole group: The Earth is our home. Be very kind.
 Protect things in nature. Keep that in your mind.
 Let's not be careless and make our land look bad.
 Our home, the Earth, is a place for us to feel glad.

Leslie Mills

1 Answer the questions below.

- 1- What are the benefits of Lofty Trees?
- 2- What's happening to the Lofty Trees?
- 3- What's happening to the animals living there?
- 4- There are two contrasting attitudes towards Lofty Trees.
 - What are these attitudes?
 - Whose attitudes are they?
- 5- Do you think the writer is optimistic or pessimistic about Lofty Trees?
 Justify with details from the play.
- 6- In your opinion, which is more important factories and modernization or the preservation of Nature?

2 Match words/expressions in column A with their definitions in column B. (there's one extra item in B)

A	B
1- disarray	a- to be unable to breathe.
2- shade	b- make clean
3- chop	c- state of being unpleasant to look at.
4- choke	d- disorder/disorganization.
5- greed	e- to cut into pieces.
6- ugliness	f- excessive desire for food/wealth/power...
	g- darker and cooler area under a tree.

3 Focus on the rhyme and say:

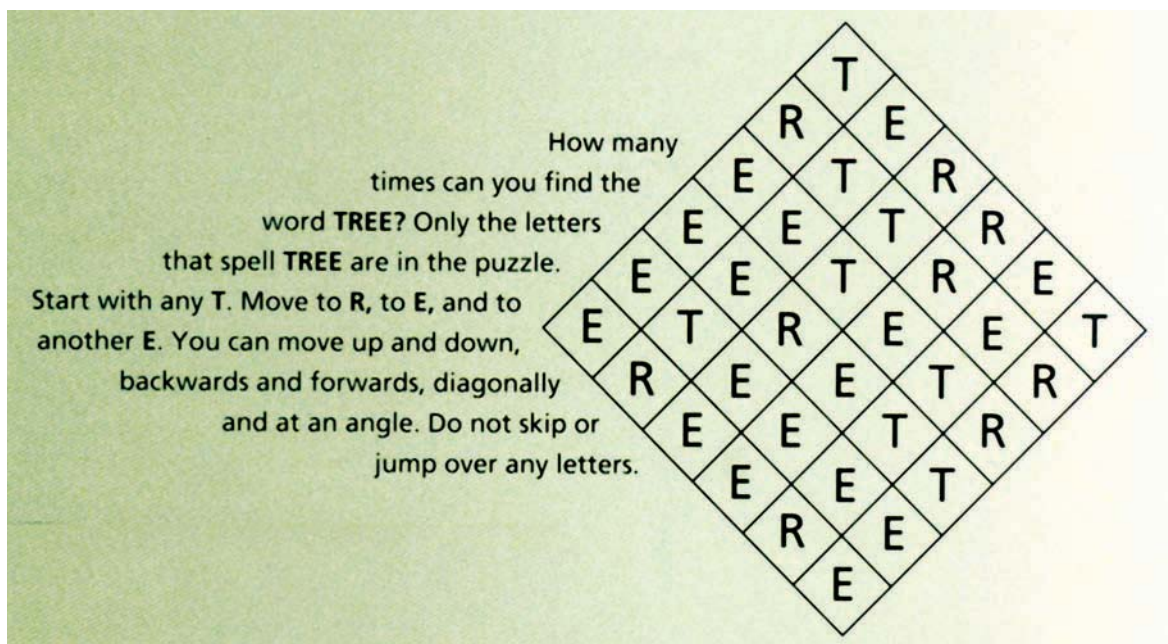
- how the poem rhyme
- whether the rhyme is regular or irregular. Justify.

Stage Three :

Speaking

As you see, we've dealt with a play. And a play is meant to be acted on stage. So, with the help of your teacher try to enact this play.

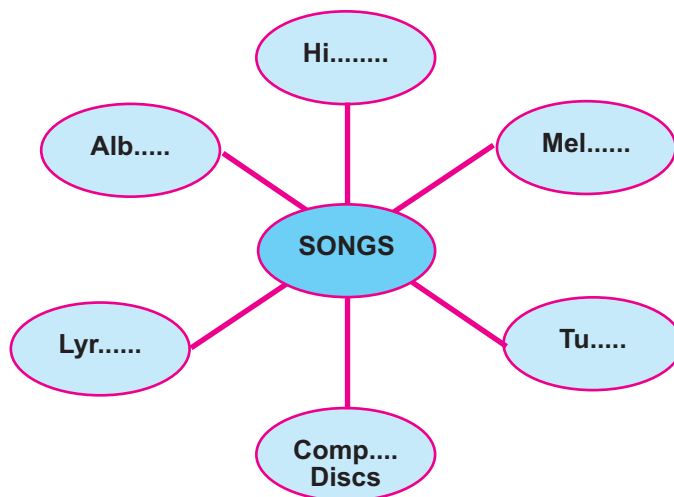
The Lighter Side



Stage One :

