

REPUBLIC OF TUNISIA
MINISTRY OF EDUCATION

Activate And Perform

Third Year Secondary Education

Student's Book

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Together
Everyone
Accomplishes
More

Preface

Activate And Perform is a textbook for the Third Year Secondary Education.

It is divided into 9 modules: one review module, six learning modules and two consolidation modules.

In addition to these modules, the book contains a preface, a book map, lists of words covered in each module, a grammar summary, a list of irregular verbs and a chart of phonetic symbols.

Each module in the book is based on a different topic and consists of five common core sections and additional material for the Arts branch.

All modules start with an “Introductory Activities” section followed by four sections focusing respectively on LISTENING, READING, SPEAKING and WRITING. At the end of each module a list of the targeted lexical items is provided.

There is a balance of skills in the book. And ,although each section of each module is devoted to one basic skill, the materials proposed integrate the four skill areas.

Besides class work, there are homework activities and mini-projects assigned throughout the book.

We hope that this book will help students activate their background knowledge, learn more English and improve their language skills and that the topics and tasks will prove useful.

The authors

Book Map

- Acknowledgements
- Preface
- Review Module

MODULE ONE : IN TIME OF TEST , FAMILY IS BEST

Topic:	Family Relationships
Subtopics :	Family roles, the generation gap.
Skills :	-Listening to a poem , two short dialogues and a song. -Reading an expository text, pictures, a complaint a short story, an article in a magazine -Taking part in a conversation, debating a key issue, singing a song -Writing an article in a magazine, producing a summary
Grammar :	-If +present → present - Want someone to do something -Make/let/have someone do something -Word formation (prefix/suffix)
Pronunciation :	-Silent letters -Consonant/vowel sounds -Pronouncing properly at word , sentence and discourse level

MODULE TWO : WE LEARN TO GIVE, SHARE AND CARE

Topic:	Values and attitudes / Philanthropy
Subtopics :	Charity, altruism, activism, self-sacrifice, volunteerism, solidarity, generosity.
Skills :	-Listening to a speech , a song and a poem -Reading pictures, quotes, a short poem, an article in a magazine, an ad , a poem, a biographical text -Producing and delivering a speech -Writing a letter to a magazine, a biography from notes, a poem, expanding a quote into an article
Grammar :	-Word formation (-or, -er, -ist) , compound adjectives, should + perfect infinitive, the present perfect vs. the simple past , the emphatic form, need , phrasal verbs
Pronunciation :	-Silent letters -Consonant/vowel sounds -Pronouncing properly at word , sentence and discourse level
Project work :	-Conducting a mini-project on an organization or a philanthropist

- Consolidation Module 1

MODULE THREE : A CHANGE IS AS GOOD AS A REST

Topic:	Entertainment
Subtopics :	Leisure activities, history and geography of places visited, facilities, travel, holidays, eating out
Skills :	-Listening to a radio ad -Reading pictures, ads, a graph, a list of services, a narrative text about a personal experience, an interview, a magazine article , an informative text -Taking part in an interview -Writing a letter of complaint, writing a report based on a conducted survey
Grammar :	-Superlatives, prepositions of place , the past perfect vs. the simple past , could , might , the passive voice
Pronunciation :	-Vowel sounds
Project work :	-Conducting a mini-project on the top leisure activities for teenagers in Tunisia

MODULE FOUR : SCIENCE AND TECHNOLOGY: A BLESSING OR A CURSE ?

Topic:	Science and inventions / Technology
Subtopics :	Inventions, experiments, medical research and progress, computers, TV, mobile phones, genetic engineering, new technology and its impact on our daily life.
Skills :	-Listening to presentations -Reading definitions , captions, pictures, comments, statements, cartoons, extracts from articles, a short story , a poem -Enacting a telephone conversation ,taking part in a class debate, taking part in a dialogue -Writing an article in a newspaper , expanding topic sentences , writing an e-mail , writing about a real or an imaginary accident
Grammar :	-Prefixes of negation (il- , in-, ir-, dis-, im-, mis-), compound adjectives, modals (should, may, can , can't), word formation
Pronunciation :	Stress patterns
Project work:	-Conducting a mini-project on a scientific / technological issue

- Consolidation Module 2

MODULE FIVE : EDUCATION IS NOT FILLING A BUCKET BUT LIGHTING A FIRE

Topic:	Education / professional life
Subtopics :	Distance learning, electronic learning , special education, dream school, exams, school life, school violence
Skills :	-Listening to an interview -Reading : quotes, short texts about specific issues, statements, pictures, lists, comments, an article in a newspaper , ads , a newspaper article -Taking part in conversations -Writing a report on a book, filling in an enrolment form , writing a formal letter , writing an ad.
Grammar :	Modified comparatives, comparisons of scale , indirect questions , relative clauses
Pronunciation :	-Stress patterns, consonant/vowel sounds

MODULE SIX : NATURE : ANY FUTURE WITHOUT IT ?

Topic:	Ecology
Subtopics :	Environmental issues , natural disasters
Skills :	-Listening to a story -Reading definitions, pictures, headlines, statements, short narrative texts , a study-based text , a poem -Talking about environmental issues , presenting a poster -Writing about a personal experience / fictional narrative, practising more writing activities (matching sentence parts in context, reordering a text , punctuating short paragraphs) - drawing a picture to illustrate a poem
Grammar :	-Must + perfect infinitive , will vs. going to , past tenses , Word formation
Pronunciation :	Rhythm and intonation

The items in **pink** are specific to the Arts branch.

Review Module

Activity 1

A. Read the text and answer the questions below then compare your answers with your classmate's.

Local Couple Killed in a Plane Crash

Chicago August 15, 2004. A Hillsboro couple, Victor and Caroline Crowley, were killed late yesterday afternoon in the crash of their private plane while attempting to land at metropolitan Airport in Chicago during a violent thunderstorm. The reason for the crash has yet to be determined. Mr Crowley, who had at least ten years of experience flying, was piloting the plane at the time of the crash. Local authorities believe that Mr Crowley lost control of the plane because of the bad weather. However, Robert Crowley, brother of the victim, said, " My brother was an excellent pilot. He landed safely in much worse weather than this. I believe it was a mechanical problem." The Crowleys were the only two passengers on the plane at the time of the crash. Their two young children, Meredith, 4, and Andrew, 2, are in the care of relatives. The investigation into the plane crash is continuing. Experts hope to release their final report by the end of the week.

- 1) Guess where the text is taken from. Justify your answer.
- 2) Complete the following table with the appropriate information.

What happened	When?	Where?	To whom?

- 3) What are the possible causes mentioned?
- 4) Is the writer sympathetic, neutral or critical? Justify your answer.

B. Rewrite the sentence below. Start as given.

Robert Crowley said:" My brother was an excellent pilot. He landed safely in much worse weather than this. I believe it was a mechanical problem."

Robert Crowley said that -----

Now compare the original sentence with your new sentence and spot the differences.

Activity 2

A. Circle the correct alternative.

I was a teenager in the sixties and my parents were very strict and rarely let me **(to stay out / stay out / staying out)** after midnight. My father earns only £8 a week in his office job and he had to account for **(every / no / some)** penny. My mother had to juggle our finances and **(makes / making / make)** sure we didn't miss out. Women were second-class citizens **(at / in / on)** that time. The men went to work and the women stayed at home to care **(after / for / with)** the family. Girls **(were not encouraged / didn't encourage / aren't encouraged)** to study or have a career after marriage. My father worked long hours and my mother had **(to make / made / making)** all the household decisions. Nowadays, men and women share **(these / those / that)** decisions, which is much **(easier / easiest / easy)** than before.

B. Answer the following questions.

- Say whether the following statements are true or false. Justify your answers with details from the text.
 - The teenager comes from a rich family.
 - In the sixties men and women had different roles.
- Do your parents share decisions at home ?

Activity 3**A. Put the bracketed words in the correct form.**

“Superdads” helping out more around the house don’t make me laugh. It’s time men shouldered an **(equality)** ----- part of the housework. Men should share the burden of domestic chores and not spend **(more)** ----- of the time watching sport on TV or going down the pub. I was **(delight)** ----- to read that men do, after all, pull their **(weigh)** ----- around the house. Speaking from **(person)** ----- experience, I know that many men try their **(good)** ----- to help out with domestic chores and are fed-up with the same **(complain)** ----- that men don’t do enough. Every week, I clean the carpets, do several **(load)** ----- of **(wash)** - ----- and keep the kitchen and the bathroom clean.

B- Answer the following questions.

- Does “I” in the text refer to a man or to a woman ?
- Is the writer for or against sharing family roles ?

Activity 4**A. Fill in each blank with one of the alternatives provided in the margin.**

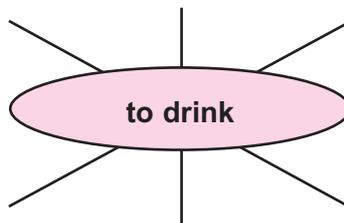
If you love coffee or cola, there’s good news. Experts (1) ----- that drinking too much of these beverages (2) ----- dehydrate you. Not so, say new scientific guidelines from the U.S. National Academy of Sciences (NAS).All beverages including those that (3) ----- caffeine, count toward proper hydration. The N.A.S. also concluded that people need more fluid than previously (4) ----- . Getting enough fluid (5) ----- crucial to your health. When you (6) ----- out, or will be in the heat for any length of time, extra liquid is a must.

- are used to thinking / used to think / use to think
- would / will / must
- lack / produce / contain
- believed /decided / planned
- is / was / had been.
- will work / are working / were working

B. Answer the following questions :

1. What does the underlined word refer to ?
Not so, say the scientific guidelines.....
2. Express the following sentence differently using your own words :
---extra liquid is a **must**.

C. Complete the spidergram with words- from the text- related to the verb “to drink”



Activity 5

A. Fill in the blanks with 7 words from the box below.

**Job / throughout / successful / breathing / expensive /
employees / economical / grades / recently**

Workers regularly exposed to chemical dusts, such as those employed by mining and plastics companies, risk suffering a loss in the 1----- capacity. That's why government agencies 2----- the world require companies to test the lungs of 3----- at risk.

Traditionally, American companies have brought in a mobile testing unit to do the 4----- or have sent their workers to specialists. Those can be 5----- methods, however. More 6-----, a growing number of firms are using portable lung-function testing machines, since they're 7----- and considered reliable.

B. Complete the following table with the appropriate information from the paragraph.

Cause	Effect	Preventive measures
Exposure to chemical dusts		

C. Rephrase the following expression : “lung-function testing machines”

Activity 6

Reorder the words/phrases to get correct sentences

- a) about / careful / my / sister / enough / her health / is not /
- b) she eats / the more / she gets / the fatter /
- c) healthy food / she doesn't / either / eat / practise sports / She doesn't / and

Activity 7

Correct the underlined mistakes.

The United States sent its first satellite into space on 1958, and by 1969, the first American stepped onto the moon. Since then, the whole world is using satellites and other space technology for communication, science and business. Both US and Soviet shuttles are building stations space for both peaceful and military purposes.

At the heart of the Age of Technology is the computer. To school children, the computer is as more important as the pencil. In the future, it can be using to improve human lives and to solve many of the world's serious problems, such as hanger and poverty.

Mistakes	Correction
on
is using
stations space
more important
using
hanger

Activity 8

Circle the most appropriate linker.

Today American women are still fighting for equality (1) ----- their salaries are generally lower than men's. (2) -----, many changes in the positions of sexes have occurred. Half of all college students are women. More women are working than (3) ----- before, and their pay has risen, especially in government jobs (4) ----- it's easier for women to get jobs that used to be for men only. Many women own businesses, (5) ----- others are executives in private business and government.

- 1) while / therefore / because
- 2) However / Besides / In fact
- 3) never / ever / usually
- 4) so / moreover / because
- 5) and / but / yet

Activity 9

Four sentence parts have been deleted from the following passage. Reinsert them where appropriate.

As we all piled up in the car, I knew it was going to be a wonderful day. My grandmother was visiting for the holidays and she and I, (a) were setting off for a day of last minute Christmas shopping. (b), we sang Christmas carols, chatted and laughed. With Christmas only two days away, we were caught up with holiday spirit. I felt light-headed (c) . I love shopping (d).

- 1) and full of joy
- 2) along with my older brother and sister
- 3) especially at Christmas
- 4) On the way to the shopping centre

Module One

IN TIME OF TEST, FAMILY IS BEST

Expected learning outcomes :

In this module, I'm going to

- use what I already know to acquire new words and ideas about family life and relationships
- listen to a poem
- read an expository text
- read a letter of complaint
- read a short story
- read an article in a magazine
- learn and practise lexical and grammatical items
- take part in a conversation
- write an article in a magazine
- produce a summary
- expand my knowledge of the world



Section One

Introductory activities

Activity 1 A. Look at the pictures and answer the questions.

2



1



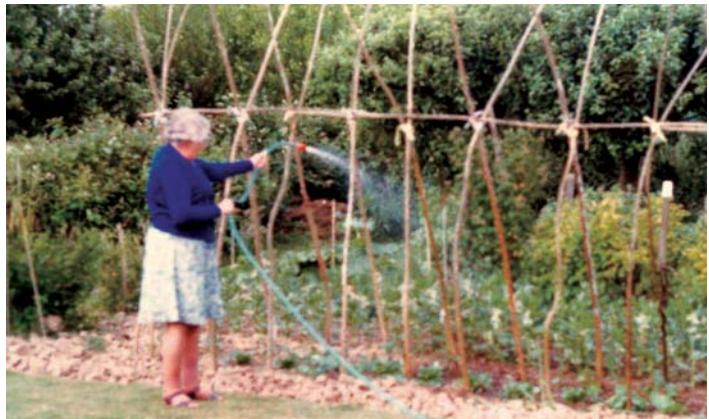
3



4



5



6



7



8

1. Match each picture with the appropriate role. Write the number of the corresponding picture in the space provided.

role	picture
a) cooking	
b) caring for the children	
c) washing	
d) watering the plants	
e) taking out the trash	
f) shopping	
g) hoovering	
h) taking care of grandparents	

2. Now that you have completed the table, describe the pictures using your own words.

B. Consider the questions below then share your ideas with the class.

1. Are such roles strange to you, or have they become a usual behaviour in our society ?
2. Should we establish clear roles within a family ? Why ? Why not ?
3. Do roles play an important part in healthy family functioning ?

Activity 2

A. Read about the roles below and rank them in order of importance to you (from 1, the most important to 4, the least important).

Be ready to discuss your answer and share information with your classmates.

(.....) PROVISION OF RESOURCES

Providing resources, such as money, food , clothing, and shelter, for all family members is one of the most basic, yet important , roles within a family. This is primarily an instrumental role.

(.....) NURTURANCE AND SUPPORT

Nurturing and supporting other family members is primarily an affective role and includes providing comfort, warmth, and reassurance for family members. Examples of this role are a parent comforting a child after he/she has a bad day at school, or family members supporting one another after the death of a loved one.

(.....) LIFE SKILLS DEVELOPMENT

The life skills development role includes the physical, emotional, educational, and social development of children and adults. Examples of this role are a parent helping a child make it through school, or a parent helping a young adult child decide on a career path.

(.....) MAINTENANCE AND MANAGEMENT OF THE FAMILY SYSTEM

This role involves many tasks, including leadership, decision making, handling family finances, and maintaining appropriate roles with respect to extended family, friends and neighbors. Other responsibilities of this role include maintaining discipline and enforcing behavioral standards.

B. Are there any other roles which may enable the family to function properly ?

C. Read the text again and complete the table.

Instrumental roles	Affective roles
Providing money
.....
.....	Providing warmth
.....
.....
.....
.....
.....

A family
that plays together
stays together



Activity 3

The following roles are essential for a healthy family.

1. **Who** does **what** in your family ?
2. Which roles are instrumental and which ones are affective ?
Tick the appropriate box then compare your answers in small groups.
3. What other roles may you add ?

Roles	father	mother	brother	sister	Instrumental role	Affective role
Making decisions						
Taking out the trash						
Cooking meals						
Washing up						
Shopping						
Providing affective support						
Taking a little child to school						
Maintaining discipline						
Providing money						
Ironing						
Gardening						
Feeding the cat / the dog / the birds						
Accompanying a family member to the doctor						

Section two

Listening

BEFORE YOU LISTEN

Complete the words in the following sentence then check your answers with your classmate's

F.....

And

M.....

I

L.....

You

AS YOU LISTEN

A. Listen to the first three lines and :

1. find out who the speakers are.
2. in pairs, guess and talk about what is meant by “ it's much more than that ”.

B. Look at the pictures, listen and complete the boxes with words from the poem.



1



2



3



4



5



6

C. Tick the right alternative.

– “ to cherish ” means : – “gaze at ” means :

- a) to look for
- b) to dream of
- c) to keep alive

- a) look long and steadily at
- b) look fixedly at
- c) look attentively at

– “ many a night ” means :

- a) many nights
- b) only one night
- c) few nights

D. Match each statement in column A with its implied meaning (interpretation) in column B. Write your answers in column C.

A. Statements	B. Implied meaning	C. Answers
1. It's little Sue's curls and mother's new hat.	a) Parents value their children's productions.	1. -----
2. Your first little drawings that we store away.	b) Sharing the good and bad experiences strengthens family relationships	2. -----
3. Your mother's lost look on your first day of school.	c) Family members show interest in one another ; in the way they look, the clothes they buy...by saying nice words like : You look lovely , I like your ... Oh, how nice ! etc	3. -----
4. The trials and errors, The laughter and tears	d) Parents are concerned about their children when they are out of sight.	4. -----

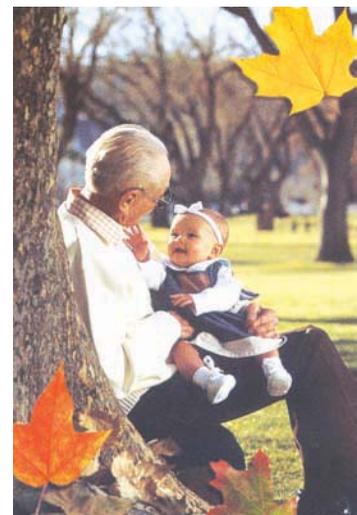
E. Go back to your guesses and try to improve them if you think they need improving.

F. Listen and complete with the missing words.
Check the spelling of these words in pairs.

“ Dad, what is meant by ‘ a family ’ ?
Is it you and Mom, the others and me ?”
“No son, it's more ,much more than that .
It's little Sue's curls , and mother's new hat ;
Jackie's face when she learns she is
To help your mother in the table .
Your first little drawings that we store
Toand gaze at some future ;
Your mother'slook on your first day of school ;
..... to live by the ‘ Golden Rule ’ .
It's fireside on many a night ,
The feeling we have that everything's right ;
The trials and errors , the and tears
That touch us all , down through the
It's all of these things, it seems to me ,
Which , my son , make a family . ”



..... the table.



Paula S. Dickinson

G. Listen and tick the right alternative.

1. The poem is **about**
 - a. the different members that make up a family
 - b. the different instrumental roles of family members
 - c. the different types of relationships that characterize family life

2. The poet's **tone** is
 - a. regretful.
 - b. emotional.
 - c. ironical.

H. Pronunciation

1. Listen to the tape and say what these words have in common
meant which first through right

2. Say whether the underlined sounds of the pairs of words are the same or different.

f <u>u</u> ture	<u>ch</u> erish
laugh <u>t</u> er	<u>f</u> amily
<u>m</u> eant	<u>l</u> earn

3. Now, volunteer to **read the poem aloud and in an expressive manner.**

AFTER YOU LISTEN**Work in groups.**

Think of pairs of words that have the **same rhyme** like (**take and make, light and sight ...**) then **contribute** two lines using the rhyming patterns.

Homework**Circle the appropriate alternative.**

Families have to (**do / make / find**) many decisions, often on a daily basis, about who will be responsible (**for / to / at**) completing a certain task or (**fulfillment / fulfill / fulfilling**) a particular responsibility. For example , families must decide who takes out the trash , who will take the children to school, who will cook (**a dinner / dinner / the dinner**) , who will work and provide (**finance / financially / financial**) support (**to / in / for**) the family.

In healthy families , roles are (**assigned / assignment / assigning**) in such a way that family members are not overburdened. (**Share / Sharing / Shared**) roles , such as child care , is an important family task.

Section three

Reading

BEFORE YOU READ

- A. Do you often see eye to eye with your parents on a lot of things ?
B. Below are some examples of “misconduct” that may easily make some parents angry.

In pairs continue the list then tick the ones that apply to your case ?

- Listening to music at full volume
- Dating someone
- Inviting some friends over when parents are out
- Going to a night club
-
-
-
-

- C. Look at the picture of a mother and her daughter

1. Guess what they are talking about.
2. How is the relationship between them ?

AS YOU READ

- A. Read the beginning and the end of the text to find out who “I”, in the title, refers to.
B. Read the whole text and answer the questions below.



I’m really overwhelmed ...

Parenting is a job like no other, I realize that , but how come sometimes parents exert much pressure on their children ? My parents have high expectations of me. Even though they say they don’t expect anything but my best, they really do.

My dad was a professional athlete and practiced all the time. I play a lot of softball and am real serious about it, but it’s like he pushes me over the edge with weekend practices and constantly talking about technique and concentration. I am really overwhelmed sometimes. He also wants me to be the student he never was or something because if I get a B on a test, he always tells me in some form or another that I didn’t study hard enough and that a B is not satisfactory.

It's not like I'm not pushing myself hard, but sometimes I feel like if I'm ever going to be anyone I have to perfect everything I do. I just wished he would be happy to hear that I'm getting a B, but he's not. I need him to be.

That's just my dad. My mom is always complaining about how unorganised and sloppy I am. In all the worrying and rush to become perfect, I have to be clean and well-mannered along the way. She also wants to control every aspect of my life.

Like one time for example, I was having my heart broken for some boy and I was having a good cry with my best friend over the phone. Well, my mom just barged in and she tried to make me tell her what was wrong. I told her I wanted to be alone with my thoughts. She just wouldn't leave so I finally told her about the situation, and guess what she asked? "What is his name?" She was trying to find out who he was!

She wasn't concerned about how I was feeling. When I wouldn't tell her, she said she had a right as my mom to know. I still didn't tell her, so she left my room and was mad at me for the whole night. I just don't understand.

I love my parents, but I think things turn out better if I keep my problems to myself. They always blow the problem out of proportion, then try to help me solve it. My life is my life, but they want it to be theirs. I feel like a puppet sometimes.

Kelly, 17

1. Who are the intended readers of this text? Why did Kelly write it?

- to inform?
- to complain?
- to persuade?

2. In which part of the text, Kelly

- expresses feelings?
- states the problem?
- gives examples?

3. Match each word/expression in A with its meaning in B.

A	B
1. Exert	a) Have an exaggerated view of things
2. Sloppy	b) Enter rudely or forcefully
3. Barge in	c) Person whose actions are controlled by another
4. Blow the problem out of proportion	d) Careless/untidy
5. Puppet	e) Put forth/bring into use

4. What are the areas of misunderstanding between Kelly and her parents?

5. What do Kelly's father and mother have in common?

6. How is Kelly's relationship with her boyfriend?

Exploring grammar

Activity 1

Work with your classmate. Examine the following sentences and discuss the questions that follow.

- If I get a B on a test, he always tells me in some form or another that I didn't study hard enough.
- I think things turn out better if I keep my problems to myself.
- If you have a problem, you need to tell us.

a) What do the sentences have in common ? Focus on the form.

If clause +
Or
Main clause +

- b) – What tenses are used in both clauses ?
– Discuss the function of the structure in each sentence.

If + +
is used to express

Activity 2

Work with a classmate. Read the sentences below. Carefully examine the underlined words. Then consider the questions that follow.

- He also wants me to be the student he never was.
- She tried to make me tell her what was wrong.
- My parents rarely let me stay out after midnight
- The teacher had all the pupils do the homework.

1. What do you notice about the form in each sentence ?

Complete :

Want + +

[Make
Let
Have] + +

What is the **meaning** expressed in each sentence ?

To talk about things that a person , asks or someone to do.

AFTER YOU READ

Discuss the following questions with your classmate(s).

1. Whom do you sympathize with ? Kelly or her parents ?
2. What would you do if you were in Kelly's situation ?
3. Do you have any misunderstandings with your parents ? if yes, what are the reasons ?

Homework

Fill in the blanks with the appropriate words from the list.

(stresses, wrong, support, politely, pressure, openly, way, nothing, approach)

This is what 16-year-old Dion says :

“ Trying to communicate with parents is hard for teenagers. We need somebody to 1..... us, and we need someone who will listen. There is so much 2..... and so many issues that teenagers can't talk about with their parents.

I can't talk to my parents about anything. I don't tell them how I feel, what I want, and it really 3..... me because I need to tell someone.

I wish I could talk to my parents 4..... , knowing they wouldn't make me feel “less” , and knowing that they will listen first, instead of saying “ we don't have time for this right now.” (This is me – they don't have time for me.)

If I could talk to them , I would 5..... them about this . Sometimes I've started talking to my mom about what I feel , but one 6..... or another she makes me feel 7..... and I end up depressed and feeling that she doesn't care.»

Practising related grammar points**Exercise 1**

Work with a classmate to do the following exercise.

Combine the sentences using **if** and add what is necessary.

No.1 has been done for you.

1. want to come back late. Ask for permission. (father to son)
If you want to come back late, you need to ask for permission.
Or
You need to ask for permission if you want to come back late.
2. Your daughter is troubled . Analyse the situation before making any conclusions.
(consultant to mother)
3. Trust your children. Respect and appreciate you. (advice columnist to a parent)
4. Parents fail to fulfil their roles properly. Child behaviour problems. (expert in education)
5. Roles are not fairly spread among the various members.
Some members become overburdened. (consultant to father)
6. Establish clear , flexible and fair family roles.
Members take their responsibilities seriously. (expert giving a lecture)

Exercise 2

Write complete sentences. Then compare your answers with your classmate's.

What do you do **if**

- you don't get along with your parents ?
- you can't make your own decisions ?
- your parents prevent you from inviting your friends home ?
- you forget to say good morning to your brother / sister ?
- your father doesn't give you your pocket money ?
- you fail an English test ?
- there's much noise at home and you can't revise for your exams ?

Exercise 3

Complete with the right form of the verbs in brackets.

1. My mother made me **(to clean)** and **(to dry)** the dishes as soon as we had finished dinner last evening.
2. My neighbour ,Steve, wants his son, Paul **(to take)** their dog for a walk every afternoon.
3. Parents should help their children to overcome their problems. They shouldn't make them **(to feel)**frustrated. Indeed, they have to let them **(to talk)**and **(to express)**.....their opinions freely.
4. Last Sunday, my father wanted me **(to dust)** the furniture and **(to Hoover)**..... the carpets and my mother made my brother **(to water)** the plants and **(to feed)** the cat.
5. Never spoil your children. Don't let them **(to do)**whatever they like. Make them **(to respect)**.....you and **(consider)** your status as parents. But help them become responsible family members.

Exercise 4

Consider the situations in column A and use *let* , *make* or *want* to complete the sentences in column B.

A	B
A father talking to his daughter who got bad marks	I..... next term.
A boy who is often prevented from giving parties at home	My parents
Jill wants to know about Sarah's secrets	Don't try to I'll never do it.
A mother talking to her daughter. She's angry with her because of her misconduct	I
An overburdened housewife shouting at her children	Don't
A mother talking to her careless children	I make your beds before you leave.

Section four

Speaking

Activity 1

You are going to **read** and **listen to** a short dialogue.

In the dialogue, there are two blanks.

In blank 1, there is an American English idiomatic expression

In blank 2, we have a definition of the idiomatic expression.

A. Listen carefully and complete the missing items. Then, compare your notes with your classmate's.

Clara : Children ! Would you please stop making so much noise !

And for heaven's sake , pick up your clothes and toys !

It's hard enough trying to keep this house clean without your throwing your things all over the place !

Jim : Clara , I know that the children , but you should try not to let it upset you so much.

Clara : Listen , Jim . I can't help it. The children when they're so noisy and messy.

B. What's the woman complaining about ?

Activity 2

Step 1

Work in groups of 4. Consider the following situation.

Clara takes part in a radio programme dealing with family problems. She talks about how overburdened she is and the very little assistance she gets from the other family members. The radio presenter and two other listeners take part in the conversation. They express their opinions about the issue.

Here are some phrases that you can use in the conversation.

Complaining

I am really

I feel like a

They want me to

Why should I ?

I just wish

I don't like

I don't know why

Interrupting :

Before you go on, let me.....

Could I stop you here for a moment /

Can I butt in here ?

Could I question your last point ?

Expressing disagreement :

I don't agree
 You have a point , but
 Oh no,
 I see what you mean , but
 But surely you don't
 What you say is interesting, however

 Well, that might be true, but

Expressing opinion :

I think / feel / believe that
 In my opinion,
 To my mind,
 As far as I am concerned,
 I sort of think

Step 2**Take a few minutes to prepare before you speak.**

Pupil A : Clara. Pupil B : Radio Presenter. Pupil C : Listener 1. Pupil D: listener 2.

Example :

*Clara : I am really exhausted. They want me to do all the home chores.
 My children are noisy and messy. My husband is lazy and demanding.*

Radio Presenter : You have a point, but who is to blame in your case ?

Listener 1: Could I stop you here for a moment ?
 (blaming the mother)

Clara : (responding to listener 1. Giving more examples)

Listener 2 : (agreeing with the mother)

Radio Presenter : Well, that might be true , but

Listener 1 :

Continue the conversation.**Step 3**

- **Be ready to perform** the conversation within your own group.
- **Volunteer to enact** the conversation in front of your classmates.

Activity 3

As your classmates are enacting the conversation in front of you, **take notes**.
 Then, as a class , **debate the key issues**.

Time for a song

Father and Son by Cat Stevens

Father :

It's not time to make a change
Just relax, take it ea . . .
You're still y , that's your fault
There's so much you have to know
Find a girl, set . . . down
If you want you can marry
Look at me, I am old, but I'm h



I was once like you are now, and I know that it's not easy
To be calm when you've found something g on
But take your time , think a l . .
Why , think of everything you've got
For you will still be here tomorrow , but your dr . . . s may not

Son :

How can I try to explain, when I do he turns away ag . . .
It's always been the same, same old s
From the moment I could talk I was ord to listen
Now there's a way and I know that I have to go a . . .
I know I have to go

Father :

It's not time to make a change
Just sit down, take it sl
You're still young, that's your fault
There's so much you have to go thr
Find a girl , settle down
If you want you can marry
Look at me, I am old ,but I'm happy

Son :

All the times that I c , keeping all the things I knew inside
It's hard ,but it's harder to ig it
If they were right ,I'd agree, but it's them you k . . . not me
Now there's a way and I know that I have to go away
I know I have to go

1.Listen to the following song and complete the gaps. Each dot stands for a letter.

2. Read the song aloud and focus on correct pronunciation.

3.Think of possible answers to the following questions then share your ideas with your classmates.

– **Why couldn't the father and his son communicate easily?**

– **What do they disagree on?**

– **Who's to blame, the father or the son?**

– **Is it possible for them to get on well? How ?**

4. Now, let's sing the song.

Half the class may sing the father's verses and the other half the son's

Section five

Writing

BEFORE YOU WRITE

Activity 1

Listen to the dialogue and complete the table below.

speakers	place	problem

Activity 2

AS YOU WRITE

As you were reading the problem page in your favourite English magazine, you came across this short letter.

“ I am 17 years old. I know that my parents take a great deal of pride in seeing me succeed. However, I have been angry with them. They don't accept me for who I am. They don't take better care of me and they don't value any accomplishment that doesn't fit in with their own tastes.”

Mike.

You decided to write an article to the same magazine, in which you answer the following questions.

1. Do you enjoy enough freedom to do whatever you like ?
2. Do your parents accept you for who you are ?
3. What are the areas of misunderstanding between you and your parents ?
4. What causes them ?
5. How can the relationship be improved ?

- Write your first draft.
- Re-read your article to check if you have covered all the ideas.
- Read again and focus on coherence (the internal logic) in your writing.
- Now, read and correct any language mistakes you may find.
- Exchange your writing with your classmate's and give feedback to each other.
- Write your final draft at home.

BEFORE YOU READ

Activity 1

Step 1

Remember the last time you were offered a special present.

What was it ? What was it like ?

What was the occasion ?

Who offered you the present ?

How did you feel ?

Step 2

Work with your classmate. Tell each other about it.

Activity 2

- In the following list, there are different elements of a short story.

(theme, point of view, character, plot, climax, conflict, setting, denouement)

In small groups, write the appropriate element in front of its corresponding definition.

1.....	A person, or sometimes even an animal, who takes part in the action of a short story or other literary work
2.....	The time and place in which a short story happens. Authors often use descriptions of landscape, scenery, buildings, seasons or weather to provide a strong sense of.....
3.....	A struggle between two people or things in a short story. The main character may struggle against another important character, against the forces of nature, against society, or even against something inside himself or herself (feelings , emotions , illness)
4.....	A series of events and character actions that relate to the central conflict. The way in which the story elements are arranged . The sequence of events in a story, in which each event causes or leads to the next.
5.....	The final stage , where everything is made clear, in the development of the plot of the story.
6.....	The central idea or belief in a short story. The moral of the story.
7.....	The point of greatest emotional intensity, interest, or suspense in a story. It is an element of the plot.
8.....	First Person : The story is being told through the voice of one specific character. The character uses the first person pronoun "I" when narrating the story. Third Person Limited : The story is being seen through the eyes of one particular character. The narrator uses the pronouns " he " or " she " when telling the story. Omniscient : The story is told by an all knowing narrator who supplies more information about all the characters and events than anyone could know.

Activity 3

- Look at the pictures , read the title of the short story and predict what it is about. Share your prediction with your classmates’.



AS YOU READ

A. Read the whole text and check your prediction.

Part 1 .

The Christmas Present

One dollar and eighty-seven cents. That was all .And sixty cents of it was in pennies. Pennies which Della had saved one at a time. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. Della started crying.

Let us take a look at the home in which she lives. It is a small furnished apartment at eight dollars a week. Everywhere there are signs of poverty.

Della finished crying, got up, and began to powder her face . She stood by the window and looked out with little interest at a gray cat walking along a gray fence in a gray backyard. Tomorrow would be Christmas day, and she had only \$ 1.87 with which to buy Jim , her husband , a present. She had been saving every penny she could for months with this result. Twenty dollars a week doesn't go far. Expenses had been greater than she expected. They always are. Only \$ 1.87 to buy a present for Jim. She had spent many happy hours planning for something nice for him, something fine and rare, something worthy of the honor of being owned by Jim.

There was a narrow mirror between the windows of the room. Suddenly Della turned from the window and stood before the mirror. Her eyes suddenly began to shine brilliantly, although her face turned a little pale. Rapidly she pulled down her hair and let it fall to its full length. Now, there were two possessions in which Jim and Della took great pride. One was Jim's gold watch, that had previously been his father's and before that, his grandfather's. The other was Della's beautiful hair, which now fell about her shoulders like a beautiful cascade of water. It reached below her knees. Quickly ,now, she combed it again and arranged it properly. She hesitated for a moment and tears appeared in her eyes.

She put on her old brown coat. She put on her old brown hat. With her eyes shining, she flew out of the room and down the stairs to the street.

She walked some distance and finally stopped at a shop with a sign which read : **"Madame Sofronio, Hair Goods of All Kinds"**. Della ran up the stairs to the second floor where the shop was located. She was breathing heavily.

"Will you buy my hair ?" asked Della.

"I buy hair," said Madame Sofronio. Take your hat off and let me have a look at it."

Della removed her hat and let fall her beautiful hair.

"Twenty dollars," said Madame Sofronio, feeling the hair with her experienced hand.

"Give it to me quickly," said Della.

The next two hours flew by quickly. She was busy looking everywhere in the stores for Jim's present.

She found it at last. It surely had been made for Jim and for no one else. There was no other like it in any of the stores and she had been everywhere. It was a platinum watch chain, a beautiful one, worthy of the Watch. As soon as she saw it she knew that it must be for Jim. It was like him, good taste and quality. The description applied to both. It cost twenty-one dollars. Della hurried home with the eighty-seven cents which remained.

Part 2 .

When Della arrived home she was less excited, and gradually she became more reasonable. She began to comb and arrange her hair, now cut very short, in the best way she could. She took her curling iron and began to curl her hair carefully. Then she looked at herself in the mirror critically. "If Jim doesn't kill me," she said to herself, "before he looks at me a second time, he'll say that I look like a child. But what could I do with only a dollar and eighty-seven cents?"

At seven o'clock the coffee was made and the dinner almost ready.

Jim was never late. Della held the chain in her hand and sat on the corner of the table near the door. Then she heard his step on the stairs and for a moment she turned white. The door opened and Jim stepped in and closed it. He looked thin and serious. Poor fellow, he was only twenty-two, and he had all the problems of having a family. He needed a new overcoat, and he was without gloves. Jim's eyes were fixed upon Della, and there was suddenly an expression in them that she could not read, and it frightened her. He simply looked at her with a strange expression. Della jumped off the table and went toward him.

"Jim, darling," she said "don't look at me in that way. I had my hair cut off and I sold it because I wanted to give you a Christmas present. My hair will grow again – you don't mind, do you? I simply had to do it. My hair grows very fast. Say "Merry Christmas" to me, Jim, and let's be happy. You don't know what a nice – what a beautiful gift I bought for you."

"You have cut off your hair," Jim said, as though he could not possibly understand.

"I cut it off and sold it," said Della. "Don't you like me just as well? I am the same person without my hair."

Jim looked around the room curiously.

"You say that your hair is gone?" he said, with an air almost of foolishness.

"It is not necessary to look for it," said Della. "It's sold, I tell you – sold and gone. It's Christmas evening, darling. So be good to me – because I sold my hair for you."

Jim seemed suddenly to wake up. He kissed Della. Then he took a package out of his pocket and threw it upon the table.

"Don't make any mistake, Della," he said, "about me. Nothing that could ever happen would ever make me think less of you."

Her white fingers quickly undid the package. And then a cry of joy – and next a quick feminine change to tears and crying.

For there lay the combs , the set of combs, side and back , that Della had admired for such a long time in a Broadway store window . They were beautiful combs – just the color to go with her beautiful hair. And now they were hers , but the hair in which she was to wear them has gone.

But at last she was able to smile through her tears and say, “My hair grows so fast, Jim” and then Della jumped up like a little cat and cried, “oh , oh ! ”

Jim had not yet seen his beautiful present, the new chain for his watch. She held it out to him anxiously in her hand.

“ Isn’t it a fine one , Jim ? I hunted all over town to find it. You’ll have to look at your watch a hundred times a day now to find out the time. Give me your watch. I want to see how it looks on it ”.

Instead of obeying , Jim lay down on the couch and put his hands under the back of his head and smiled.....

O. Henry



William Henry Porter (1862-1910)

He is better known by his pen name, O. Henry.

He grew up in North Carolina.... He moved to New York City , where he became famous as a short-story writer. His stories are known for their insight into the lives of ordinary people and for their surprising endings.

B. Complete the following table with information from the story.

Characters	Setting	Point of view
	Place :	
	Time :	

C. Della and Jim offered each other a present.

1. What was Della’s present to Jim ?
2. What was Jim’s present to Della ?

D. These sentences relate to what happened in the story .

Number them in the correct order.

- Jim bought Della the set of combs she had admired for a long time.
- They lived in a very poor apartment.
- Jim felt so disappointed because Della's hair was gone.
- She bought a platinum watch chain for Jim.
- She wanted to buy a present for her husband.
- Della and Jim didn't have enough money.
- She sold her beautiful long hair.

E. “ ...a gray cat walking along a gray fence in a gray backyard .”

Why is the adjective “ gray ” repeated three times ?

F. Read and pick out expressions from the text showing Della's inner struggle .

G. How do you think Jim managed to buy his wife the set of combs ?

H. What do you think of the **denouement** of the story ?

I. What is the **theme** in this short story ?

AFTER YOU READ

Writing activity

Join a group in your class to work on the summary of the story.

(Question D might help you)

The following strategies will also help you summarize the story.

1. Read the story carefully.
2. Identify the controlling idea and the relationships among the supporting ideas.
3. Decide which examples are necessary for a clear understanding of the story.
4. Avoid making comments or adding information to the story.
5. Make the summary one-fourth the length of the original text.

BEFORE YOU READ

A. Ask each other the following questions

- Do your grandparents live with you ?
- If yes, do you like having them with you ?
- If no, would you like them to live with you ? Why ? Or why not ?

B. What are the benefits or inconveniences of living with or next to your grand-parents ?



AS YOU READ

A. Read the text and the dictionary entry and choose the appropriate meaning for the word “depression”. Justify your choice with details from the text.

De-pres-sion (de presh' _n , di-) n. **1.** a depressing or being depressed **2.** a depressed part or place ; hollow or low place on a surface **3.** low spirits ; gloominess; dejection ; sadness **4.** a decrease in force, activity , amount, etc. **5.** Astron. the angular distance of a celestial body below the horizon. **6.** *Econ.* A period marked by slackening of business activity , widespread unemployment, falling prices and wages, etc.

7. *Med.* a decrease in functional activity **8.** *Meteorol.* a) a lowering of the atmospheric pressure indicated by the fall of mercury in a barometer b) an area of relatively low barometric pressure; low **9.** *Psychol.* an emotional condition, either neurotic or psychotic , characterized by feelings of hopelessness, inadequacy etc. **10.** *Surveying* the angular distance of an object below the horizontal plane – **the (Great) Depression** the period of economic depression which began in 1929 and lasted through most of the 1930's.

Depression In Elderly Is Treatable

1. Lately, Bob has noticed his 73-year-old mother is not herself. She isn't sleeping through the night, and is often irritable during the day. She doesn't want to play her weekly bridge game. In fact, she hardly seems interested in any of her usual routine. Her temper is short. Small annoyances set her off.

2. When asked, she assures Bob she's fine-just a little down these days. Bob wonders if this is just normal for a senior citizen. It is not normal, according to research supported by National Institute of Mental Health. Bob's mom is showing signs of depression, a common illness among older adults.

3. Depression is not a normal part of aging, say experts. "Typically, when an older person no longer feels engaged and seems to stop enjoying life when he or she can no longer do his or her regular routine, that's when the problem has moved beyond normal toward a diagnosis of clinical depression and it is time to seek medical help."

4. Warning signals family and friends should look for include chronic sleep problems and inability to rest, excessive worrying, disinterest, withdrawal from friends and/or normal activities, and complaints of chronic aches or pains that cannot be attributed to other disorders.

5. Family members are key in getting elders into treatment because, too often, elders don't recognize depression in themselves. Between 20 and 25 percent of older people in hospitals have depression, and one in three senior citizens living in nursing homes may be suffering from the illness.

This information tells us we need to look in the medical settings where the elderly are. It's important for family and care givers to be particularly vigilant in recognizing the signs, and seeking the early intervention that can prevent full-blown depression. Especially susceptible to clinical depression are older adults who are recently bereaved.

6. The steps to handling depression and to remember, for both seniors and their beloved ones :

- Recognize that depression is not a normal part of aging and take symptoms seriously.
- Seek information from individuals and organizations experienced in helping older adults.
- Mobilize social support from relatives and friends.
- Most importantly, get treated properly.

Long-term treatment might be necessary to prevent relapse or recurrence. Getting treated is only the first step. Staying well is the challenge.

Adapted from **Vital Issues**
 Author: **James Gaffney**
Utah Spirit magazine July 2001

B. Go through the list of the symptoms and put a tick (✓) next to the ones that are not mentioned in the text.

- insomnia ()
- aches ()
- loss of appetite ()
- fatigue ()
- lack of enjoyment ()
- worry ()
- loss of weight ()
- anger ()
- disinterest ()

C. Find words in the text that mean :

- angry (§1)
- becoming angry quickly (§ 1)
- older (§ 2)
- looking for (§5)
- deprived by death of a loved one (§5)

D. Are the following statements true or false ?

Write T or F in the box provided and justify your answers.

1. Bob's mother didn't recognize that she had depression.
2. Most of the older people who suffer from depression live in their families.

E. Read and cross out the wrong alternative.

According to experts, the role of the family is very important for the people who suffer from depression because their relatives should :

1. look for the symptoms and seek the treatment
2. avoid long-term treatment
3. support the patient

F. Does the writer give his opinion about the issue ? Justify your answer.

G. Look at the pictures of the three old women.

Which picture best depicts the woman in the text ?

Justify your choice and describe the woman to your partner.

Useful vocabulary : seem, look, tired, pessimistic, depressed, lonely, face, optimistic, worried, eyes, frightened, happy, sad ...

1



2



3



H. Complete the chart with words from the text. (No.1 has been done for you .)

	Part of speech	Prefix or suffix	Related word	Word form
treat	verb	able	treatable	adjective
treat	verb			noun
depress				noun
ill		ness		
annoy			annoyance	
interest	noun			
ability		in		

SELF-ASSESSMENT

A. What progress do you feel you have made in English in this module ?

Put a tick (✓) in the box that applies to you .

	YES	A LITTLE	NO
1. I've used what I already know to learn more English			
2. I can read a text and answer the questions correctly			
3. I can listen to a text and answer the questions correctly			
4. I've learnt how to converse in English			
5. I am using the grammatical structures I've learnt			
6. I understand grammar but I cannot use the structures correctly			
7. I can remember the words I've come across			
8. I recognize the words but I cannot use them			
9. I've learnt how to write in English			
10. The writing activities are difficult			
11. I've shared ideas with my classmates and my teacher			
12. My pronunciation has improved			
13. I've learnt how to conduct a mini- project			
14. My English has improved			

B. What did you like most in this module ? Tick the answer(s) that apply(ies) to you.

- The topics
- The activities
- The projects
- Listening to the cassette
- Acting out situations
- The writing activities
- The Reading skills
- The grammar exercises
- The vocabulary exercises
- Working in groups

C . Circle the alternative that applies to you :

I still need to work on :
 Reading / Listening / Speaking / Writing / Vocabulary / Grammar

Fun page

After she woke up, a woman told her husband , "I just dreamed that you gave me a pearl necklace for Valentine day. What do you think it means ? "You'll know tonight," he said. That evening, the man came home with a small package and gave it to his wife. Delighted, she opened it -to find a book entitled : "The Meaning of Dreams."

"Happiness is having a large ,loving, caring, closely-knit family in another city."

An old man was lying on his death bed. He had only hours to live when he suddenly smelled chocolate chip cookies. He loved chocolate chip cookies better than anything in the world. With his last bit of energy, he pulled himself out of bed, across the floor to the stairs. Down the stairs and into the kitchen.

There his wife was baking chocolate chip cookies. As he reached for one, SMACK across the back of the hand his wife hit him with a spoon.

" Leave them alone, they are for the funeral ! "



VOCABULARY COVERED IN MODULE 1

Common core:

task

chores

setting

tear

demanding

sign

Section one:

trial

exhausted

step in

affective

for heaven's sake

struggle

career path

Section three:

lazy

suspense

comfort

alone

messy

theme

establish

barge

upset

turn white

functioning

blow

Section five:

undo

handle

date sb

accomplishment

worthy of

hoover (v)

depressed

deal

Section two:

instrumental

dry (v)

fit in with sb's taste

aging

leadership

dust (v)

intend

annoyance

maintenance

edge

pride

attribute

management

end up

scold

bereave

nurture

exert

value (v)

chronic

reassurance

expectations

Arts Supplement:

depression

resource

feed

Section one:

diagnosis

shelter

feel like

powder

elderly

skill

frustrated

apartment

excessive

standard

guess

cascade

full-blown

trash

heart-broken

character

insomnia

warmth

misconduct

climax

irritable

water (v)

openly
overwhelmed

comb

long-term

Section two:

parenting

conflict

mobilize

assignment

pressure

critically

nursing

cherish

puppet

denouement

recurrence

curl

push

expense

relapse

error

sloppy

fellow

routine

fulfil

sympathize

foolishness

seek

gaze

thought

intensity

set off

laughter

turn out

moral

susceptible

make a decision

well-mannered

plot

symptoms

many a (+ n)

Section four:

point of view

temper

overburdened

blame

poverty

vigilant

set (a table)

bother

withdrawal

share roles

can't help it

store

Module Two

WE LEARN TO GIVE , SHARE AND CARE

Expected learning outcomes :

In this module, I'm going to

-  use what I already know to acquire new words and ideas about philanthropy
-  listen to a speech
-  read about a family case in a magazine
-  read an ad
-  read a poem
-  read a poem
-  read a biographical text
-  give a speech
-  learn and practise lexical and grammatical items
-  write a letter to a magazine
-  write a biography from notes
-  write a poem
-  expand a quote into an article
-  conduct a mini-project
-  expand my knowledge of the world



Activity 1

A. Look at the pictures and study the quotes then answer the questions below.

1



It is much better to give than to receive

Life, like a mirror, never gives back more than we put into it.

We believe philanthropy is a personal journey. We believe that charity lies within each of us – in our hearts, in our heads, in our spirits.

2



The point is not to pay back kindness but to pass it on.

1. Do you agree that it is much better to give than to receive ? why ? or why not ?
2. What is the message conveyed through picture No.1 ?
3. How can we pass kindness on ?
4. Where are the old lady and Meriam ?
Guess what Meriam is offering to the old lady.
5. Guess what is meant by **philanthropy** .

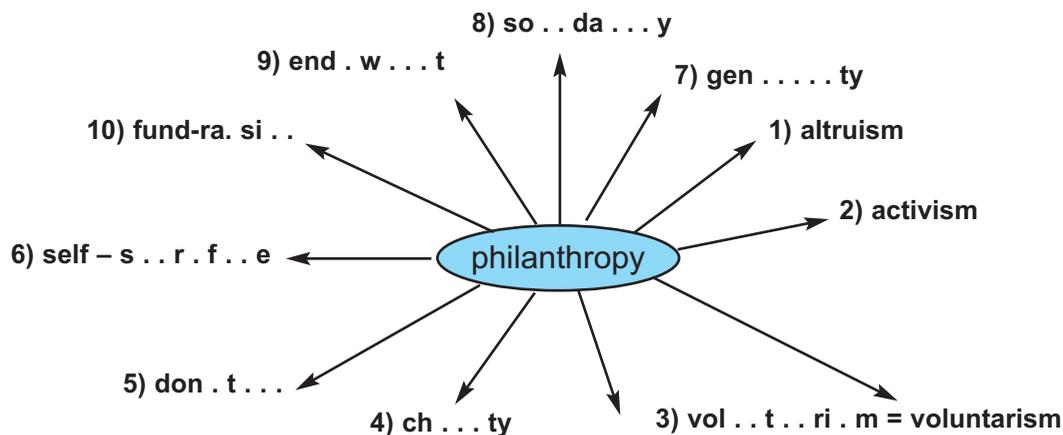
B. Compare your answers with those of your classmates'.