Pre-Listening

1 Complete the spidergram with words related to songs.



2 Go through the following statements and tick the ones which best apply to you.

You sing when you :

- Are happy.
- Are sad.
- Are alone.
- Are in love.
- Get good news.
- Walk in the rain.
- Take showers.
- Are working.
- Have problems.

Stage Two :

Listening

1 Listen to the first stanza and fill in the blanks.

You fill up my.....
 Like a in a forest
 Like the mountains in
 Like ain the rain
 Like a storm in the
 Like a blue ocean
 You fill up my
 Come fill me



- 2 Listen to the second stanza and replace the underlined words /expressions with the original ones.

Come let me love you
Let me give my love to you
Let me drown in your love
Let me lie in your arms
Let me lie down beside you
Let me all be with you
Come let me love you
Don't leave me again



- 3 a- Listen to stanza one again and find out a structure that is repeated.
b- What is it ?
c- Does it express ? • a similarity • a difference • a contrast
d- Is it called ? • a metaphor • a simile • a personification

Stage Two :

Writing

Throughout the year you have dealt with different types of poetry. Now it's time for you to write your first poem. You may write about any theme you like but what is better than writing about love?

Progress check 3

1 Listen and fill in the blanks in this paragraph. Be careful about spelling.

One of my vivid childhood memories is of my mother spending endless hours washing nappies and clothes by hand. The electric (1)machine, the vacuum cleaner, the (2) , the food processor etc... have (3) billions of (4) from endless heavy duty (5) By bringing us (6) and heat, electricity has truly (7) life _ not just in the home, but in almost every (8) Modern (9) would be impossible without electricity.

2 Fill in the blanks with words from the box. There's one extra word.

caring – life – who – programs - choose – reached -of – school – addicted – occasionally

My Sunday school teacher recognized somehow that I had a father (1) never told me he loved me.... I think he sensed my isolation, because he (2) out to me and became a model of the (3) father.... Through his teaching, Mr. Abbey gave me a better understanding of (4), but more important, he “displayed to me a loving spirit. He visited Techwood Homes (a public housing facility where the Cathy’s lived for a time) often to see me and others in our Sunday (5) class. He also invited us (6) to go with him and (his son) Ted to his cabin on Lake Jackson.

“In time I came to understand that I could (7) the type of model I would follow in life, and I chose the example (8) Theo Abbey.”

3 Choose the correct option.

Distance learning has been around for a long time. For hundreds of years instructors (**are teaching - taught -have taught**) students across great distances via correspondence courses using printed materials. The early days of television (**will witness - witnessed - would witness**) the introduction of televised courses. Today, in a specially equipped facility, an instructor (**can - could - was able to**) teach several classrooms (**filled - filling - full**) of students brought together through interactive television. Early online courses using electronic mail (**had rapidly followed - were rapidly followed - were rapidly following**) by web-based instruction. Today, the lines are blurred between different types of distance learning courses as multiple modes of delivery are employed in a single course. For example, a class "library" could be a website; class discussions could take place (**using - used - usage**) electronic mail; some course content could be delivered using printed materials and television; and the final activity could be a place-bound proctored exam.

4 Put the bracketed words in the right tense or form.

Now you 1 (**read**), not passively, but actively with definite questions you wish to answer in mind. Read for main ideas and important details. When you 2 (**reach**) the end of a headed section, go back and mark the main idea. Use your own system of 3 (**mark**), but whatever you use, 4 (**use**) it consistently. You can 5 (**choice**) to underline, highlight, write key words in the margin, bracket 6(**significance**) paragraphs, etc. Indicate the relationships among main ideas by joining a word or two in the margin, or by using arrows to connect ideas. Make your marks simple and have a good reason for every mark you make. Whatever system you use, 7 (**not overdo**) it; highlighting everything is no 8 (**good**) than highlighting nothing.

- 5 Write the following words or expressions under the appropriate heading. Some of them may be used under more than one heading.**

career – offsprings – subject – music – manager – qualifications – generation – art – niece – theatre – training – distance learning – cinema – studies – nephew – hard work – studies – relatives – virtual universities – literature – promotion.

Education	Employment	Family	Entertainment

- 6 Circle the odd man out in each set of words.**

a- T.V	newspaper	education	radio
b- job	unemployment	work	profession
c- movie	film	cinema	promotion
d- tyranny	equality	justice	democracy

- 7 Develop the following hints into meaningful sentences to get a coherent paragraph. (The hints are in order. Just add what is missing.)**

- a- Music / many advantages.
- b- It / give / students / chance / listen / react / see / touch / move.
- c- It also / improve / their / read / write /and / think / abilities.
- d- Listen / music / can help when they / think / learn / or / work.
- e- Music / need / be soft.
- f- If it / not to be / it / be hard / students / learn or think.
- g- After all / primary goal / be / affect / person positively.

- 8 Insert the missing sentences to complete the following paragraph.**

- a- They feel proud of their accomplishment.
- b- Getting the degree will improve your prospects considerably.
- c- They might be self- employed or retired.

Some people want the degree to assist them in getting a better job. You might have the experience and the knowledge to do the job, but often times, the person with the degree will be picked over the person without it.(1) Of course, there are those who aren't concerned about employment prospects. (2) They want the personal satisfaction of knowing that their knowledge can be transferred to a degree. They want to hang their diploma on the wall.(3)

- 9 Punctuate and capitalize the following paragraph.**

personal responsibility and active participation are the key principles of employment jobless people are expected to look for work people receiving income assistance are supposed to seek work or participate in job training programs by doing so they may reach self sufficiency.

10 Read the paragraph below and write the topic sentence.

.....
..... . Growth must be checked to avoid this catastrophe.
Many environmental, social, and economic problems are either caused or increased by the overpopulation problem. With an increasing population, the problems created by overpopulation grow correspondingly. To ensure population stability not only in the third-world areas, but also in the industrialized areas, countries and individuals must work together to achieve zero population growth.

11 Correct the underlined mistakes.

Air pollution can be deadly even if we can't see it. It cause lung disease and cancer. It poisons river and lakes, damages trees and kills wildlife. It has an influence mainly on old people and those with hart disease are on greatest risk of premature mortality due to particulate air pollution. Their lives might be shorten by one or two years in average in more areas polluted.

12 Arrange these words in the table according to the stressed syllable. Then pronounce the words stressing the correct syllable.

addiction – environmental – internet – education – communications – healthier – research – technologically – medicines – availability – repeatedly – mathematics – supported – impossibility – scientific – newspaper.

stress on the first syllable	stress on the second syllable	stress on the third syllable	stress on the fourth syllable

Self-evaluation

We have almost finished the last part of the program. Now, it's time to think about the progress you've made so far. Read the questions below and tick where appropriate.

1 Do you feel you have made any progress in the last four months in?

	a lot	quite a lot	a little
– speaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– listening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– grammar	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
– vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2 What skill do you still need to work on?

a- speaking

b- listening

c- reading

d- writing

3 Consult your teacher about how you can best improve your :

a- speaking

b- listening

c- reading

d- writing

4 Did you find the topics ... ?

a- very interesting

b- interesting

c- disinteresting

5 What are the themes

a- you appreciated most?

b- you appreciated least?

6 Did you find this part of the book...?

a- easy

b- accessible

c- difficult

7 Do you feel you learnt from “writing as a process?”

a- a lot

b- quite a lot

c- a little.

8 Do you feel in doing a project. Why?

a- very satisfied

b- just satisfied

c- dissatisfied

Decide how you can improve your English.

Grammar summary

Lesson one :

Would like / want

Want and **would like** are used to express a desire.

Would like can be used instead of the present tense of the verb **want** and is a more polite form.

Instead of I want to see Mr. Pitt. *We can say* I would like to see Mr. Pitt.

These two verbs can be followed by infinitives, not clauses.

I would like to go to Oxford.

She wants to give support to her relatives.

Structure	Function / meaning
would like + to + verb	desire
want + to + verb	

They can be followed by a Noun Phrase (N P) and a full infinitive.

She would like her daughter to become a doctor.

He wants his friend to visit him again.

Structure	Function / meaning
would like + NP + full infinitive	Want / desire
want + NP + full infinitive	

Lesson two :

The present perfect with Since, for, just, yet already and adverbs of frequency.