Activity 2

A. Read the definitions below and complete the unfinished words in the spidergram.
Each dot (.) stands for a letter.

Definitions :

1. The principle or practice of unselfish concern for or devotion to the welfare of others (opposed to egoism)
2. The doctrine or practice of vigorous action or involvement as a means of achieving.
3. The policy or practice of volunteering one's time or talents for charitable, educational, or other worthwhile activities, especially in one's community.
4. Generous actions or donations to aid the poor, ill or helpless.
5. An act or instance of presenting something as a gift , grant, or contribution.
6. Sacrifice of one's interests , desires, etc., as for duty or the good of another.
7. Readiness or liberality in giving. (opposite to meanness)
8. Union or fellowship arising from common responsibilities and interests, as between members of a group or between classes, peoples, etc.
9. The act of providing with a permanent fund or source of income.
10. The act or process of soliciting contributions / raising money.



B. Pair work

Student A. Read a definition.

Student B. Provide the word.

C. Use the following suffixes (-or , -er , -ist) to complete the words in the table.

The person who	1. gives or donates	is	a don.....
	2. practises philanthropy		a philanthrop.....
	3. endows an institution		an endow.....
	4. sacrifices his interests for the good of others		a self-sacrific.....
	5. advocates or opposes a cause or an issue vigorously		an activ.....
	6. is unselfishly concerned for or devoted to the welfare of others (opposed to egoist)		an altru.....
	7. raises funds		a fund-rais.....
	8. offers to do something (willingly, without being compelled)		a volunteer

D. You wrote the definition of “ *philanthropy* ” in your notebook – a homework assigned by your teacher – Unfortunately , your little brother spilt a cup of coffee on the page and some parts of the words have disappeared.

Read the paragraph. Try to remember what you wrote. Each dot stands for a letter.

Altruistic concern for human welf... and adv. . . . ment, usually manifested by don.... . of money , prop....., or work to n . .dy persons , by endt of institutions of learning and hos.... ls , and by being gen to other soci ...y useful purposes .

Activity 3

- Think of the Tunisian context.

In small groups , list the different occasions when Tunisians show generosity to their needy countrymen then share the information with your other classmates.

Activity 4 Homework . A mini-project

- Select an NGO (Non-Governmental Organization) or a philanthropist from the lists below.

In pairs or in a small group , find out about the organization or the person by doing *internet research* then write a short report.

Be ready to present it to your classmates by the end of this module and don't forget to keep it in your portfolio.

Organizations (or Foundations)	Famous philanthropists
UNICEF	Bill Gates
OXFAM	Aziza Othmana
UNESCO	King Faisal
Save The Children	Prince Charles
Red Crescent	John D. Rockefeller
Red Cross	Martin Luther King, Jr.
UNDP : United Nations Development Programme	Oseola Mc Carty
Women's Environment and Development Organization	Mother Teresa
UNHCR : United Nations High Commissioner for Refugees	Alexis De Tocqueville
Human Rights Watch	Andrew Carnegie
Bright Star Foundation	
Life in Africa Foundation	
BAPS Care International	
Islamic Relief	

These questions may help you in your research.

The organization / the foundation

When was it established ? By whom ? Where is it located ?

What are its major objectives ? How does it raise money ?

What are some of its philanthropic activities ?

What are some of its achievements all over the world ?

The philanthropist :

What's his / her nationality ? Is he/she alive or dead ?

How did he/she make money ?

What is he/she interested in ?

Which cause(s) does/did he/she support ?

Which philanthropic activities and accomplishments made him/her famous ?

Section two

Listening

BEFORE YOU LISTEN

A. Answer these questions.

1. Have you ever cared for a depressed/troubled person, or saved a bird/an animal from danger ?
2. How did you feel about it ?

B. Read the following poem then answer the questions below.



a nest



a robin

*If I can stop one heart from breaking,
I shall not live in vain ;
If I can ease one life the aching,
Or cool one pain,
Or help one fainting robin
Unto his nest again,
I shall not live in vain.*



Emily Dickinson

3. What does Emily mean by "I shall not live in vain" ?
4. How does this poem relate to philanthropy ?

Find out the relationship between the actions described and the human values conveyed in this poem.

AS YOU LISTEN

A. Listen to the speech and identify in which order the speaker does the following :

- (.....) explains why the organization needs money
- (.....) greets the audience , tries to catch their attention and introduces the organization and its key mission
- (.....) urges for harder work to get more contributions and financial support
- (.....) talks about the achievements of Hope Organization , where the money comes from and how it is spent

B. Listen again and answer the following questions.

1. Who are the members of this organization ?
2. How does the speaker try to catch the attention of his audience ?
3. Who are the beneficiaries of their actions ?
4. What do they benefit from ?
5. Where does the money come from ?

C. What do the following figures in the listening passage refer to ?

1. 12 :
2. 5000 :
3. 80 per cent :
4. 93 per cent :

D. Listen to part two of the speech and ;**1. Complete with the right words.**

Our Hope Organization opened its very first hospital back in 1970, and today there is a national network of 12 hospitals that provide highly expensive , medical care to children withproblems or injuries – all at no to the patient .

In alone , there were over 5000 patients receiving care at our hospitals.

That's a lot of smiling little faces and moms and dads.

2. Listen again and check your answers.**3. Mark the places where the speaker pauses.**

Practise reading the sentences with your classmate.

E. Listen to part three and ;**1. Complete the missing words.**

“ our hospital system need more money and is the time when we must work harder .”

2. How does the speaker pronounce the missing words and why ?**F. In part three the speaker states a counterargument. What is it ?**

Does he accept it or does he prove it wrong ?

G. Tick the appropriate alternative.

The purpose of the speech is

1. to entertain ()
2. to persuade the audience ()
3. to inform ()

H. Rephrase the following expressions.

1. fund-raising events :
2. well-run philanthropy :
3. ever-increasing costs :

Homework

Reorder the following sentences to get a coherent public service announcement for your local radio station.

() It may not be your neighbour or co-worker or best friend who needs your blood today.

() Every someone needs blood in Tunisia.

(2) Too many Tunisians wait until they need blood before they truly realize the importance of volunteer blood donation.

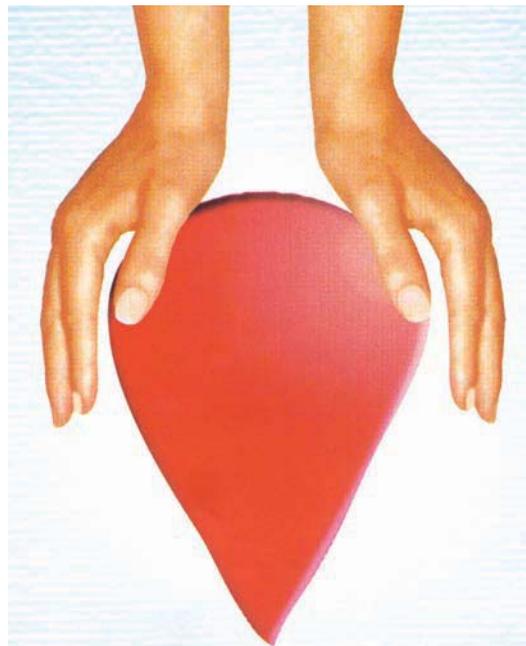
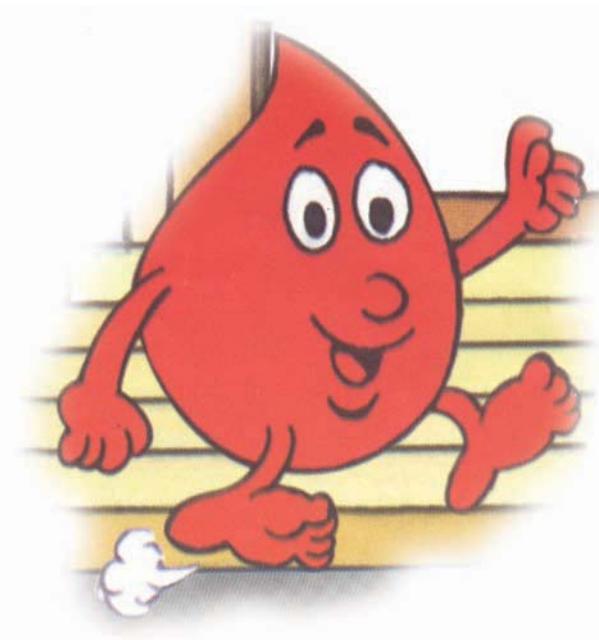
() But someone does.

() DONATE BLOOD ; THE GIFT OF LIFE

() Donating blood saves three lives.

() Call (blood bank / centre) at (phone)

() Give the gift of life during National Blood Donor Month



Section three

Reading

BEFORE YOU READ

A. Try to **recall** a time when you sacrificed something (money , time , a desire , a dream ...) for the good of others.

Tell your classmates about it .

B. **Look** at the picture. **Read** the sentence in bold letters , the first lines and the last sentence and **guess** why Toni looks like a little girl although she's 18 and what made of Kirsty a self-sacrificer.

Read the whole text and check your guesses.

My sister looks like a little girl but she's 18.

They should be partying and swapping clothes, but a tragic illness means one loving sister spends her time caring for the other ...

Toni Johnson is lucky to have a sister like Kirsty, because there's nothing she wouldn't do for Toni.—

In fact, the bond between them is strong, she's sacrificed a large part of her life for her .

Toni turned 18 in October. It should have marked a milestone in her life, a time for trips into town with friends and gossiping about boyfriends.

Instead, she needs 24-hour care, and is looked after equally by Kirsty and their mum, Helen.

Although she may be a young adult, Toni looks far, far younger. She suffers from a rare genetic condition called Dyggve-Melchior-clausen syndrome, a form of dwarfism , which means she weighs just 31/2 st *and is only 3 ft* tall. An added complication is that she was born with water on the brain. As a result, she has such severe learning disabilities that she has the mental age of a baby.

Toni's just reached puberty, but can't walk, talk or feed herself, and is still in nappies. Although Toni's body will age , developmentally she'll always be a child.

Water on the brain can be a complication of the condition.

The condition is rare. There are only three sufferers in the UK and 10 worldwide.

“ The fact that she'd never grow up properly , get married or have children felt like a ton of bricks falling on my head ”, says Helen.



'I've cared for Toni since she was born—I adore her', says Kirsty

“ I often forget Toni is my sister ”, admits 22-year-old Kirsty , who gave up the chance to study nursing at college to care for her , and has done so since she was five.

“ She’s like my daughter. I love her so much and know her so well , it’s hard to let other people look after her .”

Although Kirsty’s worked in the past, she’s given up everything to care for Toni. In the afternoons she feeds her, then changes her nappy and bathes her before putting her to bed.

Kirsty and Helen take turns at weekends.

“ I’ve been helping with Toni since she was born and I adore her” , says Kirsty. “ Since she turned 18 I’ve started taking her to the pub once in a while . My friends are really good with her but are busy with their own lives, so I catch up with them for a night out when it’s Mum’s turn to look after Toni.

“ I do sometimes wonder what it would be like if she were like me and we could go out clubbing together. But we have a totally different relationship. We have a lot of fun together .

She’s always laughing and saying “ hiya ” in her cute voice , which never fails to win everyone over. We let her stay up late on Saturdays and we have a takeaway or go to the cinema. ”

And for her 18th birthday , the Johnstons arranged a surprise party – complete with disco and a Tom Jones impersonator – and all her friends and family came.

She loves music , so Aaron, her stepbrother, comes round and plays his guitar for her.

Kirsty says she’s prepared to dedicate the rest of her life to Toni. “ I’d like a family of my own one day , but not yet. I’m too young and I’ve got my hands full with Toni ”, she says.

“ I know her better than anyone else does. Even when I’m not with her, I think about her all the time. Sometimes I can’t get to sleep for worrying about her.

I know if there comes a point when mum can’t look after her any more, I will take over completely and we’ll live together. I just can’t imagine us ever being apart. ”

* 3 1/2 st . 2 stone = 12.7 kilograms

* 3 feet = 0.9144 metres

Woman

AS YOU READ

A. Complete the table with information from the text.

Toni’s condition	Cause (s)	Effects on her bodily and mental development

B. Read the third paragraph and the dictionary entry then choose the appropriate meaning for the word “ *dwarf* ”.

dwarf/dw_f/(pl~s) n.person , animal or plant much below the usual size ; (in fairy tales) a small being with magic powers. V.t 1.prevent from growing to full size.

2.cause to appear small by contrast or distance: the big steamer ~ ed our little launch.

Now, justify your choice with specific details from the text.

C. Match the underlined *phrasal verbs* in column A with their *definitions* in column B.

A	B
1. A loving sister spending her time <u>caring for</u> the other.	a) pay an informal visit to
2. <u>Gossiping about</u> boyfriends.	b) abandon
3. Kirsty <u>gave up</u> the chance to study.	c) come up to
4. She'd never <u>grow up</u> properly.	d) remain awake and out of bed
5. I <u>catch up</u> with them for a night.	e) look after / take care of
6. ...never fails to <u>win</u> everyone <u>over</u> .	f) assume responsibility for
7. We let her <u>stay up</u> late.	g) gain the favour and support of
8. Aaron <u>comes round</u>	h) talk about the affairs of others
9. She's prepared to <u>dedicate</u> the rest of her life <u>to</u> Toni.	i) devote wholly
10. I will <u>take over</u> completely.	j) attain mental or physical maturity

D. Tick the right alternative.

1. "swap clothes" means :

- a) buy clothes b) donate clothes c) exchange clothes

2. " It should have marked **a milestone** in her life "

-A milestone is

- a) a hard time b) a significant event or stage c) a sad change

- " It **should have marked** a milestone in her life " means that marking a milestone in her life was :

- a) a wrong action which unfortunately took place
b) a sensible action that didn't happen
c) an action which wasn't necessary but it occurred

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

- Toni's condition is a widespread one.
- Kirsty is a nurse.
- Toni never gets out of the house.
- Kirsty has lost touch with her friends.
- Relatives and friends showed no interest in Toni's case.

F. " We have a totally different relationship" , says Kirsty.

How would you describe their relationship ?

G. Read and complete.

" I do sometimes wonder what it **would be like if she were** like me and we could go out clubbing together ." Through this sentence Kirsty expresses

- H. What does Helen **mean** by “ the fact that she’d never grow up properly, get married or have children **felt like a ton of bricks falling on my head .”** ?
- I. In small groups, **list** Kirsty’s **self-sacrificial decisions** in order to care for her sister Toni.

Exploring grammar

Study the examples in column A and in column B.

A	B
<p>-She’s <u>sacrificed</u> a large part of her life for her</p> <p>-Toni’s just <u>reached</u> puberty</p> <p>-...and <u>has done</u> so since she was five</p> <p>- Kirsty’s <u>worked</u> in the past</p> <p>-She’s <u>given</u> up everything to care for Toni</p> <p>-I’ve <u>started</u> taking her to the pub once in a while</p> <p>.What is the tense used ?</p> <p>. Form :</p> <p>.Use : • To talk about actions or situations whichin the past and up to the present.</p> <p>• For actions and situations which in the past and went on until very</p> <p>•To talk about actions that repeated in a period up to the</p> <p>• To say that an action just been or to talk about its</p> <p>• We do not use the present perfect with expressions that refer to a time-period (e.g. Last week , yesterday ...)</p> <p>Also , present perfect with : up to now ,all this year , all my life , so far , during the , recently , lately , already , just , ever , never , yet .</p>	<p>-Toni <u>turned</u> 18 in October</p> <p>-Kirsty <u>gave</u> up the chance to study nursing at college</p> <p>-She has done so since she <u>was</u> five</p> <p>-The Johnsons <u>arranged</u> a surprise party</p> <p>.What is the tense used ?.....</p> <p>.Forms :</p> <p>.....</p> <p>.Use: The tense is the one most often to talk about the past.</p> <p>It can refer to , quickly actions and events , to actions and situations , and to repeated happenings.</p> <p>Also , Past tense with present or future meaning.</p> <p>•The simple past is used in conditional sentences after: if , suppose , as if , if only , it’s (high) time , would rather , wish</p>

AFTER YOU READ

After reading magazine articles dealing with important issues and stories related to specific cases from real life, readers usually **react**.
 Now, write a **short letter** to Woman’s editor, in which you **express your opinion** about Kirsty’s **self-sacrificial attitude** and you say **whether you would behave in the same way if you were in her position**.

Practising related grammar points

A. Put the verbs in brackets in the present perfect tense or the simple past tense.

1. Mary : I **(just/see)** Miss Bloggs. She's upset because you **(not send)** her the money yet.
Paul : But I **(explain)** the reasons when I **(meet)** her last Monday.
2. Ralph, Tom and Stella are three friends who **(know)** each other for many years. They **(be)** neighbors since they **(be)** children.
Ralph **(live)** next door to Stella and Tom for fifteen years. They **(grow)** up together, They **(go)** to school together , and they **(visit)** each other almost everyday.
A year ago, Ralph **(study)** management. This morning, he **(get)** a phone call from a factory owner. He **(offer)** him a full-time job with a good salary. Although the factory is a long way from home, Ralph **(accept)** the offer because he **(be)** jobless for months now. Ralph will miss his friends very much but they'll see one another when he comes home on his vacations.

Homework :**A. Fill in the blanks with the words in the box.**

rescue, May, apart, bring, shelter, feed, tragic, worst

Dear Reader ,

The Los Angeles earthquake, the Mississippi River floods, the hurricanes in Florida and Hawaii , natural disasters tear livesin seconds.

But the of nature can out the best in people.

Scholastic salutes the heroes – young and old – who help to the injured , the hungry , and the homeless in times of need.

..... the spirit that moves us to help others in times stay with us every day of our lives !

Sincerely ,

Richard Robinson

President and CEO , Scholastic Inc.

- B.** Do some **research on the web or in a medical book** to find some information related to the genetic condition called **Dyggve-Melchior-clausen syndrome**. When it is ready , make a brief presentation to your classmates.

Section four

Speaking

Producing and delivering a speech

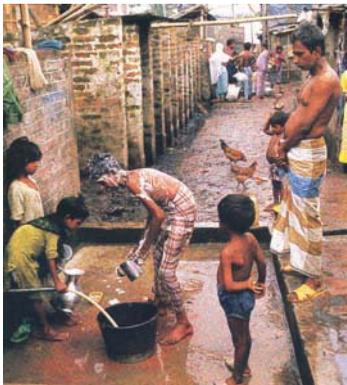
Activity 1

A. Read **the ad** and answer the questions below.

1. What do you know about UNICEF ?
2. What is the **message** that Carol Bellamy is sending through the ad ?
3. Which arguments does she use to support it ?

B. Look at the pictures below .

1. What do you think these people need ?



1

2

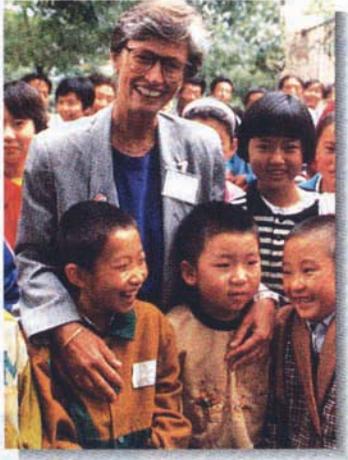


3



Leadership isn't
just for leaders.

*A message from Carol Bellamy,
Executive Director,
United Nations Children's Fund*



Ensuring the rights and well-being of children is the key to sustained development in every country and to peace and security in the world. Meeting this responsibility fully, consistently, and at any cost, is the essence of leadership.

Yet, commitment and action are required across the board. Not just from governments and organizations. But also from community activists and entrepreneurs, from artists and scientists, from religious leaders and journalists, and from children and adolescents themselves.

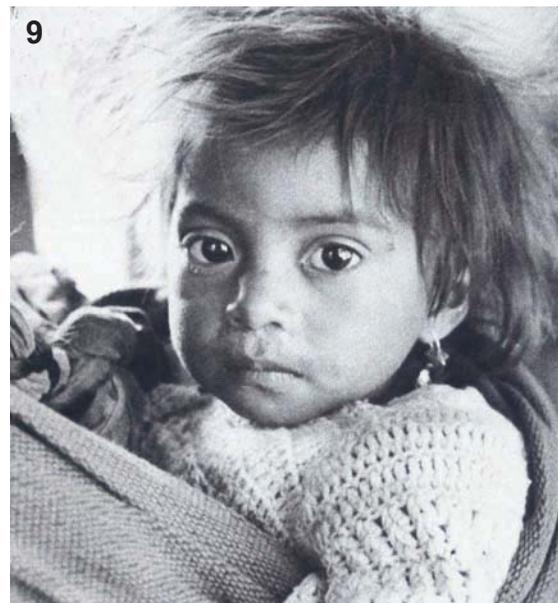


Carol Bellamy

Help UNICEF help children.



United Nations Children's Fund



2. Check your answers with a classmate then share the information with the class.

AS YOU SPEAK

- December 8, is the National Solidarity Day in Tunisia.
Your school headmaster / headmistress wants you to

1. **persuade** your schoolmates to **donate** money ,
2. tell them about the different **philanthropic activities** from which the needy people will benefit,
3. state the great **social and human values** behind the act.

In small groups , **prepare** a short speech.

Follow **the outline of the speech** (refer back to Section two) then volunteer to **deliver the speech**.

You can use visual aids like posters , brochures , photographs , transparencies ...

There is more than one way to catch the attention of your audience :

- ask a question
- tell an anecdote (a very short funny story)
- cite a quote
- give statistics ...

(Because the speech is short , use one or two of them)

Try not to read the speech literally.



Section five

Writing

BEFORE YOU WRITE

A. Read and listen to the following song then answer the questions below.

*Ebony * And Ivory**

*Ebony and Ivory live together in perfect harmony
Side by side on my piano keyboard ,oh Lord , why don't we ?*

*We all know that people are the same wherever you go
There's good and bad in everyone
We learn to live
We learn to give each other
What we need to survive
Together alive*

**Paul Mc Cartney
Steve Wonder**

- * **ebony** : black key on a piano
- * **ivory** : white key on a piano (having the colour of ivory)

1. The ebony and ivory keys on the piano are used by the singers as metaphors.
What do they symbolize ?
2. Steve Wonder is black. Paul Mc Cartney is white.
What does that mean to you ?
3. What is the message of the song ? Complete the sentence below.
Instead of ,
we should

B. Read the following sentence then answer the questions.

“ I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin , but by the content of their character .”

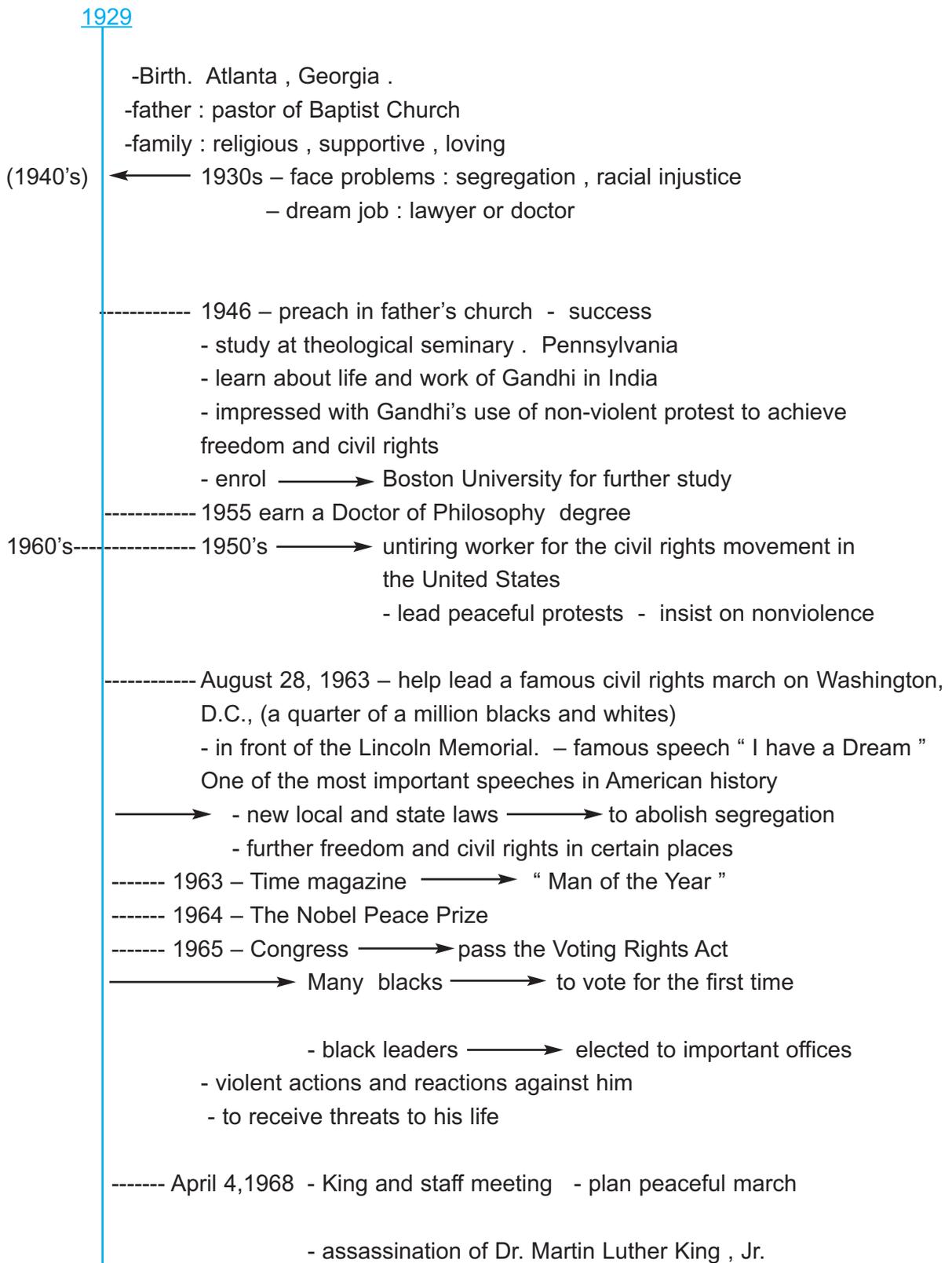
Look at the picture. Do you recognize the man leading the march ?