1- Form

The present perfect is formed with the present tense of **to have** + the past participle of the verb.
I have worked.

2- Use

The present perfect can be used with :

a- a time expression to indicate that the action began in the past and continues in the present.

*He has been in the army **for** two years. (he is still in the army).*

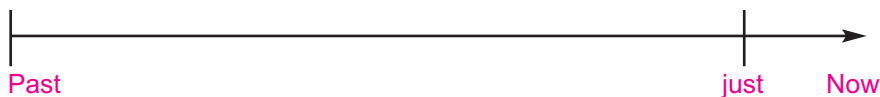
*I have smoked **since** I left school. (I still smoke).*

For is used with a period of time; Example: for six days, for a long time.

Since is used with a point in time and it means "from that point to the time of speaking."

Example: Since 1960, since yesterday.

b- just to express a recently completed action.



I have just gone out = I went out a few minutes ago.

Just must be placed between the auxiliary and the main verb.

c- yet in a negative sentence to show that the action began in the past and continues in the present. The position of yet is at the end of the sentence.

They haven't finished yet.

d- already in an affirmative sentence to show that the action began in the past and was finished at an indefinite time.

I have already finished those exercises.

e- frequency adverbs.

*He has **never** seen a serpent.*

*I have **always** written with my left hand.*

N.B.: **Never** and **always** are placed between the auxiliary and the main verb.

Lesson three :

The simple past with ago, at that time, then

1- The word **ago** follows an expression of time. It indicates the simple past.

a- I saw Alice two days ago.

b- John left a few minutes ago.

c- That happened a long time ago.

2- Then or **at that time** can replace expressions of time.

a- The war began in 1939. At that time, it was difficult for everyone to live comfortably.

b- Mary came at ten o'clock and Tom came then, too.

Structure	Meaning	tense
ago	a time prior to the present.	The simple past
at that time		
then		

Lesson five :

Cause / result relationship

The cause / result relationship is expressed with words like:
because, as, so, since, so.....that, such....that – which join two sentences.

Examples:

He felt cold. He built a fire.

He felt cold so he built a fire.

He built a fire because he felt cold.

The first sentence is the cause of building fire.

The second sentence is the result of feeling cold.

- *We camped there because it was too dark to go on.*
- *As we hadn't any money, we couldn't buy anything to eat.*
- *Since you are unable to answer perhaps we should ask someone else.*

The underlined clauses show the cause.

His speech went on for so long that people began to fall asleep.

They had such a fierce dog that no one dared to go near their house.

The underlined clauses show the result.

Lesson six :

Either in end position (negative)

The word **either** is frequently added at the end of a two-clause sentence.

*I haven't seen the movie, and my friend hasn't, **either**.*

*Do Mary and Margaret both want bananas? Mary doesn't want any, and Margaret doesn't, **either**.*

The same construction can be used in the **affirmative** with **as well** or **too**.

*I went and she went, **as well**.*

*They did it, and you did it, **too**.*

Either is used in negative statements and answers after **not** to indicate an additional negative item or idea. It is usually at the end of the sentence.

Lesson seven :


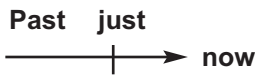
The present perfect progressive

Form

This tense is formed by the present perfect of the verb **to be** + the **present participle**: (V. + ing)

- affirmative : *I've been working. He has been working.*
- negative : *I have not (haven't) been working.*
- interrogative : *have you been working?*
- Negative interrogative : *haven't you been working?*

Use

This tense is used for an action which began in the past and is still in progress  ,
 or has only just finished, 

I've been waiting for an hour and he still hasn't turned up.
I have been driving since 9:00 and I haven't arrived yet.
I'm so sorry I'm late. Have you been waiting long?

Lesson nine :

Countable / uncountable nouns

All English nouns can be divided into two classes: those that are countable and those that are uncountable.

A countable noun is, by definition, one that can be preceded by one (or a or an), two, three, etc.
 An uncountable noun is one that can not be preceded by a cardinal number.

Countable nouns	Uncountable nouns
- Have singular and plural forms.	- Have only one form.
- Take singular and plural verbs.	- Take only singular verbs.
- Have a , an or one before them as modifier in the singular.	- Can not have a, an, or one before them as modifier.
- Can have many or few before them as modifier in the plural.	- Can have much before them as a modifier.
- Can have some before them as modifier only in the plural.	- Can have some before them as a modifier.
- Can have number of before them only in the plural.	- Can have amount of before them.

Lesson ten :

The comparative / superlative

The comparative shows differences (contrasts) between two things or groups. The superlative shows differences in three or more things or groups.

1- With one-syllable adjectives, add **er** for the comparative and **est** for the superlative.

Adjective	Comparative	Superlative
- young	- younger	- the youngest
- tall	- taller	- the tallest
- fast	- faster	- the fastest
- few	- fewer	- the fewest

John is younger than Paul.

John is the youngest boy in our class.

2- For adjectives of more than two syllables we make the comparative form with **more** and the superlative form with **most**.

Industrious more industrious the most industrious

Two –syllable adjectives ending in **–ful** or **re** usually take **more** and **most**.

doubtful more doubtful the most doubtful
mature more mature the most mature

Two syllable adjectives ending in **–er** or **–y** usually add **er** and **est**.

tender tenderer the tenderest
pretty prettier the prettiest

N.B.: Use **more** and **most** before past participles (-ed verb forms).

tired more tired than the most tired of all

3- Some adjectives have **irregular forms**.

Adjective	Comparative	Superlative
- good	- better	- the best (of all)
- bad	- worse	- the worst (of all)
- little	- less	- the least (of all)
- much	- more	- the most of (all)
- many	- more	- the most (of all)
- far	- farther further	- (the) farthest (of all) - (the) furthest (of all)

Lesson eleven :

Causative verbs + bare infinitive

- To **make** somebody do something.
- To **let** somebody do something.
- To **have** somebody do something.

- She **made** her daughter **clean** the house.
- Don't **let** the children **play** with the matches.
- Emma **had** everyone **come** to her party.

Lesson twelve :

conjunctions	Function / meaning	Examples
Therefore	Cause / Effect (result)	It began to rain; therefore , I opened my umbrella.
As a result		It has rained heavily; as a result , many houses are flooded.
That's why		It's Sunday; that's why most shops are closed.

Lesson fourteen :

Tag questions

• Positive statement → Negative tag	• Negative statement → Positive tag.
<ul style="list-style-type: none"> The mail has come, hasn't it ? It's raining outside, isn't it ? 	<ul style="list-style-type: none"> The mail hasn't come today, has it? It isn't raining, is it ?
N.B.: The tag questions are questions asking for agreement or disagreement at the end of a statement . They are used in speech more than in writing.	

Lesson fifteen

The passive

1- The passive is used :

- a-** When the actor is not known, unimportant, or obvious or wishes to be unknown.

I was robbed of my watch. (The actor is unknown).

- b-** In certain styles of scientific writing.

The steam engine was invented in the eighteenth century.

- c-** In writing about disasters and accidents if the result or the victim is more important than the cause.

Mr. Johnson's house was destroyed by the floods.

N.B.: by + agent after a passive verb gives the same information that the active subject gives in the active voice .

*The steam engine was invented **by James Watt**.*

***James Watt** invented the steam engine.*

2- Changes from active to passive voice;

- a-** The active object → passive subject.

- b-** The passive verb is composed of: to be + past participle.

- c-** "Be" must follow the same tense / form of the active verb.

Mary completed the experiment.

subject verb object

The experiment was completed by Mary.

subject verb agent

3- The structure of the passive :

Passive subject + be (tense / form) + past participle (+by + agent)

Lesson sixteen

Quantifier	Meaning
- A few + countable noun(s). - A little + non-countable noun. - A lot of + countable nouns. + non-countable noun	<ul style="list-style-type: none">• not many but enough.• not much but enough. many/plenty of. much./plenty of.
<ul style="list-style-type: none">• We have a few minutes to spare; there's no need to hurry.• There's no need to hurry; we still have a little time left.• I've made a lot of mistakes. I won't get a good mark.• We've got a lot of work to do.	

Lesson eighteen

Reflexive pronouns	
Singular form	Plural form
- myself - yourself - himself - herself - itself	- ourselves - yourselves - themselves
<ul style="list-style-type: none">• I cut myself while shaving.• You'd better rely on yourself.• The mother told her kids to behave themselves in the presence of guests.	

Lesson nineteen

Modals

Must + infinitive expresses obligation.

You must stop at the red lights.

- Must + infinitive expresses necessity.

You must pass a test before you enter the computer course.

- Must + be expresses deduction.

She came in with her umbrella dripping; it must be raining outside.

- **Should** + infinitive → **Advice / Duty / Moral obligation.**
- **Ought to**

You should pay your debts.

You should eat more fruit.

You ought to respect older people.