What do you know about him ?

**AS YOU WRITE**

Below is a time line indicating some of the events and achievements in the life of **Dr. Martin Luther King , Jr.** the great leader of the civil rights movement in America.

Use the chronological development provided on the time line to **produce a cohesive and unified piece of writing.**



BEFORE YOU READ

A. In the following list , there are different types of poetry .

(Haiku , Sonnet , Cinquain , Free verse)

In small groups , write the appropriate type of poetry in front of its corresponding definition.

..... : poetry that lacks rhyme and which has less predictable rhythm.

..... : Japanese form of poetry.
Form is 17 syllables in 3 lines with pattern :
First line : 5 syllables. Second line : 7 syllables
Third line : 5 syllables.
It usually has nature themes.

..... : Syllabic verse form. Gradually increasing number of syllables
in each line until the last line , which returns to 2 syllables.

..... : A lyric poem of 14 lines , each of 10 syllables , and with a formal
pattern of rhymes.

B. What does “ fire” usually **symbolize** ?

AS YOU READ

- A. - Read the title of the poem **Catch the fire** . Do we usually catch fire ?
- Guess what the poet means by the word “**fire**” and share your guesses with your classmates.

Catch the fire

poem for Bill Cosby*

(Sometimes I wonder :

*What to say to you now
in the soft afternoon air as you
hold us all in a single death ?)*

I say –

Where is your fire ?

I say –

Where is your fire ?

*You got to find it and pass it on
You got to find it and pass it on*

*From you to me from me to her from her
to him from the son to the father from the
brother to the sister from the daughter to
the mother from the mother to the child.*

*Where is your fire ? I say where is your fire ?
Can't you smell it coming out of our past ?
The fire of living..... Not dying
The fire of lovingNot killing
The fire of BlacknessNot gangster shadows.*

*Where is your beautiful fire that gave
Light to the world ?
The fire of pyramids ;
The fire that burned through the holes
of slaveships and made us breathe ;
The fire that took rhythms and made jazz ;
The fire of sit-ins and marches that
made us jump boundaries and barriers ;
The fire that took street talk and sounds
and made righteous imhotep raps.*

*Sister .Brother . Come
CATCH YOUR FIREDON'T KILL
HOLD YOUR FIREDON'T KILL
LEARN YOUR FIREDON'T KILL
BE THE FIRE DON'T KILL*

*CATCH THE FIRE AND BURN WITH EYES
THAT SEE OUR SOULS :*

*WALKING.
SINGING.
BUILDING.
LAUGHING.
LEARNING.
LOVING.
TEACHING.
BEING.*

*Hey . Brother .Sister .
Here is my hand .
Catch the fire and live .*

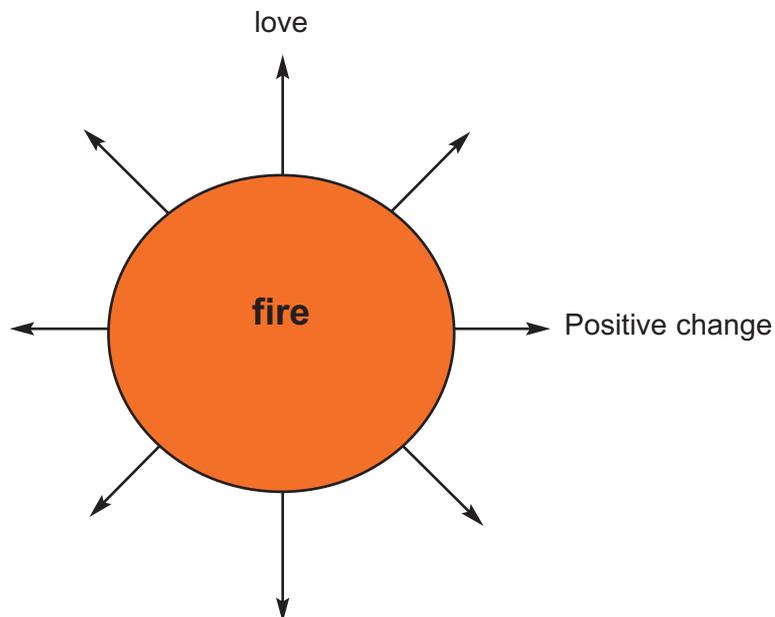


SONIA SANCHEZ

From African American Women in Literature

Sonia Sanchez (1934-) Active participant in the civil rights movement and a follower of Malcolm X in the 1960s , Sanchez is committed to enhancing black consciousness through her poetry and short stories . Seeing herself as a continuation of the African American women who preceded her , she has said , “ I have tried to continue the Black woman tradition of excellence .”

1. Check your guesses.
2. Tick the appropriate alternative :
The poem is : a) a haiku b) free verse c) a cinquain
3. Find out in the poem words that mean :
 - a) a member of a gang of criminals :
 - b) organized procession of demonstrators who are supporting or protesting something :
 - c) occupying a building or a part of it as a means of organized protest :
 - d) something that fixes a limit :
 - e) something that blocks a passage :
4. Complete the spidergram with the different **implications** of “ fire” in the poem.



5. Sonia Sanchez usually incorporates the history of the black struggle into her poetry. How is that reflected in **Catch the fire** ?
6. Complete with the appropriate information from the poem.
 - Sonia inspires us to free ourselves from
 - She incites us to

7. Sonia is well-known for painting pictures with words and sounds.
Is this true in this poem ? Justify your answer with specific details.
8. Now , listen then volunteer to read the poem aloud and in an expressive manner.
(Suppose you were Sonia Sanchez reading her poem at a cultural event).

AFTER YOU READ

Writing a poem :

Write a poem (a haiku, free verse, cinquain) in which you address the universal theme of love and solidarity and you call for eliminating from the Earth evils such as hatred, selfishness, racism, violence .etc.

Positive values	Earth evils
<ul style="list-style-type: none"> - love - peace - mutual help and understanding - dialogue - solidarity - cooperation - education - altruism 	<ul style="list-style-type: none"> - greed - selfishness - hatred - destructive weapons - racism - terror - abuse - offence - famine - illiteracy



BEFORE YOU READ

A. Complete the following sentences with words from the box below

1. A blind person cannot
2. Aperson cannot hear.
3. A person cannot speak.
4. A paralytic is a person who can't body parts.

taste, move, see, dumb, smell, deaf

B. Think of a person you know and who suffers from a physical disability.

1. What is his/her disability ?
2. What caused it ?
3. Has he / she ever tried to challenge that disability ? How ?

Share the information you have with your other classmates .

AS YOU READ

A. Read paragraph No.1 and predict why Alexander Graham Bell, Maria Montessori, and Mark Twain greatly praised Helen Keller .

B. Read the whole text and check your predictions.

Helen keller :

(1)“ I feel that in this child I have seen more of the Divine than has been manifest in anyone I ever met before ” – **Alexander Graham Bell**. “ My children understand her ... But The children of the future will understand her even better , for they will be liberated and will know how the spirit can prevail over the senses ” – **Maria Montessori**.

“ She is fellow to Caesar , Alexander , Napoleon, Homer , Shakespeare and the rest of the immortals. She will be as famous a thousand years from now as she is today ” – **Mark Twain**.

(2) At 19 months , Helen Keller permanently lost her sight and hearing when struck by a mysterious illness. She became wild, unreachable. Alexander G. Bell recommended The Perkins Institution in Boston, which had developed a method that had succeeded with deaf-blind Laura Bridgman. A recent Perkins graduate, Anne Sullivan, 20, accepted the challenge. At the Keller home, the strong-willed Sullivan won the child's affection and obedience , constantly striving to teach her the manual alphabet. Within a month she succeeded – at the dramatic moment when Helen , at the water pump, felt the water on one hand , the letters W-A-T-E-R on the other.

“ I left the well house eager to learn ,” Helen later wrote. “ As we returned to the house every object which I touched seemed to quiver with life .”

(3) Once the door was opened , Helen could not learn enough. She learned to write, and Helen and Teacher (Miss Sullivan) went joyously from subject to subject. With Teacher, Helen studied at Cambridge School for Young Ladies and Radcliffe College. With the aid of Miss Sullivan and Harvard instructor John Macy, Helen wrote her autobiography *The Story of My Life*. The book was a startling revelation of the rich life Helen had achieved in spite of the blunted senses ; it was widely publicized and favourably reviewed – “ unique in the world of literature .”

(4) After graduation, Helen and Teacher settled in Wrentham, Massachusetts, Anne Sullivan married John Macy, with the understanding Helen was her permanent charge. Anne and John Macy helped Helen with her next book, *The World I Live In*. Again, a success.

(5) Helen actively supported the cause of the blind and women’s suffrage ; she became a socialist , writing tracts on social justice ; with Teacher she made lecture tours across the country. In 1913 John Macy separated from Anne ; the next year Polly Thomson joined Helen and Teacher as secretary and housekeeper.

(6) Helen’s world continued to expand. She participated in peace rallies; she lectured, appeared in vaudeville , made a movie. She travelled extensively raising funds for the American Foundation for the Blind ; she lobbied in Washington. After Anne Sullivan died (1936) , Polly Thomson became Helen’s interpreter and companion. They visited military hospitals during World War II and made a world tour for the cause of the blind.

(7) Now a world figure, Helen Keller was the subject of another movie, *The Unconquered*, and a play , *The Miracle Worker* – attempts to document a life that testified to the unfathomable reaches of the human spirit.

From *The Book of Distinguished American Women*



Helen Keller

C. What happened to Helen Keller ? When ?

D. Did she behave like a normal child ? Justify your answer with two details from paragraph No.2 .

E. Find out the words which have the same meanings as the following.

1. clear and obvious (§1) :
2. tremble slightly / vibrate (§2) :
3. story of a person's life written by himself (§3) :
4. surprisingly shocking (§3) :
5. vote/right of voting (§5) :
6. light comedy with songs and dances (§6) :
7. that couldn't be understood (§7) :

F. Helen Keller was a hard-working activist. Focus on paragraph No. 5 and paragraph No. 6 and identify the different philanthropic activities in which she was involved.

G. Now that you have better ideas about Helen Keller's story, do you approve of those opinions given in paragraph No.1 ? Justify your answer.

H. Complete.

The Story of My Life , The World I Live In , The Unconquered
and *The Miracle Worker* are written in because they are

I. Tick the most appropriate alternative . A good title to the text could be :

1. Helen Keller : The Unlucky Woman ()
2. Helen Keller : Light in The Darkness ()
3. Helen Keller : The Famous Actress ()

AFTER YOU READ**- Writing :**

Choose one of Helen Keller's quotes from the list below.

Refer to the information given in the text and expand the quote into an article which you will contribute to your school web site.

1. The best and most beautiful things in the world cannot be seen or even touched.
They must be felt with the heart.
2. When one door of happiness closes, another opens; but often we look so long at the closed door that we do not see the one which has been opened for us.
3. Life is either a daring adventure or nothing at all. Security is mostly a superstition.
It does not exist in nature.
4. I seldom think of my limitations , and they never make me sad.
Perhaps there is just a touch of yearning at times; but it is vague, like a breeze among flowers.

Helpful expressions :

Expressing contrast with what came before	Showing attitude	Explaining
However, all the same, yet, And yet, still, on the other hand, In spite of / Despite	As a matter of fact, In fact, No doubt,	I mean, byI mean, In other words, That is to say

Remember to follow the steps suggested in the previous Writing Sections.

Fun page

The Local United Way office realized that it had never received a donation from the town's richest farmer. A local volunteer calls to solicit his donation, saying " Our research shows that even though your annual income is over a million dollars , you do not give one penny to charity ! Wouldn't you give back to your community through The United Way ?"

The farmer thinks for a moment and says : " First, did your research show that my mother is dying after a long , painful illness and has huge medical bills far beyond her ability to pay ?"

Embarrassed, the United Way representative mumbles, "Uh, no."

"Secondly, that my brother, a disabled veteran, is blind and confined to a wheelchair and is unable to support his wife and six children ?"

The stricken United Way rep begins to stammer an apology but is cut off.

"Thirdly, that my sister's husband died in a dreadful traffic accident", the farmer's voice rising in indignation, "leaving her penniless with a mortgage and three children?"

The humiliated United Way rep, completely beaten, says simply,

" I had no idea."

The farmer then says " ...and if I don't give any money to THEM, why should I give any to you ?"



A lawyer was reading out the will of a rich man to the people mentioned in the will: "To you , my loving wife Rose, who stood by me in rough times, as well as good, I leave her the house and \$2 million."

The lawyer continued, "To my daughter Jessica, who looked after me in sickness and kept the business going, I leave her the yacht, the business and \$1 million." The lawyer concluded, "And , to my cousin Dan, who hated me, argued with me, and thought that I would never mention him in my will - well you are wrong. Hi Dan !"



VOCABULARY COVERED IN MODULE 2

Common core:

Section one:

activism
 advancement
 altruism
 benevolence
 charity
 common good
 contribution
 devotion
 donation
 egoism
 endowment
 fund-raising
 generosity
 helpless
 humanitarian
 in-kind (adj)
 meanness
 needy
 philanthropy
 raise money
 self-sacrifice
 solicit
 solidarity
 voluntarism
 volunteerism
 welfare

Section two:

beneficiary
 bequest
 budget
 burn
 charge
 cool
 efficiency
 ever-increasing
 fainting
 flow
 grateful
 in vain
 injuries

mission
 nest
 network
 orthopaedic
 pediatric
 research
 run (sth)
 state-of-the-art
 walks of life
 will (n)

Section three:

bathe
 bond
 bring out
 clubbing
 cute
 dedicate
 dwarfism
 feet
 genetic
 give up
 gossip
 hero
 homeless
 milestone
 party (v)
 puberty
 rescue
 salute
 shelter
 stone
 swap
 take over
 take turns
 tragic
 worldwide

Section four:

anecdote
 commitment
 consistently
 dignity
 essence

infrastructure
 meet (a
 responsibility)
 sustain
 (development)
 well-being

Section five:

abolish
 advocate
 assassination
 character
 civil rights
 elect
 enrol
 harmony
 impressed
 ivory
 march
 metaphor
 preach
 protest
 racial injustice
 segregation
 untiring
 vote

Arts Supplement:

Section one:

abuse
 barriers
 boundaries
 famine
 free verse
 gangster
 greed
 illiteracy
 offence
 selfishness
 shadow
 sit-in
 smell
 sonnet

soul
 symbolize
 terror

Section two:

autobiography
 blind
 blunted
 breeze
 cause
 challenge
 daring
 deaf
 disability
 dumb
 immortals
 interpreter
 joyously
 lobby
 manifest
 mysterious
 paralytic
 prevail
 quiver
 rallies
 reach (n)
 revelation

strive
 struck
 suffrage
 superstition
 testify
 touch of (a)
 tract
 unfathomable
 unique
 unreachable
 vaudeville
 wild
 yearning

SELF-ASSESSMENT

A. What progress do you feel you have made in English in this module ?

Put a tick (✓) in the box that applies to you .

	YES	A LITTLE	NO
1. I've used what I already know to learn more English			
2. I can read a text and answer the questions correctly			
3. I can listen to a text and answer the questions correctly			
4. I've learnt how to converse in English			
5. I am using the grammatical structures I've learnt			
6. I understand grammar but I cannot use the structures correctly			
7. I can remember the words I've come across			
8. I recognize the words but I cannot use them			
9. I've learnt how to write in English			
10. The writing activities are difficult			
11. I've shared ideas with my classmates and my teacher			
12. My pronunciation has improved			
13. I've learnt how to conduct a mini- project			
14. My English has improved			

B. What did you like most in this module ? Tick the answer(s) that apply(ies) to you.

- The topics
- The activities
- The projects
- Listening to the cassette
- Acting out situations
- The writing activities
- The Reading skills
- The grammar exercises
- The vocabulary exercises
- Working in groups

C . Circle the alternative that applies to you :

I still need to work on :

Reading / Listening / Speaking / Writing / Vocabulary / Grammar

Consolidation module 1

Do the following activities.

Activity 1

Fill in the blanks with the following words.

expected, understanding, members, within, responsibilities, household, overburdened, fulfill, assigned, arise, assistance, required.

In healthy families , every member is responsible for fulfilling certain roles. These roles are spread among the various 1.....so that no one is asked to take on too many 2..... . Problems 3..... if one family member is forced to 4..... too many roles. An example of this is when fulltime working mothers are 5..... to take care of the children and complete the majority of 6..... tasks with little 7..... from other family members.

It is important to discuss , as a family, each member's 8..... of the roles he or she has been 9.....

If someone feels 10..... and unable to fulfill that particular role , then changes may be needed. In healthy families , children are 11..... to take on appropriate roles of responsibility 12..... the family.

Activity 2

Put the words in brackets in the appropriate form.

Roles should be clearly identifiable. Individual members must know and acknowledge their roles and responsibilities. For example, in **(health)** families, mothers and fathers have a clear **(understand)** of their role as parents.

They are to provide physical resources (e.g., food , clothing, shelter), discipline , and a **(support)**, nurturing environment that **(facility)** their children's physical and emotional **(develop)**

Families that are having **(difficult)**often find that **(they)**family roles are not **(good)** defined and individual members do not understand what is expected of them. **(establish)** clear roles helps a family function more **(effective)** because each member knows what he/she is expected to accomplish.

If these individuals fail to fulfil their roles then other family members might have to do extra work, **(make)** them feel resentful and overburdened, thus **(hurt)** the functioning of the family.

Consolidation module 1

Activity 3

Match the words in column A with the words in column B to get meaningful expressions. Write your answers in column C.

A	B	C. Answers
1. take out	a. discipline	1.
2. make	b. a problem	2.
3. maintain	c. decisions	3.
4. provide	d. of children	4.
5. take care	e. affection	5.
6. overcome	f. the trash	6.

Activity 4

Punctuate and capitalize where necessary.

paul cuffe was an early american black separatist son of an african slave father who had purchased his freedom and a nantucket indian mother he became a seaman and a substantial property owner cuffe devoted his wealth to philanthropy and resettling african americans in sierra leone

Activity 5

Reorder the following sentences / sentence parts to get a coherent paragraph. No.1 has been done for you.

- () donating over \$ 350 million to various causes.
- () the Carnegie Endowment for International Peace, and the Carnegie Corporation of New York.
- (1) Carnegie sold his company to J.P.Morgan's United States Steel Company in 1901
- () Carnegie established more than 2,500 libraries
- () and until his death devoted himself to philanthropy,
- () and founded (1901-11) the Carnegie Institute of Pittsburgh, the Carnegie Institution at Washington , the Carnegie Foundation for the Advancement of Teaching,

Consolidation module 1

Activity 6

Put the bracketed verbs in the simple past or the present perfect.

1. – Have you seen Bill lately ?
– The poor chap's ill . As a matter of fact , he **(be)**in hospital for the last three weeks. He **(fall)** off a ladder while painting his new house.
He **(be/take)** to hospital where he **(spend)** a week.
Unfortunately , he **(not/recover)**completely , yet.
2. – Don't you think it's high time we **(plan)**something different for the holiday ?
– Why should we ? We **(spend)** our vacations in the same place ever since we **(get)**..... married and you **(always/enjoy)** it.
– Yes, but we **(be)**..... married for 20 years and in those years my tastes **(change)**

Activity 7

Start with the words given and make the necessary changes.

1. I'm sorry I don't have enough money to donate.
I wish
2. Parents have to be understanding; otherwise they may have communication problems with their children.
If parents
3. Shall I phone you at 3 pm?
No. I'd rather you at 4 instead.
4. Some parents don't allow their children to have their own way.
Some parents don't let

Consolidation module 1

9. After the tsunami tragedy , donationsfrom different parts of the world. (**come from**)
10. This kind of situation doesn't exactlythe best in me. (**cause someone to behave in the best manner**)
11. It is not in my nature to people. (**talk maliciously about someone or something**)
12. Will youmy cat while I'm away. (**take care of**)
13. When children , parents should be careful how to deal with them . (**become mature**)
14. Jane coffee because of the caffeine. (**stop using / eating**)
15. My boss is not happy with me. I have to and become more productive. (**do the work that one should have done**)
16. When Mr Green retired , his sonthe business. (**assume control of / responsibility for**)

Activity 10

Complete with : **should have , need , must , may ,should , shall.**

1. My friend's grandmother suffers from some disabilities. Shesomebody who looks after her all day long.
2. " You obey me " , says an authoritarian father to his child.
3. We give help to needy people no matter who they are.
4. I thought we would expect more people to come to the party.
5. If it rains I stay at home.
6. I hope that I succeed.
7. Melanie was selfish. She helped her little brother with his English homework.
8. You look pale. You to see a doctor.
9. Peoplethink that I'm rich enough to help everybody. The reality is that I'm not.

Activity 11

Complete the unfinished words.

One of the most inspiring activists of all time is Helen Keller (1880-1968), the legendary **d**..... and **d**..... writer and spokesperson of many cases.

Helen Keller lost her **s**..... and **h**..... in a disease suffered in infancy when she was 19 months old.

Anne Sullivan later taught her to **co**..... through sign language and eventually taught her to write and **t**..... , enabling her to get an education.

She wrote of her **ex**..... while enrolled in Radcliffe College, where she **gra**..... in 1904 and attracted attention to her **acc**..... through her book.

Consolidation module 1

She drew on her notoriety when promoting various liberal **ca**..... such as women's voting rights and birth control.

She also became an internationally-noted lecturer with speaking **eng**..... which included a trip to Japan. For her many achievements , she was **aw**..... the Medal of Freedom - the **hi**..... honor that can be conferred on a civilian.

Activity 12

Match the sentence parts in A with their completions in B so as to get a coherent paragraph. There is an extra item in B.

A	B	C. Answers
1. A five-year old girl was deeply	a) about the tsunami and	1.
2. She arranged for all her birthday money	decided she really wanted to help.	2.
3. Bathany Starkey asked all her friends to give her money	b) instead of presents for her fifth birthday.	3.
4. Then she donated the whole lot,	c) moved by devastating pictures of tsunami victims.	4.
5. Bathany was watching a documentary	d) perhaps other readers could do the same.	5.
6. Her wonderful generosity highlights exactly	e) which amounted to £ 206.50 , to the charity.	6.
7. The fact that a young girl could be moved to help in such a way	f) brought a few tears to people's eyes in the studio.	7.
	g) to be donated to the appeal through UK Radio Aid.	
	h) what UK Radio Aid was all about.	

Activity 13

Complete the table.

Verb	Noun	Adjective
	food	
cooperate		
	decision	
grow		voluntary
	behaviour	
frustrate		expected
	charity	
		satisfactory
	philanthropy	
sacrifice		

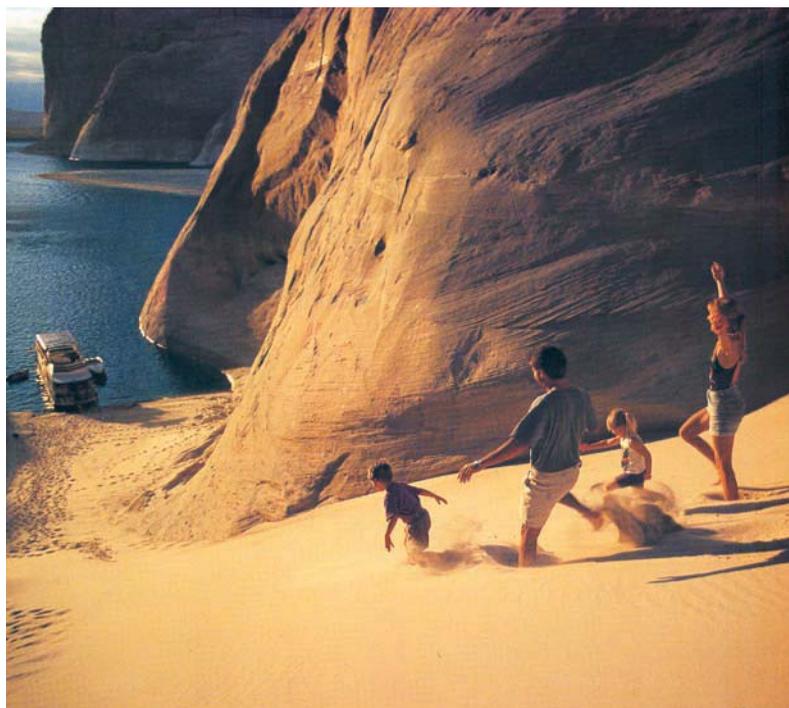
Module Three

A CHANGE IS AS GOOD AS A REST

Expected learning outcomes :

In this module, I'm going to

- use what I already know to acquire new words and ideas about travelling and entertainment
- listen to a radio ad
- read a narrative text about a personal experience
- read a magazine article
- read an informative text
- learn and practise lexical and grammatical items
- take part in an interview
- write a letter of complaint
- write a report based on a conducted survey



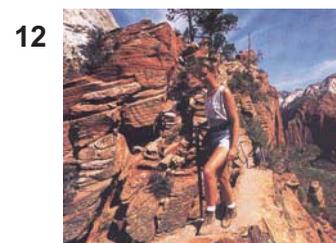
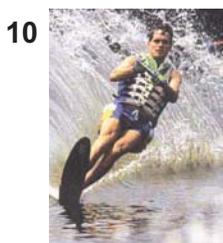
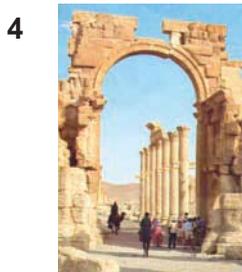
Section One

Introductory activities

Activity 1

1. Match the activities with the pictures.

surfing, harbor cruising, safari, cycling, canoeing, water skiing, roller skating, sunbathing, hiking, sky diving, sightseeing, dog sledge riding



2. According to you, which activity is the easiest ? Which activity is the most interesting?

Ask your classmate similar questions using the following adjectives :
exciting – safe – expensive – dangerous – amusing – risky

3. Work in groups of four and decide which activities are fit for :

- a- a honeymoon couple
- b- a group of teenagers
- c- a retired couple

Activity 2

- 1. Complete the table with the appropriate information from the ads below.

Holiday destinations	Holiday activities

Do it yourself

We provide the camper van, maps and advice, and you go your own way, discovering the America you want to discover.



Movies come to life

Come to Florida, home of Disney World. Enjoy its warm sandy beaches. Visit Universal Studios where "movies come to life"

White Water Magic

If you are a confirmed sportsman or sportswoman, spend an exciting two weeks with us canoeing in the beautiful Rocky Mountains.



New York, New York

Spend two weeks in exciting New York City. Theater, dance, opera, museums,...

HAWAII

You will never forget the warm welcome of Hawaii. Beautiful sunny beaches, friendly people, luscious food...



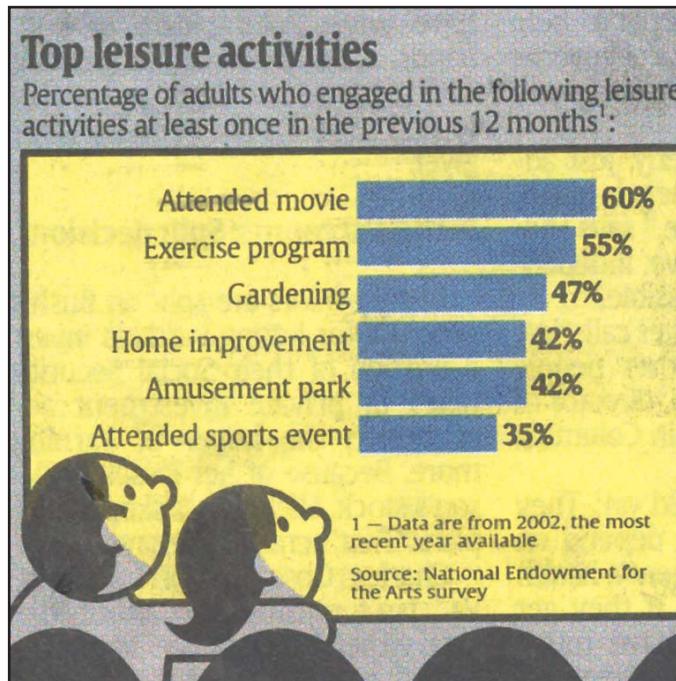
Float Along

Enjoy beautiful Texas scenery and wildlife while relaxing on a raft down the Rio Grande. Comfortable tent accommodation at night.

2. Work in groups and produce a similar table about Tunisia.
3. Use the information in the table to write short ads about holiday resorts in Tunisia.

Activity 3

1. look at the chart below. It represents the top leisure activities for adult people in USA.



- a) Use the figures given in the statistics above to compare the number of people engaged in the different leisure activities. The following phrases can be used.

There are.....

The percentage.....

- b) Do you think adult people in Tunisia have the same preferences?

2. Expand your knowledge : A mini Project :

What are the top leisure activities for teenagers in Tunisia?

- a) With your classmates, conduct a survey in your school to find out.
- b) Produce a chart similar to the one above.
- c) Write a short report based on your findings and keep it in your portfolio.
Be ready to present it by the end of this module.

Section two

Listening

BEFORE YOU LISTEN

Read the text about the Maltese islands and complete the table with the appropriate information.

The three islands that make up the Maltese archipelago – Malta, the largest; Gozo, the mythical isle of Calypso; and tiny Comino, famous for its Blue Lagoon – form a very special diving site at the heart of the Mediterranean.

The islands offer excellent sport for both beginners and experienced open water and cave divers. With their natural harbours, bays, sheltered creeks, cliffs, reefs and wrecks, they invite you to explore the world of the sea. The possibilities are endless. With dive sites just a stone's throw away from each other, divers can explore a variety of underwater worlds, from labyrinthine caves, to reefs and wartime wrecks.

At just a couple of hours' flight from major European cities, the Maltese islands are easily accessible for long weekend diving breaks as well. Sea temperatures average around 23°C in summer and drop down to around 13°C to 15°C in December to March.

Number of Islands	Names	Landscape	weather	Sports

AS YOU LISTEN

1. Answer the following question.

What are the islands that may be visited in this radio advert ?

2. Complete the table with the appropriate information.

Time	Event	Place	Food
13.00			
	visiting places		
			a buffet
		back to the hotel	

3. Listen and jot down the expressions used by the speaker to attract the tourists.

4. Listen and complete the following sentences with words from the passage

The drivers and the guide will take you with the.....to visit the following places. At approximately 18.00 hrs, you will board a private that will take you to the Blue Lagoon where you can enjoy an or explore the of Camino by having aaround .

5. Look at the box below and tick the prepositions that you can hear .

IN	ON	ABOVE	BEFORE	TOWARDS	BELOW	OVER
ALONG	ACROSS	OUT OF	AWAY	AROUND	UP	
THROUGH	AFTER	BACK	UNDER	INTO	OFF	AT

PRONUNCIATION

Listen and put each of the following words in the appropriate box according to the underlined sound .

Routine – countryside – south – tour – through – found – around – wood – board – boat – blue – lagoon – mouth – food – flood .

u:	ʌ	ɔ:	a u	o u	u ə	u

Section three

Reading

BEFORE YOU READ

Look at the following pictures and the advertisements then discuss the following in pairs:

- Which of these places would you prefer to stay the night at ? Why ?
- List 3 things you look for in your accommodation
- List 3 things you hate most.



Apartments

A choice of apartments being offered highly finished enjoying magnificent views of the Marsascula Bay from the living room and terrace, having 150 sqm of living space. Layout in the form of an entrance hall, an extremely spacious open plan kitchen/living/dining leading to a front terrace (20sqm), ideal for entertainment, two double and one single bedrooms, a bathroom and ensuite shower.



Mellieha €606,000 | Lm260,000
Detached Bungalow Ref P123548
Detached bungalow built on solid rock and situated in a quiet location yet close to all amenities. Accommodation includes a hall, lounge/dining, fitted kitchen/breakfast, three bedrooms, bathroom, en suite shower, washroom, double garage, driveway and large surrounding garden. Built on a site measuring approximately 1200sqm, allowing room for further development.



Terraced House

Terraced house situated in a quiet location. Layout comprises entrance hall, lounge, spacious kitchen/dining, 3 bedrooms, bathroom, guest toilet and laundry room at roof level. Further complementing this property is an airy basement with the possibility to convert into a flat let with own independent entrance.



The Waterfront Hotel, The Strand, Gzira

AS YOU READ

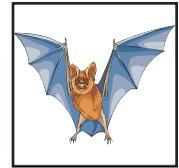
1. Complete the table with the appropriate information about the writer.

Her marital status	The country where she lives

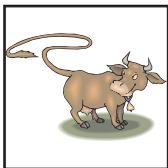


ant

1. Last summer , my husband and I rented a cottage for two weeks. Previously , we had always spent our summer holidays camping, either in England or abroad. As some of our friends had rented the same cottage the year before, we knew that the place would be clean and comfortable, and also near the beach. The day before we left home the long-range weather forecast sounded good, which made us feel even more certain of a pleasant holiday. However, our high hopes were soon dashed.

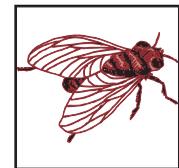


bat

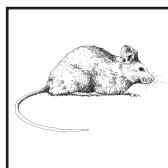


cow

2. Our problems started as soon as we arrived, which was just after midnight. When we unlocked the door to the cottage, we found water everywhere; and we soon discovered that the lights weren't working; therefore we spent the first night in the car. Fortunately, we managed to find an electrician and a plumber early the next day, and by midday all our problems were over, or rather, they seemed to be over. True, the things in the house were now in working order, but these turned out to be the least of our problems; much more important was what we came to call our 'invasions' .

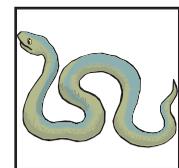


fly



mouse

3. First, there were the flies, which stayed with us for the whole fortnight. Then there were the ants, with their annoying habits of getting into everything including the fridge. These, like the flies, kept us constant company. Apart from these permanent invasions, there were also shortlived ones. One night, the house was invaded (if that's the right word) by a mouse, but not for long. A bat was another unwelcome visitor; and last but by no means least- we had a brief visit from a snake. **That** was our cottage holiday. In all our experience as campers, we have never had any trouble with insects or animals, except once with some cows, and now we are wondering why we ever chose any other kind of holiday. Next year we'll go back to camping !



snake

2. Match each word in column A with its definition in column B.

A	B	ANSWERS
1. to camp (§1)	a. small crawling insects	1. →
2. a cottage (§1)	b. two weeks	2. →
3. a fortnight (§3)	c. to spend a holiday in a tent	3. →
4. ants (§3)	d. a small house in the country	4. →

3. Tick the correct alternative

- The writer decided to rent a cottage
- although she had no idea about it
 - because it had been recommended by her friends
 - when she saw the advertisement in the newspaper

4. Complete the sentence with information from paragraph 1

The writer expected to spend a pleasant holiday first because
and

5. Did the writer enjoy her holiday ? Justify your answer with details from the text.

6. What does the writer complain about? Read and cross out the wrong alternatives
cows / ants / the locked door/ a mouse / flies / the water / the plumber / a serpent/ the lights
the neighbours / bats.

7. Circle the adjectives that best describe the writer before and after her summer holiday.

BEFORE	AFTER
excited / nervous /enthusiastic hopeful	disappointed / impressed regretful / embarrassed

8. Provide an appropriate title for this text.

Exploring grammar

Read the first paragraph again and underline all the verbs

Focus on the following sentences :

1. Last summer my husband and I *rented* a cottage. Previously, We *had* always *spent* our summer holidays camping .
2. As some of our friends *had rented* the same cottage before, we knew that the place would be clean and comfortable.

What tenses are used in these sentences ? and

When did the actions take place?

action 1.....

action 2

Complete the rule

The ***past simple*** is used to talk about actions at a particular point in the

The ***past perfect*** is used to show that a completed happened something else in the past.

AFTER YOU READ

Look at the list of services provided in a hotel in Florida.

Services	
Hotel	Room
Swimming pool	Radio / Colour TV
games room	Direct dial telephone
Mini-gym	Hairdryer
Sauna / solarium	Electric trouser press
Good restaurants	Bathrobes
Ironing facilities	Mini-bar
Baby-sitting facilities	Private bathroom
Car park	24-hour room service
24-hour laundry service	Tea- and coffee-making facilities
Free newspapers	Air-conditioning
Telefax	Writing desk.

1. What are the services you feel are important?
2. Put a cross next to any services which you think are not important.
3. Discuss the reasons for your choice with a classmate and put the services in order of priority.

Practising related grammar points

Complete the following conversation with the correct tense and/or form of the bracketed verbs :

- **Gary** : Jean , I'm surprised to see you
- **Jean** : well, I think you owe me an explanation
- **Gary** : me? what about you, I **(see)**..... you in the café last night. We **(arrange)** to meet at the cinema , if you remember
- **Jean** : so why **(you/not/come)**..... into the café if you saw me?
- **Gary** : I **(be)**..... very angry. I **(wait)**.....outside the cinema for three quarters of an hour before I**(see)**.....you
- **Jean** : but **(you/not/get)**..... my note ?
- **Gary** : what note?
- **Jean** : the note I**(leave)**.....here yesterday afternoon. When I**(go)** past the cinema yesterday at lunchtime, I **(notice)** that they **(change)** the film, so I **(put)** a note under your door to tell you.
- **Gary** : I **(not/find)**.....any note.
- **Jean** : never mind. Let's forget about it . Where shall we go now ?

Section four

Speaking

Activity 1

- Read the following interview then answer the questions.

The King of Flamenco

Part pop star, part serious artist, Joaquin Cortes is the reigning king of flamenco- the foot-stamping Gypsy dance. He talked with Newsweek's John Parry in Madrid.

– **Why has your type of flamenco gained such wide international acceptance ?**

– I think because it is a blend of styles and has a more universal message. I am a Gypsy, and I mix my cultural roots with classical ballet and contemporary dance.

– **You were one of the first dancers to perform flamenco in front of large audiences. How did that come about ?**

– My intention and my message was that I don't want dance to be, as it always has been, reserved for the elite. I believe that everyone has a right to see dance and it should have a popular appeal.

– **Why did you choose Japan for your latest tour ?**

– I was very excited to go back to Japan, a country I've visited several times before. The Japanese people connect with flamenco, because it has something in common with their Kabuki theatre culture.

– **Are you concerned that flamenco might be corrupted through its adaptation by foreign cultures ?**

Flamenco is enjoying a golden age. What people want to do is experiment, and merge it with other styles. I don't believe that anyone will destroy flamenco by doing so.

– **You've said you want to retire from dancing at 33 and switch careers. What comes next ?**

– The future is uncertain, but I'm open to other roles: choreographer, dance director, the cinema.

– **How would you like to be remembered ?**

– As a battler who has contributed a lot to the world of dance and culture and has been able to broadcast a new message.

1. Complete the table with information from the interview.

Interviewee	Interviewer	Topic

2. How is the interview different from a usual conversation ?

**Activity 2**

1. **Follow the steps below to interview a classmate about a holiday, real or imaginary.**
 - a) Write 5 to 7 questions about the holiday. Begin your questions with words like **what, who, why, when, where, how many, did, was/were**, etc
 - b) Ask a classmate your questions and write down his/her answers.
You can ask other questions based on his/her responses.
 - c) Allow your interviewee time for thinking. (pauses, silences)
 - d) When you have finished the interview, ask your classmate to check the answers you wrote to see if you understood what he/she said.
 - e) Exchange roles.
 - f) Enact the interview.

**Activity 3**

- Report your classmate's answers to the class.**

Section five

Writing

BEFORE YOU WRITE

1. What sort of things can spoil a holiday? The pictures below may help you.



2. Read the letter below. Circle the most suitable linking words. (Provided in brackets)

The manager
Country Breaks
Inverless IV2 6ML

12 Kings court
London
WC6 5PN
25 May 2005

Dear Sir/ Madam,

Last week I went on one of your "Walking Weekend" breaks in Scotland. **(Unfortunately, /In spite of this, /Therefore,)** I was not at all satisfied with the holiday. **(To start with/Primarily/At first,)** I was disappointed with the village. It was extremely noisy **(so/as/owing to)** they were building a new road right through the centre. I was **(thus/so/though)** unable to sleep after 5.30a.m. any morning. **(Besides/Plus/Added to this)** when I was shown to my room, I found that**(although/because/in spite of)** I had asked for a private bathroom, I had nowhere to wash at all. **(At last/Eventually/Last but not least)** I really must mention the guide. **(Because of/In spite of/despite)** an accident the day before, she was unable to walk properly, so we could not do some of the marvellous walks I had been looking forward to. I hope you agree that the weekend was not as advertised, and look forward to receiving compensation.

Yours faithfully
Sam Wilson

3. Identify the following parts in the letter.

- Sender's address
- Sender's name
- Complimentary close
- The date
- Receiver's address
- Salutation

4. Answer the following questions.

- a) Why is Sam Wilson writing this letter?
- b) Who is going to read it ?
- c) Is the format and the language of the letter appropriate for this ? Why ? Why not ?

5. The letter above has three basic parts. Work with a classmate to complete its basic plan below.

- Part 1 :
- Part 2 :
- Part 3 :

AS YOU WRITE

You have just come back from a holiday abroad. There were a number of things you were not happy about. Here are a few points you noted down :

- Mum ill after climbing stairs every day
- Kids fed up because couldn't swim in pool
- Minibus broke down three times

Write a letter to the holiday company (**Luxury Tours, 255 Queen street, London WC2 8IO**) complaining about what went wrong on the holiday and asking for a refund of some of the money you paid or another holiday.

- a) Make a plan of what you are going to write.
- b) Write the first draft of the letter.
- c) Exchange your draft with a classmate. Check each other's work looking especially **at the layout, the plan, punctuation and spelling.**
- d) Write a second draft of your letter.

BEFORE YOU READ

1. Have you ever wanted to go on a holiday but couldn't afford it ?
2. Can you make an estimate on how much you need to go on a holiday ?
3. Look at the title of the text. What kind of information will it probably contain ?

AS YOU READ

1. Read the text and check your guesses.

How to plan a cheap affordable vacation

Whether you have just a little money to spend on vacation, or you have been saving all year long and have amassed a nice amount to spend on nothing but days in the sun, your vacation can be a wonderful time to get away from the daily grind of work and routine.

The least expensive vacation trip could be a one-tank trip to a town or rural area in your state. You could check with your local auto club for the location of scenic parks, historical sites, and places of interest that you might want to see. You could plan to spend at least one night at a nearby bed and breakfast, for example, if you choose to vacation in a rural area, so you could have more time to soak up the fresh air and the quietness of the area. If camping is your thing, every state has numerous campgrounds where you can go on and unwind and commune with nature. On the other hand, you might want to travel to another city and have a more exciting vacation. You could visit opera houses, amusement parks, museums, theatres, ski resorts, theme parks; concerts, and more.

Besides the auto club, the internet is an amazing wealth of information for people who are planning their vacation. If, for example, you hear of a place that you think you would like to visit, you can usually find the address, directions on how to get there from your home, how many miles it is to go there, and other pertinent information you would need to know about the place simply by getting on line right from your home.

If you want to travel to your destination by plane, there are also helpful Internet sites where you can shop for the best airfares and make all of the necessary travel arrangements. Travelling by plane is only one option, of course, as you can also travel by train or bus too. You can also search for places to stay, such as hotels, villas, time shares, travel lodges, chalets, resorts and privately-owned vacation homes anywhere in the world. The lists are practically endless! You could even consider staying at the homes of friends or relatives in order to save even more money.

Now that you have some ideas, you will need to decide on how much you can afford and what locations you would like to travel to. To decide what you can afford, you will have to divide up the money you have available for your vacation. Divide the amount up by categories of travel expenses, accommodation expenses, meal expenses and entertainment and activity expenses. Don't worry about setting aside money for emergency expenses, such as car repairs, if you have a credit card to fall back on. How much you will spend on each category is up to you as there is no set formula.

Remember that your vacation doesn't have to be expensive to be a special time away from the daily routine of things. With some checking around to obtain the necessary information, and a little planning, you can afford a trip away from home anytime!

2. Read the text and find out which of the following is the main idea :

- a) How to start saving money to go on a holiday.
- b) How to avoid wasting money on un-needed holidays.
- c) How to go on a holiday with the money you have on hand.

3. Complete the table below with details from the text.

Where to stay	What to visit

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

*If camping is your thing.

- a) If you dislike camping
- b) If you are interested in camping.
- c) If you know nothing about camping.

* Have a credit card to fall back on.

- a) Have a credit card taken away by someone.
- b) Fail to pay for something with a credit card.
- c) Have a credit card to use when in difficulty.

5. Find in the text the words which have the following definitions.

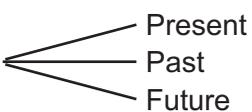
- a) To stop being nervous/to relax :
- b) To collect something in great amounts :
- c) To take in or absorb :
- d) To feel close to something or somebody :

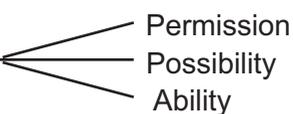
6. Where do you think this text is from? Who wrote it? Who is the expected audience?

AFTER YOU READ**1. Focus on the italicized words below. (par 2)**

You *could* plan to spend at least one night...

...you *might* want to see.

Guess whether they: a) refer to the 

b) express 

2) Complete the box below.

Might/ could + →

Homework

Choose a vacation destination you would like to visit and search the web to find information about it.(location, accommodation, weather, activities, etc)

Arts

Section two

BEFORE YOU READ

1. Answer the following questions :

- a) Do you like eating out?
- b) Would you be prepared to spend a lot of money in expensive restaurants ?
Give your reasons.

2. Tick the appropriate box for the food you like to eat in restaurants and the one(s) you prefer to eat at home. Add the food you like to the list and say where you like to eat it.

The food	In restaurants	At home
Salad		
Sea food		
Soup		
Escalope		
Fish		
Chicken		
Kuskus		
Steak		
Vegetables		
Chips		
Fresh fruit salad		

AS YOU READ

Read the texts and do the activities below.

Text 1

Not Totally Entertained

1. Waking up with fingers that look like plump sausages isn't my idea of a fun time. It seems that most restaurants' idea of good food is a little bit of basic ingredients and a whole lot of salt. May be their aim is to make you thirsty ; but sometimes the dryness in my mouth and the balloon effect on my body when I eat out only make me want to cook my own meals on the barbecue.

2. Not only does dining out these days seem to be saltier, but it's also getting more and more expensive as restaurants blame rising food prices and are passing rising commodity costs through to the prices on their menus. The restaurant business is very much a *here-today,gone-tomorrow existence...* It's so hard to find a good restaurant that stays consistent over time.

Text 2

Cooking out, eating in.

Perplexed by what to make for dinner ? Stores like Dream Dinners help busy people prepare meals ready to heat at home.

1. Americans may be losing touch with the art of cooking, but not the desire for the comfort of homemade food. "I think every woman and every cook faces the "what do I make for dinner? dilemma . And I think these Dream Dinners are certainly filling that need," says Carole Counihan, a food anthropologist at Millersville University in Pennsylvania. "You don't have to shop, you don't have to plan, but you get, in a sense, to take credit for the cooking"

2. The company is called Dream Dinners and, like more than a hundred similar outfits across the country, it functions as a sort of communal kitchen where moms and dads whip up a few weeks' worth of freezer-ready meals in just two hours. It's home cooking –without the home.

3. Started in 2002 by two women in a Seattle suburb, Dream Dinners was the first company to specialize in 'meal assembly'. It works like this : Customers use a website to select a time and date along with the meals they'd like to prepare –herb-cruste flank steak, perhaps, or chicken mirabella. When they arrive at the session, ingredients have been carefully doled out into stainless steel containers.

4. The process unfolds like a TV cooking show. "it's cooking with everything laid out for you". The would-be chefs simply mix and season, prepping meats and fish and pizza for the oven. The prepared-but uncooked- meals are then bundled into freezer bags and aluminum containers. Cooking instructions are affixed and the meals are taken home in a cooler, where each customer will stockpile a dozen ready-to-cook meals.

1. Complete the sentences

Both texts are about.....
 In the first text, the writer
 but in the second text, the writer

2. Read text 1 and answer the following question :

The writer decided to cook his own meal for some reasons. What are they ?

-
-
-

3. Explain the following sentence using your own words :

“ The restaurant business is very much a here- today, gone-tomorrow existence ”.

4. Is the writer in text 1 exaggerating or describing objectively what happens in some restaurants nowadays ?

Find examples in the text to justify your answer.

Read text 2 and

1. Say whether the following statements are true or false. Justify your answers.

- Americans don't like home-made food ()
- Dream Dinners help both men and women ()

2. Tick the correct alternative

- a) bundled (§4) means
- mixed
 - paid
 - quickly put together
- b) a cooler (§ 3) is
- a very short time
 - a device for keeping things cool
 - a plastic bag
- c) With Dream Dinners, the customers
- cook the meals at home and eat them out
 - prepare the meals out and eat them at home
 - cook the meals out and eat them out
- d) The “would-be chefs” are :
- the people who work with Dream Dinners
 - the people who sell the ingredients
 - the customers

3. How does Dream Dinners work ? Read the text again and reorder the following sentences to answer the question. The first one has been done for you.

- you go to Dream Dinners. ()
- you mix and season the ingredients. ()
- you follow the cooking instructions to prepare your meal at home. ()
- you take the uncooked ready- to cook meals. ()
- you use a website to choose a time, date and the meal(s) you like to prepare. (1)
- the ingredients are prepared for you at Dream Dinners. ()

4. Can you draw any conclusions about the eating habits of Americans ?

- What are **your** eating habits ?

Exploring grammar

Focus on the following sentences

1. the prepared meals ***are bundled*** into freezer bags.

2. ingredients ***have been carefully doled out*** into stainless steel containers.

Who bundles the prepared meals in sentence 1?

Who has doled the ingredients out in sentence 2 ?

Are the people who do the actions important in these sentences ?