Drivers ought to be careful while driving.

- **Had better + bare infinitive** → **Advice.**

You'd better get new tyres for your car.

- **Needn't + infinitive** → **Lack of necessity (in the present).**

You needn't knock at the door; I have a key.

- **Should + have + past participle** → **Past unfulfilled duty / sensible action that was not performed.**

You should have stopped at the red light. → Reproach.

I should have been more careful while driving. → Regret

- **Should + perfect infinitive** → **Assumption.**
- + **be**

He left early this morning; he { - should have arrived there by now.
- should be there by now.

Lesson twenty one

Expressing Purpose

- A purpose is normally expressed by an infinitive:

- a- By a simple infinitive.

*Ex. He went to Japan **to learn** Japanese.*

When there is a personal object of the main verb, the infinitive will refer to this and not to the subject.

Ex. He sent his son to Japan to study Japanese. (the son was to study).

- b- By in order with the infinitive.

*Ex. She is studying foreign languages **in order to qualify** for the school of tourism.*

- c- By clauses of purpose. Clauses are necessary when the person to whom the purpose refers is mentioned, instead of being merely understood.

*Ex. Ships carry lifeboats **so that** the crew can escape if the ship goes on fire. (the purpose refers to the crew.)*

- Purpose clauses are usually expressed by:

So that + will/would or can/could + infinitive

Ex. They wrote the notices in several languages so that foreign tourists could understand them.

Can and will are used when the main verb is in a present, present perfect or future tense; could and would are used when the main verb is in a past tense.

Ex. I am lighting the fire so that the house will be warm when they come back.

I pinned the note to his pillow so that he would be sure to see it.

Lesson twenty two

Used to + Infinitive

Used to can express :

a- A discontinued habit.

Ex. She **used to** sleep a lot when she was pregnant. (She no longer does now).

b- A past routine not necessarily discontinued.

Ex. It was very hot in the middle of the day and most people **used to** spend the early afternoon in bed. (They did this when we were there; very likely they still do).

- With the interrogative and negative forms used to can be conjugated as an auxiliary or as an ordinary verb (with did). But only the second form is used in spoken English.

Ex. Did he **use to** go on foot?

He **didn't use to** stay after school. He **never used to** stay after school.

- Not to confuse with the construction '**to be used to**' which can be used in all tenses followed by a noun or a gerund.

Ex. **I'm not used to** this wet weather.

Don't worry, **you'll get used to** it.

I'm not used to working in such hard conditions. I used to work in a five-star hotel.

Lesson twenty three

Parallel Change

- Parallel Change is expressed by :

The + comparative.....the + comparative

Ex. *The larger the house, the more money it will cost.*

The more leisure she has, the happier she is.

The better they knew him, the more deceived they become.

- Sometimes to be and the subject are omitted

Ex. *The more, the merrier.*

The sooner, the better.

The less said about it, the better.

Lesson twenty four

Some / Any

- Some and Any mean 'a certain quantity/number', and are used before plural or uncountable nouns. They can be pronouns or adjectives.

Some is used in affirmative sentences.

Ex. I can lend you some books.

Any is used:

a- In negative sentences.

Ex. I haven't any children and she hasn't either.

b- After hardly, barely, and scarcely (which are almost negative).

Ex. I have hardly any cash left.

c- After interrogatives.

Ex. Have you got any photos of the party?

Did you see any of the new collections?

- But when the question is really an invitation or a request **some** is used.

Ex. Will you have some tea?

Will you carry some of these books for me, please?

Some can also be used when the answer 'yes' is expected.

Ex. I heard a knock; is there someone at the door?

d- After if and in expressions of doubt.

Ex. If I find any of your letters I'll send them to you.

I doubt whether there is any milk left in the fridge.

e- To mean 'practically every'.

Ex. Anybody will show you the way (everyone knows it).

- **No** and **none** can be used with affirmative verbs to express a negative. They are often an alternative to the negative verb+ any construction. **Any** can be a pronoun or an adjective, while **no** is only an adjective and **none** is always a pronoun.

Ex. I haven't any apples and he hasn't any.

I have no apples and he has none.

I did not find any tickets left and he did not find any.

I found no tickets left and he found none.

- Compounds formed with **some**, **any**, and **no** follow the same rules mentioned above.