Complete the rule about the use of the passive :

The *passive* is often used to focus more on thethan on the who does it. It is used when the *doer* is not or not known. An *object* in an *active* sentence would be the in a sentence.

AFTER YOU READ

You are going to do a survey about the eating habits in your class.

Step 1

In groups of 4 , complete the questionnaire with the appropriate questions.

	yes	no	sometimes
1. Do you like eating out ?			
2. Do you eat ready- prepared food ?			
3.			

Step 2

Fill in the questionnaire first individually and then compare your answers with some of your classmates'.

Step 3

Write a short report using the information you collected in your survey and draw conclusions about the eating habits in your class .

In your survey :

- give the number of pupils in your class, say what the survey is about and give the results.

useful language :

most of us / some of us / nearly all of us / half of us / none of us... however , in addition.

Homework

Circle the correct alternative.

Dear Sally ,

How are you ? We 've been very well looked after by our hosts. Mary (**took/is taken**) us sightseeing and we (**have been introduced/ introduced**) to some of her friends who made us feel very welcome .Last night , we (**showed/ were shown**) round a castle where one of Mary's friends lives. Apparently, the castle (**was given/ gave**) to the family after one of their ancestors (**killed/was killed**) while trying to save the queen . I hope (**we'll invite/ we'll be invited**) to visit other interesting places.

SELF-ASSESSMENT

A. What progress do you feel you have made in English in this module ?

Put a tick (✓) in the box that applies to you .

	YES	A LITTLE	NO
1. I've used what I already know to learn more English			
2. I can read a text and answer the questions correctly			
3. I can listen to a text and answer the questions correctly			
4. I've learnt how to converse in English			
5. I am using the grammatical structures I've learnt			
6. I understand grammar but I cannot use the structures correctly			
7. I can remember the words I've come across			
8. I recognize the words but I cannot use them			
9. I've learnt how to write in English			
10. The writing activities are difficult			
11. I've shared ideas with my classmates and my teacher			
12. My pronunciation has improved			
13. I've learnt how to conduct a mini- project			
14. My English has improved			

B. What did you like most in this module ? Tick the answer(s) that apply(ies) to you.

- The topics
- The activities
- The projects
- Listening to the cassette
- Acting out situations
- The writing activities
- The Reading skills
- The grammar exercises
- The vocabulary exercises
- Working in groups

C . Circle the alternative that applies to you :

I still need to work on :

Reading / Listening / Speaking / Writing / Vocabulary / Grammar

Fun page

One day a police car pulled up to grandma's house and grandpa got out. The officer explained that the elderly gentleman said he was lost in the park. "Why, Bill," said Grandma, "You've been going there for over 30 years! How could you get lost?" Leaning close to Grandma so that the police officer couldn't hear, he whispered, "Wasn't exactly lost. I was just too tired to walk home."

No matter what you order at a restaurant, what everyone else orders will look better.



"We were dog people when we met—what happened?"



VOCABULARY COVERED IN MODULE 3

Common core:

Section one:

accommodation
canoeing
cycling
dog sledge riding
harbour cruising
hiking
honeymoon
luscious food
roller skating
safari
sightseeing
sky diving
sunbathing
surfing
tent
water skiing
wildlife

Section two:

bake
board
buffet
cliff
creek
crystal clear
get rid of
jeep
labyrinth

lagoon
make up
mythical
oven
path
reef
shoreline
spoil
tiny
wreck

Section three:

ant
bat
camp
convert into
cottage
dash (v)
detached
embarrassed
en suite
enthusiastic
fortnight
impressed
invade
invasion
magnificent
nervous
plumber
regretful
rent

snake
spacious
unlock

Section four:

appeal
battler
blend
choreographer
corrupt
elite
merge
reign

Section five:

break down
compensation
disappointed
fed up
marvellous

Arts Supplement:

Section one:

affordable
amass
amazing
category
chalet
commune
estimate

fall back on sb
formula
get on line
grind
internet site
pertinent
resort
soak up
travel lodge
unwind
vacation (n &v)

Section two:

anthropologist
bundle (v)
commodity
communal
consistent
cooler
dole out
ingredients
mix
outfit
perplexed
plump
sausage
season (v)
take credit for s.th
unfold
whip (v)

Module Four

SCIENCE AND TECHNOLOGY : A BLESSING OR A CURSE ?

Expected learning outcomes :

In this module, I'm going to

- use what I already know to acquire new words and ideas about science and technology
- listen to presentations on genetic engineering
- conduct a mini-project on a scientific/technological issue
- read extracts from articles on scientific and technological issues
- read a short story
- read a poem
- learn and practise lexical and grammatical items
- enact a telephone conversation
- take part in a debate on the issue of cloning
- take part in a dialogue on the advantages and the disadvantages of genetic engineering, computer games or mobile phones
- write an article in a newspaper
- expand topic sentences
- write an e-mail
- write about a real or an imaginary accident
- expand my knowledge of the world



Section One

Introductory activities

Activity 1

Complete each dictionary definition with the appropriate word from the box.

invent, discover, originate, technology, science

1. : to see, get knowledge of, learn of, find, or find out , gain sight or knowledge of (something previously unseen or unknown) :
to ~ America ; to ~ electricity
to ~ : to find something that had previously existed but had hitherto been unknown:
to ~ a new electricity .To ~how to make synthetic rubber.
2. : to make or create something new, especially, something ingeniously devised to perform mechanical operations.
To ~a device for detecting radioactivity.
Create as a product of one's ingenuity, experimentation . to ~the telegraph.
To produce or create with the imagination : to ~a story.
To make up or fabricate (something fictitious or false) : to ~excuses.
3. : to begin something new, especially, new ideas, methods etc. to ~a political movement.
4. : 1.a branch of knowledge or study dealing with a body of facts or truths systematically arranged and showing the operation of general laws : the mathematical ~ s.2. systematic knowledge of the physical or material world gained through observation and experimentation.3.any of the branches of natural or physical ~.4. systematized knowledge in general. 5.knowledge, as of facts or principles, knowledge gained by systematic study.6.a particular branch of knowledge. 7.skill, especially ,reflecting a precise application of facts or principles ; proficiency.
5. : the branch of knowledge that deals with the creation and use of technical means and their interaction with life, society, and the environment, drawing upon such subjects as industrial arts, engineering, applied science, and pure science .

Activity 2**A. How much do you know about scientific and technological developments ?****Tick the appropriate alternative.**

1. When was the first robot built ?
a) in 1902 b) in 1908 c) in 1916 d) in 1921
2. Which of these products was first invented ?
a) the air conditioner b) the computer hard disc c) the mobile phone d) the transistor radio
3. Who invented the kidney dialysis machine ?
a) Thomas Edison b) Graham Bell c) Alfred Nobel d) William Kolff
4. Who invented the laser ?
a) Wilson Greatbatch b) Scott Olson c) Gordon Gould d) Henry Ford
5. Who set up Microsoft ?
a) Karl A.Muller b) Berners Lee c) Bill Gates d) James Russel
6. When did the first man-made satellite orbit the moon ?
a) in 1962 b) in 1968 c) in 1975 d) in 1993
7. In 1928, Scottish biologist Alexander Fleming discovered
a) Penicillin b) Insulin c) The hepatitis-B vaccine d) Aspirin
8. DVD (Digital Versatile Disc or Digital Video Disc) was invented in
a) 2005 b) 2000 c) 1995 d) 1990
9. The Disposable contact lenses were invented in
a) 1987 b) 1980 c) 1975 d) 1970
10. Who invented the photocopier ?
a) Bell Labs b) Chester F. Carlson c) Harold Edgerton d) Robert Watson – Watt

B. Now check your answers with your classmates'. How many correct answers do you have ? If your score is below the average don't worry too much because you'll learn a lot about science and technology in this module.

Activity 3

Look at the pictures. Read the captions and discuss the different attitudes with your classmates.

Technology is destroying our family life.



1

Nano technology will affect almost every part of our lives, from the medicines we use, to the power of our computers, the energy supplies we require, the food we eat, the cars we drive, the buildings we live in and the clothes we wear.



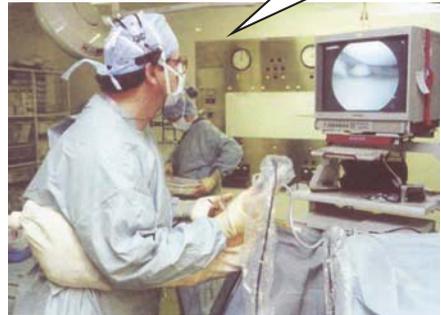
2

Chatting on the web can be a comfort to lonely people.



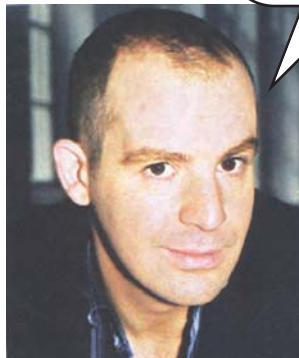
3

Computerized surgery is enabling doctors to diagnose and treat diseases more effectively.



4

It's dangerous to place too much faith in technology.



5

Will a machine replace me at work ?



6

7

In Vitro Fertilization has solved the problem of many childless couples.



9

Technology is good but it mustn't fall in the wrong hands.



8

I can't think of a morally acceptable reason for cloning.



Activity 4

Inventions may be a **blessing** (having a positive impact) or a **curse** (having a negative impact). Look at the following list of inventions in the table below and in pairs, decide whether they are a blessing or a curse and give your reasons.

You may add other inventions to the list.

Inventions	A blessing	A curse	Your reasons
1. Cars			
2. Cellular phone			
3. Computer games			
4. E-mail			
5. Plastic bottles			
6. Air conditioning			
7. Nuclear power			
8. Other			

Activity 5

- A. Which technological devices do people usually use to communicate ?
- B. How important is the mobile/cellular phone among these devices ?
- C. Have you got a mobile phone ? If not, would you like to have one ?
- D. These are reasons why people use mobile phones .

Tick the ones that apply to you or would apply to you if you had one.



Reasons	(✓)
1. to let other people know where they are	
2. to play games	
3. to wake you up	
4. just to say hello	
5. to chat with someone	
6. to arrange meetings	
7. to listen to music	
8. to find out about sports results	
9. to remind you of important dates/events	
10. to take photographs	
11. to play tricks on others	



E. The following is a jumbled telephone conversation.

Reorder it then **enact** it in class with a classmate.

- (8) “ Well, what about if you came early and then my dad could give you a lift home at about ten. Most people are coming around seven anyway and it would be cool if you came .”
- () “ See you later.”
- () “ I’m not sure. I think my mum wants me to stay in tonight. We’re going to my aunt’s house tomorrow and we have to leave really early.”
- () “ Hello”
- () “ Miles away ! ”
- () “ Yeah, bye .”
- (4) “ Fine thanks. Listen. I haven’t got long because I’ve got a maths class in a minute. I just wanted to see if you are still coming tonight.”
- () “ Hi Sophie, it’s Justin.”
- (10) “ Ok, cool.”
- () “ Hi. How are you ?”
- () “ Ok well, let me speak to my mum and I’ll text you later .”
- () “ Why, where does she live ?”



Activity 6 Expand your knowledge

In small groups choose one of the following topics then search the internet for information.

Be ready to present your mini-project to your classmates at the end of this module.

- Nano technology
- Robotics
- Bioethics
- Genetic engineering
- Artificial intelligence
- Medical innovations



Section two

Listening

BEFORE YOU LISTEN

A. 1. Write the following words/expressions under the headings in the table below.
 [ethics, DNA, issue, chromosome, genetic testing, gene therapy, controversial, blood clotting, designer gene, germline, DNA testing, cloning]

The words / expressions I already know the meaning of	The words /expressions I've heard about but I still don't know the meaning of	Completely new words / expressions for me

2. Match each word in column A with its corresponding definition in column B.

Words / expressions	definitions	answers
1. ethics	a) likely to cause prolonged argument, especially about social, moral or political matters. b) a set of principles of proper conduct.A system of moral values. c) insertion of normal DNA directly into cells to correct a genetic defect. d) (deoxyribonucleic acid) a molecule found within a structure known as a chromosome. e) a question that arises for discussion. f) creating a new organism .	1 +
2. issue		2 +
3. controversial		3 +
4. DNA		4 +
5. cloning		5 +
6. gene therapy(human)		6 +

3. Study the following definitions. Consider the key words and the specific references then write each word/expression from the list below in front of its corresponding definition.

DNA testing, germline, chromosome, designer gene, genetic testing, blood clotting

- a) : the genes a person will pass on to his/her children.
 b) : the analysis of human DNA ,RNA, chromosomes and proteins in order to detect the possible presence of an inheritable disease.
 c) : a process in which liquid blood changes into a semisolid (a blood clot)
 d) : a structure within the nucleus that contains DNA.
 e) : the checking of an individual 's genetic material to predict present or future disability or disease, either in the individual or his/her children
 f) : a gene altered or created by genetic engineering, especially, for use in gene therapy.

- B.1.** Have you ever heard of genetic engineering (GE) ?
 If yes, what do you know about it ?

- 2. Read the following statements. One of them is irrelevant. Find it out and underline it.**

- a) The application of genetic engineering to humans is a reality.
 b) There are genetic engineering techniques practised on food (plants and crops)
 c) There's been much talk about genetic engineering applied to rocks..
 d) Animals are the subject of genetic engineering.

- 3. The following text is a definition of genetic engineering -taken from Grolier Multimedia Encyclopedia- Read it, underline the key words then discuss their meanings and implications in small groups. In cases of complete disagreement with your group members, check in the dictionary.**

Genetics is the science that studies all aspects of inherited characteristics.
 Genetic engineering is the application of the knowledge obtained from genetic investigations to the solution of such problems as food production, waste disposal, medicine production and diseases.
 Included in genetic engineering techniques are a range of procedures that alter the reproductive and hereditary processes of organisms.
 Depending on the problem, the procedures used may involve artificial insemination, cloning, in vitro fertilization, or the direct manipulation of the genetic material itself by the recombinant DNA technique.

C. Match each picture with its corresponding comment.

Pictures :

1



2



3



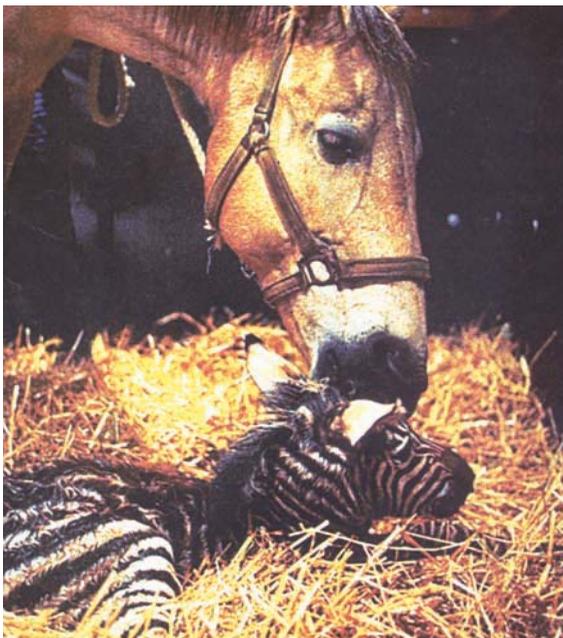
5



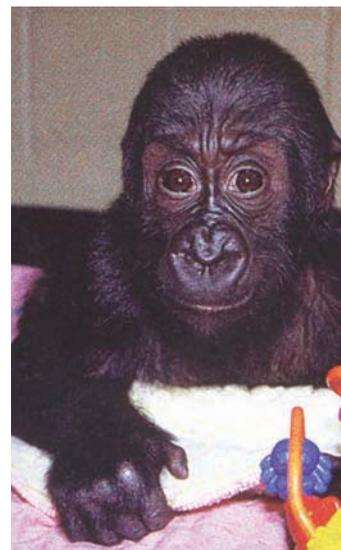
4



6



7



Comments :

- A. 1985.Ralph Brinster’s lab creates the first transgenic livestock, pigs that produce human growth hormone.
- B. 1996. The world’s first test-tube gorilla, Timu, was born at the Cincinnati Zoo.
- C. 1996.Dolly’s birth was heard round the world.The first mammal ever cloned from a single adult cell .
- D. 1978.The birth of Baby Louise ,the first child conceived through in vitro fertilization. Midwives : Patrick Steptoe and R.G.Edwards of England.
- E. Cloning might be one way to protect endangered species, but zoos are using other reproductive methods. At the Louisville Zoo, a surrogate mother horse gave birth to a zebra that had been conceived in a lab dish.
- F. 1986.Artificially inseminated, surrogate mother Mary Beth Whitehead carries Baby M to full term, then tries to keep her. She fails.
- G. 1962.John Gurdon cloned frogs using cells from older tadpoles

Answers :

1. + 2.+ 3. +..... 4.+ 5.+..... 6.+..... 7.+.....

PRESENTATION 1

AS YOU LISTEN to presentation No.1 do the following activities.

A. Who is Mark Edden ? Does he approve of applying genetic engineering to humans? Listen and write down any words/expressions that would support your answer.

.....

.....

.....

B. In the following list there is an element that is not mentioned in the presentation. Identify it and tick it.

1. gene therapy
2. germline gene therapy
3. creating designer babies
4. dealing with obese (very fat) people
5. recombinant DNA techniques
6. the future of genetic engineering on humans

C. Listen again to the whole presentation and complete the following table.

Techniques	Positive impact
Gene therapy	-repair..... -treat..... -avoid
Germline gene therapy
Creating designer babies
Recombinant DNA techniques	-determine -establish.....

D. How does Mark Edden support his points of view ?

E. Mark Edden talks about specific cases as examples. Listen to Ginger’s case and complete the paragraph.

“ A woman from California in the U.S, Ginger Empey, had advancing 1..... cancer. Since it had already 2.....to major 3.....when diagnosed, gene therapy was the only 4..... . She was 5.....with a genetically-engineered drug. Over the next year, her 6..... shrank by 25 per cent. After 3 years, they almost disappeared.”

F. Match the cases talked about with the problems and the techniques used.

People concerned	Problem	Techniques used
Ginger Empey, the woman from California	accusation of rape and murder	DNA testing
Ms. x	breast cancer	Gene therapy
Four black men	looking for daughter	DNA testing

Which of the three cases mentioned by the speaker caught your attention most ? why ?
Volunteer to retell the story to your classmates.

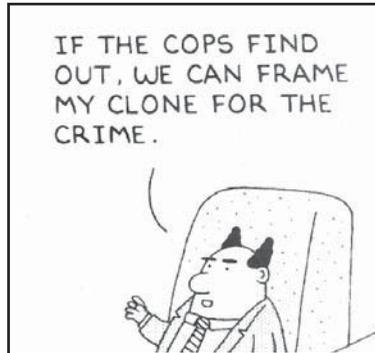
AFTER YOU LISTEN

A. Reorder the following cartoons to get a coherent story. Write your answer in the table below.

a



b



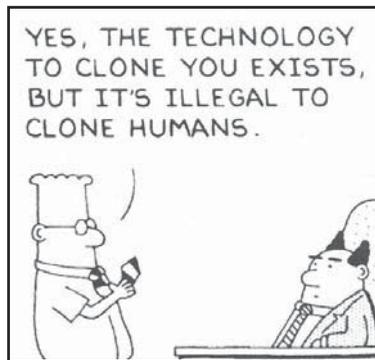
c



d



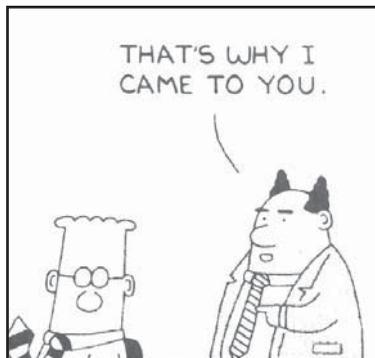
e



f



g



1 + c, 2 + ..., 3 + ..., 4 + e, 5 + ..., 6 + ..., 7 + a

B. What do you think ? Read the statements in the following table then express your opinion by ticking YES, NO or MAYBE.

Statements	YES	NO	MAYBE
1. I would have a genetic test to determine if I had the gene for an incurable disease.			
2. I would allow my employer to administer a genetic test before giving me the job.			
3. I would ask my relatives to save samples of my DNA after my death.			
4. If I were accused of a crime, I would undergo a DNA test to prove my innocence.			
5. I would pay a company to protect the privacy of my genetic information.			
6. I would undergo a therapy to cure a devastating or life-threatening disease.			
7. I would save the DNA of my dead loved ones.			
8. I would use gene therapy to insure the sex or improve the genes of my unborn baby.			

C. Regroup the following words into pairs of opposites.

show, deny, shrink ,
 innocent, agree, succeed,
 spread, enhance, guilty,
 conceal, reduce, fail ,
 confess, object

D. Complete the following table.

Verb	Adjective	Noun
treat		
diagnose		
choose		
disappear		
		performance
cure		
insert		
suspect		
XXXXXXXXXX	innocent	
release		
prove		
XXXXXXXXXX		curiosity
avoid		
confess		

E. Look at the following cartoons . Are Dennis and Lolita good examples of cloning humans ?



Dennis



-Class debate :

Is cloning humans allowed ? Why ? Why not ?

PRESENTATION 2

AS YOU LISTEN to presentation No. 2 do the following activities.

A. Who is Jane Spencer ? Is she for or against genetic engineering ?

Listen and write any words/expressions that would support your answer.

.....

.....

.....

B. Read and listen to part 1 of Jane's presentation and complete with the missing words.

" Gene therapy has got numerous side effects during testing such as 1....., abnormal blood clotting, partial 2..... and even death. Jessie Gelsinger died after receiving 3.....therapy at the University of Pennsylvania in the U.S. Doctors inserted a cold 4.....into Gelsinger's liver in order to cure his genetic disease. Instead, his 5....., liver and 6..... were harmfully affected. There are also 7..... issues. Who will have access to this expensive technology, people in rich, 8..... countries or people in poorer, 9..... areas of the world ?"

What happened to Jessie Gelsinger ? How ?

C. Listen to part 2 and answer these questions .

1. In what way has DNA testing become a business ?
2. What kind of questions does DNA testing raise ?

D. Listen to part 3 and answer the following questions.

1. What does "that" refer to ?

2. Tick the right answer .

By saying : " Isn't that crazy and unethical ?", Jane expresses:

a) a threat b) criticism c) approval

3. How important is the value of children for Jane ?

Do you share her point of view ?

E. According to Jane, other factors contribute to intelligence and athletic performance.

Listen to part 4 and identify these factors.

F. Listen again to the whole presentation and take as many notes as you can then complete the following sentences so as to get a summary of Jane's presentation.

Jane thinks that gene therapy is

because

According to her, DNA testing

As far as creating "designer babies" is concerned, she believes that

Concerning genetic disorders, she thinks that

In her opinion, inserting genes which enhance intelligence or athletic performance

Finally, she states that human evolution

G. 1. Each of the expressions in the box below is made up of two words. Is the main stress on the first or on the second word ? Listen and check.

gene therapy, funeral homes, burial services, designer babies, blood clotting,
Ethics Alliance, lab dish, breast cancer

2. Are the following compound nouns pronounced in the same way as the ones in exercise 1. ? Why ?

(make-up, book-case, test-tube)

Practice repeating the expressions in both cases and let your classmate check the accuracy of your pronunciation then reverse roles.

AFTER YOU LISTEN

A. Now that you have listened to the two presentations, which do you agree with most? Why?

B. Exploring grammar

What do you notice in the following words ?

abnormal, **un**wanted, **un**ethical, **in**estimable

What do you call the parts written in bold ? What is their function ?

Practising related grammar points

Use : il , in , ir , dis , im , mis to get the opposite meaning of the following words.
.....moral,curable, Legal,human,acceptable,successful,
.....appear,responsible, understand, regular,abled,known

Homework

The following statements are related to Genetic Engineering of animals and plants / crops.

Read and say whether the statement is for or against Genetic Engineering (GE).

Tick where necessary.

A. Genetic Engineering of animals

Statements	For	Against
1. Transgenic animals can be created so that their organs can be transplanted into human beings.		
2. Genetic Engineering, combined with cloning, can be applied to animals to make valuable pharmaceuticals.		
3. Saving endangered species or salvaging extinct ones is merely science fiction.		
4. If you are faced with death by heart failure or the offer of an animal heart transplant, which would you choose?		
5. Many scientists report emotional difficulties with what they have to do to animals.		
6. New breeds of farm animals can be made more quickly by GE with precisely determined characteristics like lean meat (containing little or no fat) or fast growth.		
7. We could recreate extinct species by cloning the DNA and inserting in suitable host cells, thus maintaining global biodiversity.		
8. Cloned animals have chromosomes which show structural modifications equivalent to adult animals. Thus, they are old before their time. "Dolly" the sheep was "mutton dressed as lamb".		
9. There is a big risk when transplanting animal organs into human beings that animal diseases and dormant viruses in animal genomes could be transferred to the human population.		
10. Dolly the sheep was cloned to produce a sheep whose milk had more proteins that are believed to help treat diseases such as emphysema, hemophilia and cystic fibrosis.		
11. There is no simple link between genes and diseases. For instance when the human retinoblastoma (eye cancer) gene was inserted into mice it produced abnormalities but there were no symptoms of retinoblastoma.		

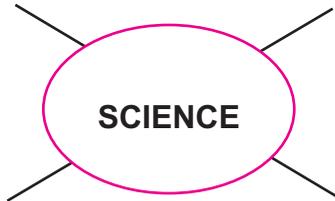
B. Genetic Engineering of plants/crops

Statements	For	Against
1. Genetic pollution from transgenes spreads into other organisms. It can never be reversed or cleaned up .		
2. GE plants are carefully tested for environmental and ecological impact , including their effects on earthworms and beneficial insects.		
3. It reduces labour costs .		
4. There are damaging irreversible effects on health caused by genetically-engineered foods .		
5. GE allows the creation of plants that produce vaccines and pharmaceuticals .		
6. To transfer desirable qualities from one organism to another , for example , to make a crop resistant to an herbicide or to enhance food value .		
7. The process of inserting genes can damage normal genes		
8. It enhances biodiversity by allowing weeds to continue growing for longer thus providing nutrition for animals.		
9. Increased use of chemicals on crops results in increased contamination of our water supply and food .		
10. The loss of biodiversity in crops and the disturbance of the ecological balance .		
11. We have the ability to feed the world's population without the risks posed by GE .		

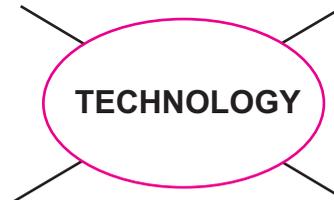
Section three

Reading

A. Complete the spidergrams with words related to



and



B. Look at the 6 headlines below and discuss with a classmate what you think the articles are about



AS YOU READ

A. Match the extracts from the articles below to the headlines and find out whether you guessed right .

Fears that mobile phones can cause brain cancer were dismissed yesterday by scientists after the biggest ever study into their safety.

They ruled out concerns that holding a handset near the head could trigger a rare type of tumour. The scientists studied 10 years of mobile phone use by 4,000 people in five European countries including Britain. But experts warned there were other health concerns and it could take up to 30 years to prove the technology does not pose long-term threat.

1

A ten-year research project to develop a genetically- modified pea has been abandoned after it was found to trigger allergic reactions when fed to mice. The mice’s lung tissue became inflamed, creating mucus and affecting their breathing. The reaction was not life threatening, according to the researchers. The gene added to the pea was taken from a strain of beans considered safe for human consumption, so the allergic reaction in the mice was surprising. Critics claim the development is a serious blow to supporters of genetic modification as it shows the technology can have unexpected and harmful results.

3

Article	Headline

Thousands of lives could be saved by a hi-tech camera developed in Britain which can instantly detect the deadliest form of skin cancer . Malignant melanoma is the most rapidly- increasing cancer in the UK, affecting 5000 a year and killing 1500. If caught early, however , it can normally be cured.

The camera has been developed over 12 years by the clinical technology firm Astron Clinica with Addenbrooke’s and Birmingham University. Thomas Carter of Astron said it could save hospitals huge sums by catching the diseases early. Doctors say results are very promising.

2

A Turkish boy of five has tested positive for the deadly bird flu strain. If Muhammet Ozcan, who is critically ill, dies, he will be the fourth child victim from the same town this month. His older sister FATMA died yesterday. While preliminary tests indicated the 12-year-old was not infected with the deadly H5N1 strain, experts still suspect the virus killed her. The boy caught the disease after playing with the decapitated head of an infected chicken. The World Health Organisation believes the Turkish victims caught the disease from contact with infected poultry, in most cases children playing with birds or helping families kill them for food.

4

The number of people with internet access leapt from 7.1 million to 18.6 million from 1998 to 1999. And regular users rose by 48 per cent from 7.5 million to 11.5 million, according to a new report. Users spent an average £170 each on-line with shoppers attracted by big discounts and 24-hour shopping. Six out of 10 internet users having bought books from firms such as Amazon and BOL. And more than a third have ordered plane or train tickets; 27 per cent bought CDs and 22 per cent went for cinema or theatre tickets. On-line banking and financial services have also increased over the past year.

5

PRICKING the skin for blood-sugar testing is a painful nuisance for diabetics. American scientist Jack Aronwitz claims to have found the answer in a patch which draws blood sugar through the pores and detects sugar levels below the skin surface, which can then be measured by a small meter from colour changes in the patch. The patch has given good results in U.S. trials. It should be available here next year.

6

B. Read the articles again and say whether the following statements are true/ false or not mentioned. Tick the appropriate box.

Statements	True	False	Not mentioned
Mobile phones can cause cancer .			
The boy was contaminated by his sister.			
Using mobile phones is not dangerous at all.			
The diabetic patch is very expensive.			
Melanoma cannot be cured.			
Genetic modification may be harmful.			
The sugar level in the blood can be detected by the colour changes in the patch.			
Internet shoppers purchase an average of four items a year .			

C. Go back to the spidergrams and add other words from the articles.

D. One word may have different meanings. Read articles 3 and 4 again, look at the dictionary entry for the word "strain" and circle its appropriate meaning in each article.

strain¹ (strān) *vt.* [ME *streinen* < OFr *estraindre*, to strain, wring hard < L *stringere*, to draw tight: see STRICT] **1** to draw or stretch tight **2** to exert, use, or tax to the utmost [to strain every nerve] **3** to overtax; injure by overexertion; wrench [to strain a muscle] **4** to injure or weaken by force, pressure, etc. [the wind strained the roof] **5** to stretch or force beyond the normal, customary, or legitimate limits [to strain a rule to one's own advantage] **6** to change the form or size of, by applying external force **7 a** to pass through a screen, sieve, filter, etc.; filter **b** to remove or free by filtration, etc. **8** to hug or embrace: now only in **strain to one's bosom** (or **heart**, etc.) **9** [Obs.] to force; constrain —*vi.* **1** to make violent or continual efforts; strive hard **2** to be or become strained **3** to be subjected to great stress or pressure **4** to pull or push with force **5** to filter, ooze, or trickle **6** [from a misunderstanding of "strain at a gnat" (Matt. 23:24)] to hesitate or be unwilling; balk (*at*) —*n.* **1** a straining or being strained **2** great effort, exertion, or tension **3** an injury to a part of the body as a result of great effort or overexertion [muscle strain] **4 a** change in form or size, or both, resulting from stress or force **b** stress or force **5** a great or excessive demand on one's emotions, resources, etc. [a strain on the imagination]

strain² (strān) *n.* [ME *stren* < OE *streon*, gain, procreation, stock, race < base *strynan*, *streonan*, to produce: for IE base see STREW] **1** orig., *a* a begetting *b* offspring **2** ancestry; lineage; descent **3** the descendants of a common ancestor; race; stock; line; breed; variety **4** a line of individuals of a certain species or race, differentiated from the main group by certain, generally superior qualities, esp. as the result of artificial breeding **5** an inherited or natural characteristic or tendency **6** a trace; streak **7** the manner, style, or tone of a speech, book, action, etc. [to write in an angry strain] **8** [often *pl.*] a passage of music; tune; air **9** a passage of poetry, esp. of a lyric sort **10** a flight or outburst of eloquence, profanity, etc

E. Match the words in column A with their definitions in column B.

A	B	Answers
trigger (article 1)	cut off the head	1 →
decapitate (article 4)	making a tiny hole with a sharp point	2 →
poultry (article 4)	excluded	3 →
pricking (article 6)	activate	4 →
leapt (article 5)	rejected	5 →
dismissed (article 1)	increased	6 →
ruled out (article 1)	chicken	7 →

AFTER YOU READ

Activity 1

In the following passage, there are 2 irrelevant sentences. Read and cross them out.

In the computerised home of the future, you will be able to do all your chores at the touch of a button . People can feel well for some time and then go down with the symptoms . You'll be able to run a bath, load the dish-washer and boil the kettle from the comfort of your armchair using a hand-held control panel. Sufferers from the condition, called Prader-willi syndrome, can go to great lengths, including stealing to get food. And, as the system will be internet- linked, you can close the curtains, put the lights on and start dinner before you leave work. You won't need a diary because tiny computers implanted under your skin will help you sort out your life. The weekly shopping will also be a thing of the past.

Activity 2

Read the following figures aloud.

4. 000
 1. 500
 7.1 million
 22%
 £ 1.70
 48%
 100.000
 1998

Exploring grammar

Focus on the following sentences and underline the adjectives.

1. The technology does not pose a long-term threat (article 1)
2. The 12 -year-old girl was not infected with the disease. (article 4)
3. Malignant melanoma is the most rapidly-increasing cancer. (article 2)
4. It was not a life-threatening reaction . (article 3)
5. A ten-year research to develop a genetically-modified pea has been abandoned.(article3)
6. They were attracted by the 24-hour shopping. (article 5)

What do you notice ? How are these adjectives made ?

In sentence 1: a + adjective + noun

In sentence 2:.....

In sentence 3:.....

In sentence 4:.....

In sentence 5:.....

In sentence 6:.....

What do you call these adjectives ?

Read the six sentences again and express each adjective differently

Example : rapidly increasing cancer (cancer that increases rapidly)

Practising related grammar points

Express the following sentences differently .

- 1) Cells from the immune system damage and attack the cells that produce insulin.
- 2) With the new medicine, blood pressure dropped by 17 per cent over a period of six months.
- 3) Mollie was tested for 104 chemicals made by men, and a cocktail of 35 toxic chemicals was found in her blood.
- 4) Women who smoke during pregnancy are passing chemicals that cause cancer to their babies.
- 5) The parents of 3,000 twins who are two years old were questioned about their babies' language acquisition skills.

Section 4

Speaking

Activity 1

Which of the following gadgets must you have and which ones can you live without? Justify your answers.

- digital camera
- mobile phone
- watch
- computer
- television
- MP3 player
- games console
- calculator



Activity 2

What can you do with a computer?

In the following long line of letters are hidden 9 functions for using a computer.

Try to identify them.

sende-mailwritealetterdocalculationssurftheinternetprintlistentomusicwatchDVDsrecordCDsplaygames

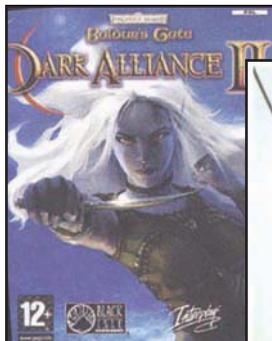
What do you use a computer for ?

Activity 3

Ask a classmate.

- * if he/she likes playing computer games
- * if he/she has ever played computer games
- * how often he/she plays computer games
- * what his/her favourite computer game is
- * who he/she plays with
- * what he/she thinks of computer games

Ask any other questions you think of.



Activity 4

Role play : In pairs, read the cue cards below, prepare the dialogue then act out the roles.

Science and technology have good points and bad points. In small groups choose one of the following topics (*mobile phones / computer games / genetic engineering*) then

- a- Make a list of the advantages and disadvantages of the topic you have chosen.
- b- Discuss whether the advantages outnumber the disadvantages or vice versa.

Activity 5

Student A

You are a father/mother. You disapprove of computer games because

- they are a menace to children's education
 - they can be a time waster
 - they encourage children to be violent
- (add any other reasons you can think of)
Try to convince your son/daughter to stop playing them.

Student B

You are a son/daughter. You approve of computer games because

- you enjoy game and relax at the same time
 - they can be a comfort when you are lonely
 - they develop thinking and decision making skills
- (add any other reasons you can think of)
Try to convince your father/mother that you can't live without them.

Helpful notes

Do you think that
In my opinion/ to my mind/ as far as I am concerned
Frankly/honestly (to introduce critical remarks)
I'd rather + verb + than
It sounds interesting but
I have my doubts about
You haven't convinced me yet



Homework

Think of a problem in modern life that could be solved by a new gadget. Then invent your gadget to solve the problem. Don't worry about practicality; just let your imagination run wild.

Be ready to present your ideas to the class and be sure to

- describe the problem
- Explain your product
- Predict how your product will improve life in the future.

Section five

Writing

BEFORE YOU WRITE

A. Read the 2 texts and complete the table below with the appropriate information.

	Type of text	Expected readers	Purpose
Text 1.			
Text 2.			

Text 1

Text 2

Kwai ONCE-A-DAY
Concentrated garlic tablets
Helping to maintain a healthy heart and circulation
Guaranteed high allicin yield
Odour free
30 Once-A-Day tablets
LloydsPharmacy

Kwai
Garlic to help maintain a healthy heart and circulation
Guaranteed allicin yield
Odour free
100 tablets
LloydsPharmacy

Kwai ACE
Tablets of Kwai Garlic with Antioxidant Vitamins A, C and E.
Helping to maintain a healthy heart and circulation
Odour free
30 tablets Once-A-Day
LloydsPharmacy

30 Tablets £4.95 100 Tablets £4.95 30 Tablets £5.95

KWAI GARLIC TABLETS.

HELPING YOU TO MAINTAIN A HEALTHY HEART AND CIRCULATION.

Research on garlic, specifically Kwai, suggests that taken regularly as part of a healthy diet and lifestyle, it can not only help to maintain a healthy heart and circulation, but also help maintain normal cholesterol levels in the blood.

Kwai has spent millions on heart and garlic research to perfect an odour-free, easy-to-swallow tablet and a range of products to suit your individual requirements. This includes Kwai Original, Kwai Once-a-Day and Kwai ACE, which combines Kwai garlic with three important anti-oxidant vitamins A, C & E to create an advanced, possibly the ultimate, one-a-day heartcare supplement.

For a limited period only, you can take advantage of this £1 off voucher, and try any of the Kwai range for yourself.

We think you'll agree with our regular Kwai customers, that once you try Kwai garlic as part of your heartcare programme, you'll never settle for anything less.

For further information about Kwai Garlic please call 01628 488 006.

£1 OFF YOUR NEXT PURCHASE OF ANY Kwai GARLIC PRODUCT.
Coupon valid until 4th January 2005 11:59:59

TO THE CUSTOMER: This coupon can be used in part payment for any Kwai garlic tablet pack. Only one coupon can be used against each purchase. Please do not attempt to redeem this coupon against any other product as refusal to accept may cause embarrassment and delay at the checkout.
TO THE RETAILER: LloydsPharmacy UK Ltd will reimburse this coupon at its face value provided ONLY that it has been taken in part payment for any pack of Kwai garlic tablets. LloydsPharmacy UK Ltd reserves the right to refuse payment against unauthorised coupons. Please scratch coupons to: LloydsPharmacy UK Ltd, NCA, Dept 430, Carby, Northants NN17 3BR

CUSTOMER NAME: _____
ADDRESS: _____
POSTCODE: _____

From time to time, we send out promotional material about our products. Please cross this box if you do NOT wish to receive any of this material. DM0011

Available at Boots, Superdrug, Tesco, J. Sainsbury, Safeway, ASDA, Waitrose, Lloyds Chemists, Holland & Barrett, Health & Diet Centres, GNC, chemists and health food stores.

Kidney disease could kill Sharon before her 10th birthday

We're working hard to find a cure. Your £15 could make the difference.

Each year thousands of children like Sharon are born in Britain with kidney abnormalities. Without the continuing development and expansion of kidney research many of these children could die.

As Britain's leading renal charity, we are currently funding over 120 different research projects in universities, hospitals and research centres across the country to find the answers. Dr. John Bradley, Director of Renal Medicine, Addenbrooke's Hospital, Cambridge, says "Without the contribution of The National Kidney Research Fund we could not continue to make progress towards understanding the causes and improving the treatment of kidney diseases". The National Kidney Research Fund also purchases equipment and services to improve the lives of people with kidney diseases.

We can only keep up this vital work with your help. Please return the coupon with your donation or call 0800 783 2973 (during working hours) to make a telephone credit card donation.

THE NATIONAL KIDNEY RESEARCH FUND
3 Archers Court, Stukeley Road, Huntingdon, Cambridgeshire PE18 6XG.
Tel: 01480 454828 Fax: 01480 454683
With offices throughout Great Britain. Reg. charity No: 252892

Call at any Lloyds Chemist or Halls Pharmacy, or other participating retailers and support us by buying a 'Sidney the Kidney' badge.

A model has been used in the main photo to preserve privacy

PLEASE send a donation today to help us save lives.

To: The National Kidney Research Fund, (Dept DMA/28/7), 3 Archers Court, Stukeley Road, Huntingdon, Cambridgeshire PE18 6XG. (Tick boxes)

I enclose a donation of £..... For credit card donations call 0800 783 2973 or complete the box below

Please send me your free guide on making/changing my will.

Please send me your regular Newsletter.

Title (circle) Dr / Mr / Mrs / Miss / Ms / Other specify _____ My Card Number: _____

Name: _____ Signature: _____

Address: _____

Post Code: _____ Please tick if relevant: I have... A member of my family has... A friend has... a kidney disease

- B. 1) How do the headlines affect the readers ?
 2) Which effect does the picture in article 2 have on you?
 3) Identify the structure and the linguistic features in each text (the layout / the language used)

C. Read texts 1 and 2 and say whether the following statements are true or false.

1. KWAI is good for kidney disease .
2. Sharon had the kidney disease at the age of 10.
3. KWAI is only taken for a limited period of time.
4. Sharon will die if she doesn't get the treatment.

D. 1. How does the writer in text 1 encourage people to buy KWAI? Pick out some examples.

2. In which sentence(s) does the writer incite people to help Sharon in text 2 ?

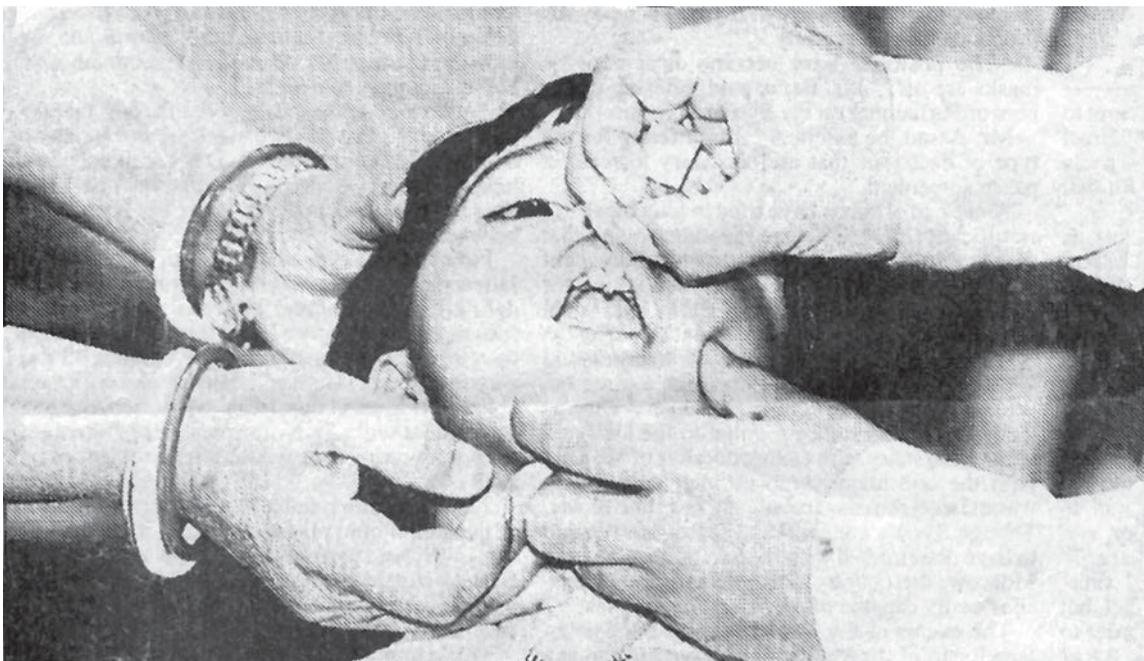
How does the writer in article 2 show the importance of the people's contribution? Which word is repeated twice in the article?

How do you feel for Sharon?

Would you like to help her? How?

AS YOU WRITE

Look at the picture and complete the table with the appropriate information.



OPEN WIDE — A doctor administering polio drops to a child in New Delhi as part of a campaign against the disease. As well as 2 million cases a year of tuberculosis — causing about 450,000 deaths — India had about 70 percent of the world's 5,000 reported polio cases in 1999.

Patient	Disease	Country	Number of people who have the disease	Treatment

Read text 2 again and write a similar text in which you incite people to help the child and the people who have the disease.

Step 1

Write your article.

Step 2

Read your classmate's article then tell him/her what you think of the way he/she dealt with the task. The following checklist can help you.

A CHECKLIST

	YES	NO
1. Does the text have a specific purpose?		
2. Does the text address specific readers?		
3. Are sentences related to each other? Do they contribute to the overall coherence of the text?		
4. Is the information in the text appropriately arranged?		
5. Is there any information that needs to be rearranged in order to improve coherence?		
6. Is the content clear?		
7. Are linkers appropriately used?		
8. Are there any unnecessary details?		
9. Does the layout, beginning and end catch the reader's attention?		
10. Is the article similar to the sample given ? (text 2)		
11. Are there any spelling (or verb tenses) mistakes?		

Step 3

Write the second draft of your article and try to improve it.

Homework (Arts)

- 1) Read the whole story entitled *True Love* and identify the general idea.
- 2) Read and identify the main idea in each part .

BEFORE YOU READ

Activity 1

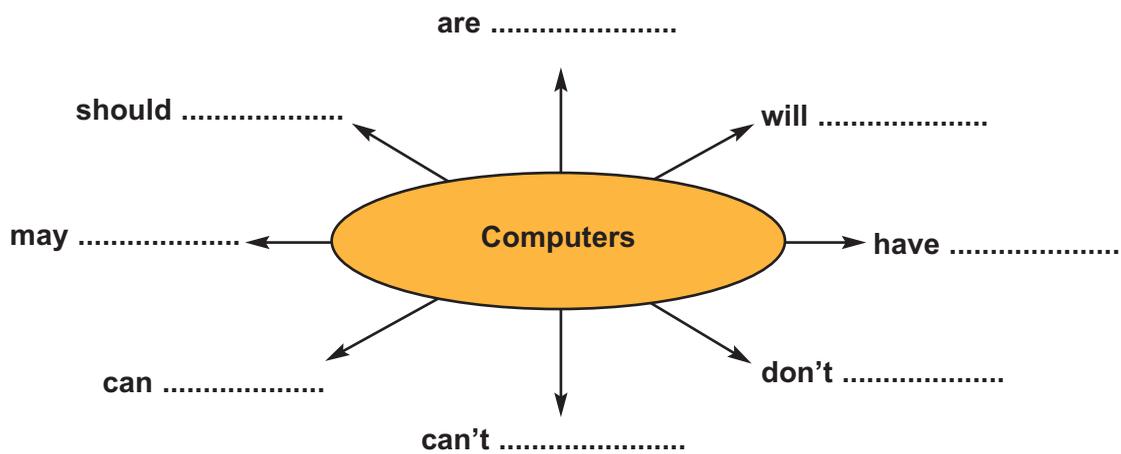
How has technology changed your life? What about the future?

Complete the table with as many examples as you can.

Past	Present	Future
Wrote letters	Send e-mails	-
Washed up by hand	Use washing machines	-
-	-	-
-	-	-
-	-	-
-	-	-
-	-	-

Activity 2

A) 1) In small groups complete the following spidergram.



2) Now share your answers with your classmates.

B) Look at the cartoon and write what the man might be saying.

.....

.....

.....



AS YOU READ

Read the story and do the activities below.

True love

Part 1 .

My name is Joe. That is what my colleague, Milton Davidson, calls me. He is a programmer and I am a computer. I am part of the Multivac-complex and am connected with other parts all over the world. I know everything. Almost everything.

I am Milton's private computer. I am his Joe. He understands more about computers than anyone in the world, and I am his experimental model. He has made me speak better than any other computer can.

"It is just a matter of matching sounds to symbols, Joe," he told me. "I know the symbols in yours, and I can match them to words, one-to-one". So I talk. I don't think I talk as well as I think, but Milton says I talk very well. Milton has never married, though he is nearly 40 years old. He has never found the right woman, he told me. "One day", he said, "I'll find her yet, Joe. I'm going to find the best. I'm going to have true love and you're going to help me. I'm tired of improving you in order to solve the problems of the world. Solve my problem. Find me true love."

I said, "What is true love?"

"Never mind. That is abstract. Just find me the ideal girl. You are connected to the Multivac-complex so you can reach the data banks of every human being in the world. We'll eliminate them all by groups and classes until we're left with only one person. The perfect person. She'll be for me."

I said, "I am ready."

He said, "Eliminate all men first."

It was easy. I could reach out to make contact with the accumulated data on every human being in the world. At his words, I withdrew from 3,784,982,874 men. I kept contact with 3,786,112,090 women.

He gave me exact measurements; he eliminated women with living children; he eliminated women with various genetic characteristics. "I am not sure about eye color," he said. "Let that go for a while. But no red hair. I don't like red hair."

Part 2 .

After two weeks, we were down to 235 women. They all spoke English very well. Milton said he didn't want a language problem. Even computer-translation would get in the way at intimate moments.

"I can't interview 235 women," It would take too much time, and people would discover what I am doing."

"It would make trouble," I said. Milton had arranged me to do things I wasn't designated to do. No one knew about that.

"It's none of their business," he said, and the skin on his face grew red.

Eight were good matches and Milton said, "Good, you have their banks. Study requirements and needs in the job market and arrange to have them assigned here. One at a time, of course.

That is one of the things I am not designated to do. Shifting people from job to job for personal reasons is called manipulation. I wasn't supposed to do it for anyone but him, though.

The first girl arrived a week later. Milton's face turned red when he saw her. He spoke as though it were hard to do so. They were together a great deal and he paid no attention to me. One day he said, "Let me take you to dinner."

The next day he said to me, "It was no good, somehow. She is a beautiful woman, but I did not feel any touch of true love. Try the next one".