Someone	somebody	something	<i>Ex. I know something</i>
Anyone	anybody	anything	<i>Ex. Do you know anything?</i>
No one	nobody	nothing	<i>Ex. You do not know anything/you know nothing.</i>

Lesson twenty five

The reported speech

(past tense/present tense/changing pronouns)

When we turn direct speech into indirect or reported speech some changes are necessary whether we are dealing with statements, questions, or commands. However, when the introductory verb (say, tell remark.....) is in the present, present perfect or future, direct statements can be reported without any changes of tense.

Ex. He says, 'The train **will** be late.'

He **says** the train **will** be late. (no changes for the tense.)

But when the introductory verb is in the past tense, which it usually is, the following tense changes are necessary:

Direct Speech	Reported Speech
future	conditional
future continuous	conditional continuous
simple present	simple past
present continuous	past continuous
present perfect	past perfect
present perfect continuous	past perfect continuous

He said, 'Ann **will** be in Paris on Monday.' → He said that Ann **would** be in Paris on Monday.

He said, 'I **ll be using** the car myself.' → He said that he **would be using** the car himself.

'I never **eat** meat', he explained. → He explained that he never **ate** meat.

- In written English past tenses usually do change to past perfect but there are the following **exceptions** :

a- Past/past continuous tenses used in **time clauses do not normally change**:

Ex. He said, '**When** we **were living/lived** in Paris.....'

He said that **when** they **were living/lived** in Paris.....

The main verb of such sentences can either remain unchanged or become the past perfect.

Ex. He said, '**When** we **were living/lived** in Paris we often saw Paul.'

He said that **when** they **were living/lived** in Paris they often saw Paul/had often seen Paul.

b- A past tense used to describe a state of affairs which still exists when the speech is reported remains unchanged.

Ex. She said, 'I decided not to buy the house because it **was** on a main road.'

She said that she had decided not to buy the house because it **was** on a main road.

c- **Would, should, ought, had better, might, used to, could** and **must** do not normally change:

Ex. He said, 'I **might** be there.' → He said that he **might** be there.

She said, 'I **would** help him if I **could**.' → She said that she **would** help him if she **could**.

d- Conditional sentences type 2 and past tenses (subjunctives) used after wish, would, rather, it is time **remain entirely unchanged** :

Ex. He said, 'If my children were older I would emigrate.' _____ He said that if his children were older he would emigrate.

He said, 'I wish I knew.' _____ He said that he wished he knew.

She said, 'I'd rather Tom went.' _____ She said that she'd rather Tom went.

- Other changes necessary when turning direct speech into reported speech:

a- In reported speech the conjunction **that** can be placed immediately after the introductory verb, but it is not essential and is often omitted:

Ex. He said, 'I have seen a ghost.'

He said (that) he had seen a ghost.

b- Pronouns and possessive adjectives normally change from first or second person to third person except when the speaker is reporting his own words:

Ex. I said, 'I like my new house.'

I said that I liked my new house (reporting one's own words.)

He said, 'I've forgotten the combination to **my** safe.'

He said that **he** had forgotten the combination of **his** safe.

'**You**'ve overcooked the steak again, Mary,' he said.

He told Mary that **she** had overcooked the steak again.

c- This and **These**.

This used in time expressions usually becomes **that**:

Ex. He said, 'She is coming **this** week.'

He said that she was coming **that** week.

This and **that** when used as adjectives usually change to **the**:

Ex. He said, 'I bought **this** pearl/**these** pearls for my mother.'

He said that he had bought **the** pearl(s) for his mother.

Lesson twenty six

Gradual Increase / decrease

(more and more / less and less).

Gradual Increase is expressed by 2 comparatives joined by "and".

Ex. The weather is getting colder and colder.

He became more and more self-confident

Lesson twenty seven

Adverbs of degree

(almost, nearly, quite, just, too)

a- An adverb of degree modifies an adjective or another adverb. It is placed before the adjective or adverb.

Ex. It was **too** hot to work..

The film was **fairly** good.

I know him **quite** well.

He played **extremely** badly.

b- The infinitive after **too, enough**.

- Too + adjective + infinitive

Ex. You are too young to understand .(You do **not** understand because you are too young).

It was too late to do anything. (He could **not** do anything because it was too late).

- Adjective + enough + infinitive

Ex. You are old enough to know better. (You should know better at your age).

He was intelligent enough to turn off the gas. (He turned off the gas).

Lesson twenty eight

Not only..... but also

Not only but also are pairs of **conjunctions** that are used together to join the members of a parallel structure.

The first part of the correlative expression comes before the first member and the second part before the second member.

Ex. Henry ¹ **not only** ¹ returned the money ² **but also** ² paid interest.

¹ **Not only** ¹ the parents ² **but also** ² the children enjoyed the program.

She was born ¹ **not only** ¹ deaf ² **but also** ² dumb.

NB : Correlative conjunction must be followed by the same grammatical structure.

NEW WORDS PER LESSON

Lesson 1

achieve
appreciate
care
protection
resort
safety
security
self-confident
support
willing

Lesson 2

astonished
bunch
clutch
grin
knock
melt
shriek
stare
step-child
step-mum

Lesson 3

e-mail
incredible
intimate
keep in touch
password
renew
waitress
website

Lesson 4

bridge
comfort
depressed
ease
hopeless
lonely
sail
shine
tears
weary

Lesson 5

appeal

chat
click
desperate
fashion
hooked
message
mobile
needy
shy

Lesson 6

amaze
aquatic
breath-taking
excursion
flight
gallery
jewellery
trip
voyage

Lesson 7

fair play
teammate
league
miss
grateful
eager
career
fans
look forward to

Lesson 8

acquaintance
apartment
extended family
generosity
nuclear
recover

Lesson 9

anger
apologize
conflict
fight

Lesson 10

access
contribute
deprivation

drop out
endure
estimate
hinder
labour
manufacturing
survival
trade

Lesson 11

come to a head
consent
foster house

Lesson 12

anarchy
calamity
corruption
decent
dignity
evil
root
tyranny

Lesson 13

duties
forgive
peace
precious
rights

Lesson 14

emergency
faithful
indifferent
jealous
reliance
shameful
suspicious
tolerant
trustworthy

Lesson 15

burial
field hand
hire
restless
slave
trader
whipping

Lesson 16

empowerment
gender equality
millennium
oppression
promote

Lesson 17

diet
employee
famine
malnourished
obedience
weave

Lesson 18

conform to
distinguish
smart
suppress
uniform

Lesson 19

blank
check (verb)
cope
fail

Lesson 20

clerk
deficit
guilty
management
pick somebody up
profit
self-sufficient

Lesson 21

clinic
competitive
degree
diplomat
earn(verb)
internship
physician
stage
stitch
surgery
training

Lesson 22

deafness
drama
fed up
partially
pitch
scholarship
wonder(verb)
worthwhile

Lesson 23

depth
era
expansion
explore
lifeblood
literacy
pay tribute
shortage

Lesson 24

blame
casualty
decline
doubt
drop
passion
release
shun
track

Lesson 25

addict
aggressive
break up
click
conceal
depression
guilt
irrational
online
preoccupied
relieve
survive

Lesson 26

assume
bald
brains
emotions.

futuristic
obvious
substantial

Lesson 27

account for(verb)
ban
bill
consumption
dam
damage
deforestation.
depletion
drill
drought
dump

Lesson 28

endanger
extinct
fumes
purify
rainfall
reduction
reverse
thinning
trap
warming
wildlife

Lesson 29

accomplishment
facility
food processor
interactive
promotion
witness

Lesson 30

compact disc
drown
lyrics
melody
metaphor
simile
tunes

IRREGULAR VERBS LIST		
INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
awake	awoke	awoken
be	was/were	been
bear	bore	born
beat	beat	beat
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
mistake	mistook	mistaken
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
speed	sped	sped

INFINITIVE	SIMPLE PAST	PAST PARTICIPLE
spell	spelt	spelt
spend	spent	spent
spoil	spoiled/spoilt	spoiled/spoilt
spread	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
strike	struck	struck
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
weave	wove	woven
win	won	won
write	wrote	written

PHONETIC SYMBOLS

Short Vowel Sounds:

e	ɒ	ʌ	æ
Red	box	bus	cat
ə	ʊ	ɪ	
river	book	six	

Long vowel sounds :

i:	u:	ə:	ɑ:	ɔ:
Three	moon	girl	car	more

Diphthongs :

ɪə	eɪ	ʊə	ɔɪ	əʊ	eə	aɪ	aʊ
here	eight	poor	boy	throw	there	my	now

Triphthongs :

aɪə	/	fire	au ə	/	flower
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Consonants :

p	t	tʃ	k
pen	ten	teacher	kick
b	d	dʒ	g
ball	doll	angel	god
f	θ	s	ʃ
fine	three	stop	push
v	ð	z	ʒ
voice	this	zero	measure
m	n	ŋ	h
monday	night	king	hello
l	r	w	j
listen	read	white	yes