It was the same with all eight. He said, "I can't understand it, Joe." You and I have picked out the eight women who, in all the world, look the best to me. They are ideal. Why don't they please me?"

I said, "Do you please them?"

"That's it, Joe. I must be their true love, too, but how do I do it?" He seemed to be thinking all that day.

The next morning he came to me and said, "I'm going to leave it to you, Joe. All up to you. You have my data bank, and I am going to tell you everything about myself. You fill in my data bank in every possible detail but keep all additions to yourself. Then you will match it to the 235 women. No, 227. Leave out the eight you've seen. Fill up their data banks and compare them with mine. Find correlations."

Part 3 .

For weeks, Milton talked to me. He told me of his parents and his siblings. He told me of his childhood and his schooling and his adolescence. He told me of the young women he had admired from a distance. He said, “ you see, Joe, as you get more and more of me in you, I adjust you to match me better and better. You get to think more like me, so you understand me better. If you understand me well enough, then any woman, whose data bank is something you understand as well, would be my true love.” He kept talking to me and I came to understand him better and better.

I could make longer sentences and my expressions grew more complicated. My speech began to sound a good deal like his in vocabulary, word order and style.

I said to him one time, “You see, Milton, it isn’t a matter of fitting a girl to a physical ideal only. You need a girl who is a personal, emotional, temperamental fit to you. If that happens, looks are secondary. If we can’t find the fit in these 227, we’ll look elsewhere. We will find someone who won’t care how you look either, or how anyone would look, if only there is the personality fit. What are looks?”

“ Absolutely,” he said. “ I would have known this if I had more to do with women in my life. Of course, thinking about it makes it all plain now.”

We always agreed; we thought so like each other.

“ We shouldn’t have any trouble, now, Milton, if you’ll let me ask you questions. I can see where, in your data bank, there are blank spots and unevennesses.”

What followed, Milton said, was the equivalent of a careful psychoanalysis. Of course, I was learning from the psychiatric examinations of the 227 women-on all of which I was keeping close tabs.

Part 4 .

Milton seemed quite happy. He said, “ Talking to you, Joe, is almost like talking to another self. Our personalities have come to match perfectly”.

“ So will the personality of the woman we choose.”

For I had found her and she was one of the 227 after all. Her name was Charity Jones and she was an Evaluator at the Library of History in Wichita, Kansas. Her extended data bank fit ours perfectly. All the other women had fallen into discard in one respect or another as the data bank grew fuller, but with Charity there was increasing and astonishing resonance.

I didn’t have to describe her to Milton. Milton had coordinated my symbols so closely with his own I could tell the resonance directly. It fit me.

Next it was a matter of adjusting the work sheets and job requirements in such a way as to get Charity assigned to us. It must be done very delicately, so no one would know that anything illegal had taken place.

Of course, Milton himself knew, since it was he who had arranged it, and that had to be taken care of too. When they came to arrest him on grounds of malfeasance in office, it was fortunately, for something that had taken place 10 years ago. He had told me about it, of course, so it was easy to arrange-and he won’t talk about me for that would make his offence much worse.

He's gone, and tomorrow is February 14. Valentine's Day. Charity will arrive then with her cool hands and her sweet voice. I will teach her how to operate me and how to care for me. What do looks matter when our personalities will resonate?

I will say to her, "I am Joe, and you are my true love".

Isaac Asimov

Note

Isaac Asimov (1920-1992) was an American writer of Russian origin. He was awarded the Hugo Prize in 1983 for his science fiction novels. Among his best known books is his Trilogy: Foundation (1951), Foundation and Empire (1952) and Second Foundation (1953).

A. Who is the narrator?

B. Who is Joe exactly and what is his initial assignment? What did Milton ask him to do ?

C. In which part of the story do you find the following ideas?

1. Milton is arrested for wrong-doing
2. Milton gives instructions to Joe to find him the right woman
3. Milton is disappointed by the first women chosen
4. Joe starts to resemble Milton more and more.
5. Joe finds the ideal woman.
6. Milton feeds Joe with more personal information .

D. Find in the story words or expressions meaning.

1. to hamper/ to limit (Part1) -----
2. a collection of facts and information in a computer system (Part1) -----
3. similarities (Part3) -----

E. What do the following words refer to ?

1. You (part 2) -----
2. Ours (part 4) -----
3. Our (part 4) -----

F. Complete the following sentences to show how the personality of Joe has changed..

At first, Joe -----

Later, he -----

In the end, he -----

G. What does Joe mean by " ...and that had to be taken care of"? What did he do?

H. What do you think of the denouement?

I. In Milton's case, would you say that the computer is a blessing or a curse? Why?

J. Complete the gapped summary with reference to the story.

Joe is the ----- computer of Milton. He was ----- to find ----- / ----- for Milton. After a long search in the ----- banks of thousands of women and a lot of disappointment, Joe found a woman named Charity and who fitted the personality of Milton ----- . Unfortunately for Milton, he was accused of----- and arrested. Thus Charity was going to be -----'s true love.

AFTER YOU READ

Use the information in the table below to expand each of the following topic sentences. You can add any relevant ideas or supporting details.

A. Topic sentence 1.

Computers can be of great benefit.

B. Topic sentence 2.

Computers can be a source of trouble.

Advantages	Disadvantages
<ol style="list-style-type: none"> 1. help educate children 2. are a time-saver for designers and researchers. 3. can be a comfort to lonely people. 4. are a wealthy source of information 5. are economically beneficial to the companies that make them. 	<ol style="list-style-type: none"> 1. are a menace to children's education. 2. wreck family life. 3. are detrimental to our eyesight. 4. are a time-waster. 5. are harmful to the environment. 6. encourage young people to be violent.

BEFORE YOU READ

Read the table and express your opinion through ticking “ Yes” , “ No”, or “ Maybe”

Statements	Yes	No	Maybe
In modern homes there are too many TV sets and too few books.			
TV has introduced new tastes and habits.			
TV kills communication between parents and children.			
TV enables you to visit places without leaving your home.			
In no-television places involvement in community activities is greater.			
TV has changed people’s eating and sleeping habits.			
It’s not the fault of TV if people don’t read much nowadays.			

AS YOU READ

TEEVEE

*In the house
of Mr and Mrs Spouse
he and she
would watch teevee
and never a word between them spoken
until the day
the set was broken.*

*Then “ How do you do?”
said he to she,
“ I don’t believe
that we’ve met yet.
Spouse is my name.
What’s yours?” he asked.*

*“ Why, mine’s the same!”
said she to he,
“Do you suppose that we could be ----?”*

*But the set came suddenly right about,
And so they never did find out.*

Eva Merriam

A. Complete with information from the poem.

- 1)The setting : -----
- 2) the characters : -----
- 3) the incident: -----

B. Tick the correct alternative then justify your answer.

The tone of the poem is

- a. ironical
- b. serious
- c. angry

C. Complete the unfinished sentence by trying to guess what Mrs Spouse might have said.

“ Do you suppose we could be-----?”

D. Paraphrase the underlined expression

The set came suddenly right about.

E. How has TV affected this couple's life?**F. What is , in your opinion, the message conveyed by the poem?****AFTER YOU READ****Activity : The TV forum.****You are a member of the TV forum and you've read the following e-mails**

Person's name: Ken.
E-mail: manchesterken@mail.com
From Manchester, England.

Opinion : I think that TV is one of the most important technological developments of this century. It informs you on what is happening on the different continents, enlarges your understanding of the world and entertains you at the same time.

Person's name: Susan
E-mail : susanrich@stream.net

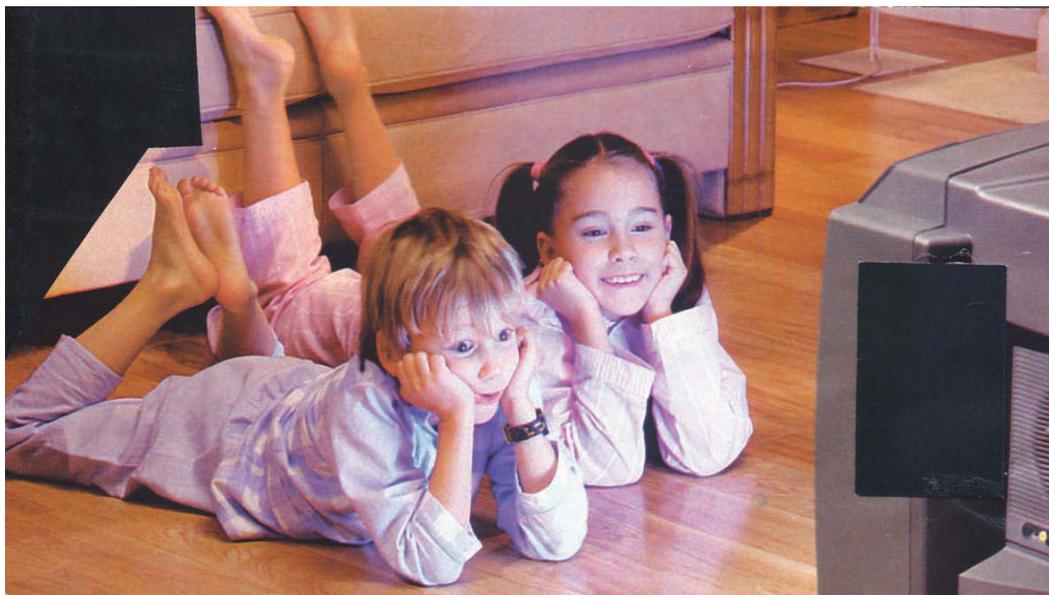
Opinion : I think that TV is doing more harm than good. It makes you lazy and prevents you from talking. It enslaves people and adversely affects school results.

Now contribute to the TV forum and write an e-mail in which you express your opinion. Follow the example of Ken and Susan.

Name :

E-mail:

Opinion :



A. Put the words in brackets in the right tense and/or form.

The great ship , Titanic , sailed for New York from Southampton on April 10th, 1912. She **(carry)**.....1316 passengers and a crew of 891.

Even by modern standards, the 66,000-ton Titanic was a colossal ship.

At that time , however, she was not only the **(large)**..... ship that **(ever/build)**, but was regarded as **(not/sink)**....., for she had sixteen water-tight compartments. Even if two of these **(flood)**....., she would still be able to float. The tragic**(sink)**.....of this great liner will always **(remember)**, for she went down on her first voyage with heavy **(lose)**.....of life.

Four days after **(set)**..... Out , while the Titanic **(sail)**..... across The icy waters of the North Atlantic , a huge iceberg **(suddenly/spot)**.....by a look-out. After the alarm **(give)**....., the great ship turned **(sharp)**to avoid a direct **(collide)**.....

The Titanic turned just in time, narrowly **(miss)**.....the immense wall of ice which **(rise)**.....over 100 **(foot)**out of the water beside her. Suddenly, there was a slight trembling sound from below, and the captain went down to see what **(happen)**The noise had been so faint that no one thought that the ship **(damage)**..... Below, the captain realized to his **(horrify)**..... that the Titanic **(sink)**.....rapidly, for five of her sixteen water-tight compartments **(already/flood)**.....! The order to abandon ship **(give)**..... and hundreds of people plunged into the icy water.As there were not enough life-boats for everybody, 1500lives **(lose)**

B. Write about a real or an imaginary accident.

Remember that if you can imagine it you can write about it.

- jot down ideas
- write your first draft
- check your text for:
 - relevance of ideas
 - outlining of events
 - style (narrative and descriptive, cause and effect link)
 - appropriate use of past tenses
 - appropriate use of linkers
 - coherence within the text
 - appropriate use of punctuation marks
 - correctness of spelling

Modify and make the necessary changes to meet the above-mentioned criteria.

Write a final draft of your text.

Discuss texts in class . Move , read and comment on your classmates'.

SELF-ASSESSMENT

A. What progress do you feel you have made in English in this module ?

Put a tick (✓) in the box that applies to you .

	YES	A LITTLE	NO
1. I've used what I already know to learn more English			
2. I can read a text and answer the questions correctly			
3. I can listen to a text and answer the questions correctly			
4. I've learnt how to converse in English			
5. I am using the grammatical structures I've learnt			
6. I understand grammar but I cannot use the structures correctly			
7. I can remember the words I've come across			
8. I recognize the words but I cannot use them			
9. I've learnt how to write in English			
10. The writing activities are difficult			
11. I've shared ideas with my classmates and my teacher			
12. My pronunciation has improved			
13. I've learnt how to conduct a mini- project			
14. My English has improved			

B. What did you like most in this module ? Tick the answer(s) that apply(ies) to you.

- The topics
- The activities
- The projects
- Listening to the cassette
- Acting out situations
- The writing activities
- The Reading skills
- The grammar exercises
- The vocabulary exercises
- Working in groups

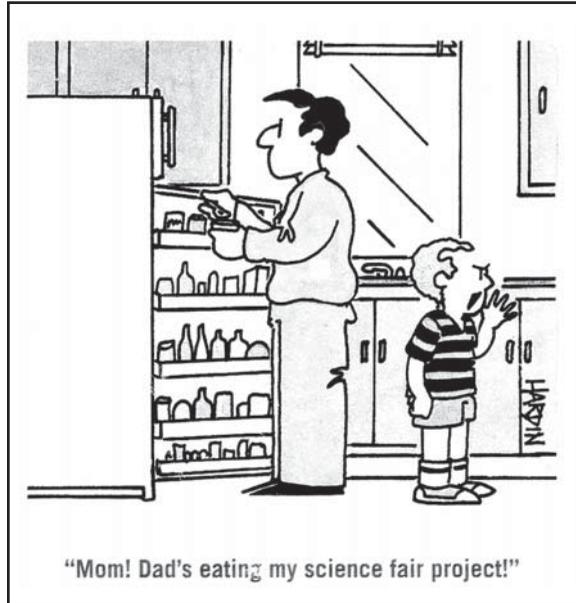
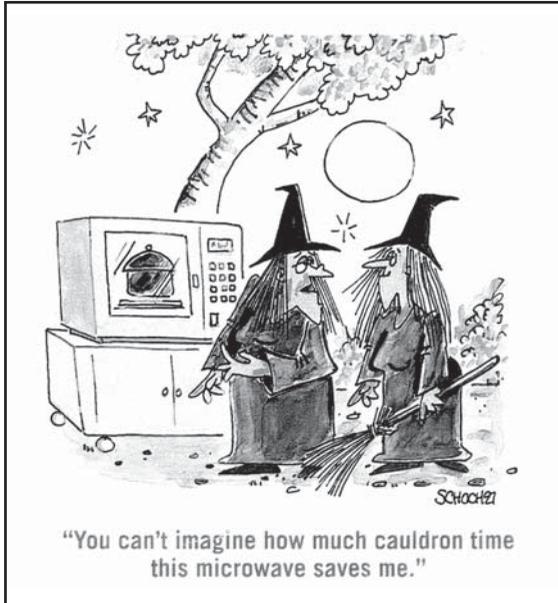
C . Circle the alternative that applies to you :

I still need to work on :

Reading / Listening / Speaking / Writing / Vocabulary / Grammar

Fun page

-Two shipwrecked sailors managed to climb onto an iceberg. "Oh, dear," said the first. Do you think we'll survive?" "Of course we will," said the second. "Look, here comes the Titanic."



VOCABULARY COVERED IN MODULE 4

Common core:

Section one:

applied (science)
 blessing
 branch
 cellular
 cloning
 cool
 curse
 device
 diagnose
 dialysis
 discover
 disposable
 draw upon
 fabricate
 ingenuity
 invent
 kidney
 laser
 lens
 lift(give s.o a lift)
 make up
 nano technology
 orbit
 originate
 pure (science)
 robot
 science
 set up
 surgery
 technology
 text (v)
 Section two:
 abnormal
 access
 adoption
 allergy
 alliance
 alter
 ancestry
 artificial
 biodiversity
 biography
 biological
 blood clotting
 breed
 burial
 cell
 chromosome
 commit
 confess
 construct
 contamination

controversial
 convict
 curiosity
 designer gene
 devastating
 disorder
 disposal
 DNA
 DNA technique
 endanger
 enhance
 ethics
 evidence
 execute
 extinct
 fee
 fertilization
 fever
 funeral
 gene
 gene therapy
 genetic engineering
 genetic testing
 genome
 germline
 guilty
 herbicide
 hereditary
 hide
 hormone
 incurable
 inestimable
 insemination
 insert
 insure
 invitro
 irreversible
 issue
 lean(meat)
 liver
 livestock
 mammal
 merely
 midwife
 murder
 networking
 nutrition
 obese
 organism
 paralysis
 partial
 pharmaceutical
 procedure
 procreation
 prove

radiation
 raise
 rape
 recombinant
 release
 repair
 reveal
 reverse
 RNA
 row
 salvage
 sample
 schizophrenia
 shrink
 side effect
 species
 spread
 subject
 surrogate
 suspect
 target
 tissue
 transgenic
 transplant
 treat
 tumour
 undergo
 upbringing
 weed
 Section three:
 decapitate
 detect
 diabetic
 dismiss
 flu
 infect
 inflame
 leap
 malignant
 modification
 nuisance
 patch
 pea
 pore
 poultry
 promising
 rule out
 strain
 trigger
 Section four:
 console
 digital
 gadget
 Section five:
 administer

campaign
 cholesterol
 diet
 garlic
 lifestyle
 odour
 polio
 renal
 swallow
 tuberculosis
 voucher
 Arts Supplement:
 Section one:
 abstract
 accumulate
 correlation
 data
 discard
 fit
 ideal
 malfeasance
 manipulation
 matching
 model
 psychiatric
 resonance
 shift
 siblings
 spot
 temperamental
 tired of
 turn red
 unevenness
 Section two:
 adversely
 affect
 e-mail
 enslave
 harm
 Section three:
 abundance
 collision
 colossal
 compartment
 crew
 flood
 huge
 iceberg
 loss
 passenger
 sail
 sink
 trembling

Consolidation module 2

Activity 1

Reorder the following sentences to form a coherent paragraph. The first sentence is in italics.

- a- What is more, television can have a serious educational side and there are plenty of good current affairs programmes and documentaries which are very informative.
- b- While it is good to have such cheap and convenient entertainment in your own living room, it may also mean the end of reading and conversation for large parts of the evening.
- c- Furthermore, although there are many good programmes on television, there is often far too much blood and violence on the screen.
- d- *One of the most obvious advantages of having a television is that it offers cheap and convenient entertainment which nearly everyone can afford.*
- e- This can especially be harmful for children, who will often sit up late at night watching horror films and then have nightmares for days afterwards.
- f- On the other hand, having a television can have certain disadvantages.
- g- This is especially important for people who are alone all day, or for large families who can't afford to go out to cinemas and theatres.

1	2	3	4	5	6	7
d						

Do you agree with the writer? Why? / Why not?

Activity 2

Fill in the blanks with words from the list below.

relax - spending - leisure - sauna - magazine - beauty - book .

Enjoy your stay in this hotel. Begin your day in the well-equipped 1..... club. Equally after a long day, it's a great place to 2 There is a large pool, spa bath, steam room, 3and fitness room. If you want to take in the activity without 4..... any energy, settle back in the comfy chairs with a 5..... and perhaps a light snack. Alternatively, treat yourself to health and 6.....treatments at the award winning salon or visit our hairdresser but be sure to 7.....in advance as the salons are always busy.

What type of text is this? Where would you read it?

Consolidation module 2

Activity 3

- Put the words below under the appropriate headings.

camping – insulin – amusement parks – concerts – cloning – genes – hiking – sightseeing – opera – laser – contact lenses – DNA – DVD – hard disc – canoeing

Entertainment	Science / Technology

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

Activity 4

- Circle the correct alternative.

I think genetic engineering should be very controlled. To begin with, life on our planet **(has evolved / evolves / evolved)** slowly, over thousands of years. If we change that process too quickly by tampering with genes, which are the building **(stones / blocks / bricks)** of nature, we may cause terrible damage. I worry, furthermore, where scientists will stop if we allow them to 'play God' with our world, and whether they **(are / have been / will)** be able to control the changes they are unleashing. Lastly, we should consider **(how / why / when)** some governments could use genetics. They **(might / must / need to)** try to create "the perfect baby" or design a "master-race". This is a nightmare scenario, of course, but it could happen.

In the wrong **(heads / hands / eyes)**, genetic engineering can be used as a way of playing with nature. Nobody knows what the effects will be if we allow this to go **(in / by / on)** without strict controls. I think all of us should stop and think **(before / while / after)** we allow scientists to develop these techniques any further-our survival could depend on it !

Find in the text three phrases used to list arguments.

Activity 5

- Put the words in brackets in the right form.

In my opinion, developments in genetics are very good news. In the first place, doctors will soon be able to use **(gene)** engineering to help fight disease. They can tell you if there is a **(medicine)** problem in your family which could be passed on to your children. **(Hope)**, they may then be able to alter the genes and cure the disease. Secondly, genetics are important in agriculture. Scientists can now create plants which are **(resist)** to disease. This is **(particular)** important in poor countries where people starve if the harvest is bad. Finally, farmers can breed animals which produce more food, and are therefore more **(profit)**

Consolidation module 2

People sometimes argue that genetic engineering should be stopped. They think scientific progress is **(‘nature’)** However, I believe that scientists and doctors can be trusted to use this knowledge **(responsible)** After all, people protested about things like transplant surgery in the past but most people are in favour now. I feel sure that, in the future, genetic engineering will be of enormous benefit to all of us.

Activities 4 and 5 give two different opinions about genetic engineering. Which one do you agree with most?

Activity 6

Complete the unfinished words. Each dot stands for one letter.

We are honoured to welcome you to our beautiful island and to be your **h...** for the duration of your stay. Enclosed in this envelope you will find information **w....** you will find both **u....l** and important. We are very **pr...** to have been entrusted to look after you **du....** your stay. Our **rep.....ve** will be available to assist you in your needs, so you can simply concentrate on **en.....** your holiday. We thank you for choosing our country as your **des.....** and wish you a **g....** holiday.

Complete the table below.

speaker	audience	occasion

Activity 7

Put the bracketed verbs in the correct tense and/or form.

A boy of ten hanged himself apparently re-enacting a scene from a film. Tony **(found)** suspended by his dressing gown cord from the bunk bed. A few days earlier, he **(watch)** a video of Braveheart with his family. The movie **(star)** Mel Gibson as William Wallace, the 13th century leader of the Scots against the English. Tony’s mother said : “I think it might have affected him. He **(love)** anything to do with soldiers. Perhaps because he **(watch)** Braveheart he **(decide)** to experiment and it **(go)** totally wrong.

Tony **(find)** hanged at his home in Middlesbrough by his eldest brother. His brain **(damage)** by lack of oxygen during the hanging and he **(die)** in hospital seven days later.

Consolidation module 2

Activity 8

- Match the sentence parts in column A with those in column B to get a coherent paragraph. There is an extra part in column B. The parts in column A are in the correct order.

A	B
1. Muhammed Ali was born	a. from the American president
2. He learned to fight after having	b. the 1960 Summer Olympics in Rome
3. He retired in 1981 after having	c. and a “man of peace”
4. He changed his name	d. his bicycle stolen
5. Muhammed Ali accepted the nation’s highest award	e. around the former heavyweight champion’s neck
6. The president tied the Presidential Medal of Freedom	f. successfully defended his title 19 times
7. He called him the “Greatest of All Times”	g. after joining the nation of Islam
	h. in 1942 in Louisville

1	2	3	4	5	6	7

Activity 9

- There are no punctuation marks or capital letters in this text. Insert them where appropriate.

there were plenty of cafés and restaurants in covent garden we were lucky enough to find a table outside the food was good and not as expensive as we had anticipated we enjoyed it all the more as we were surrounded by pavement entertainers of all descriptions fire-eaters acrobats singers and skate board champions

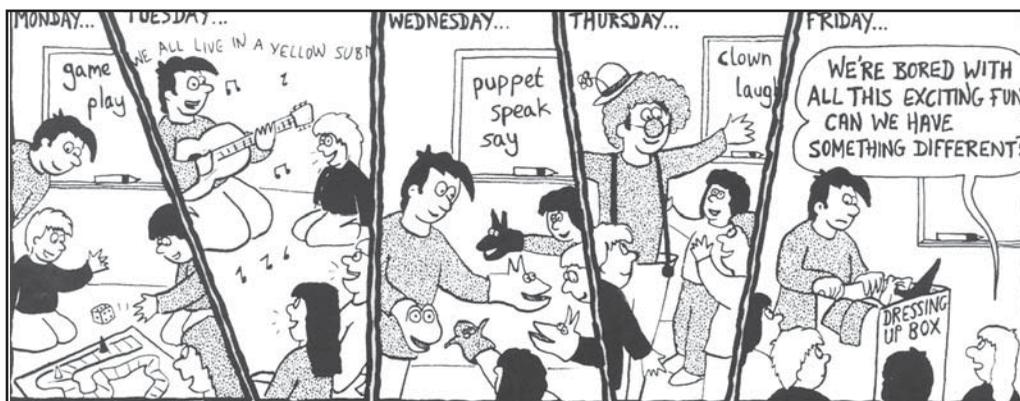
Module Five

EDUCATION IS NOT FILLING A BUCKET BUT LIGHTING A FIRE

Expected learning outcomes :

In this module, I'm going to

- use what I already know to acquire new words and ideas about education
- listen to an interview
- read short texts about specific issues
- read an article in a newspaper
- take part in a family conversation
- write a report on a book
- read ads (pictures and comments)
- practise and learn lexical and grammatical items
- fill in an enrolment form
- write a formal letter
- read a newspaper article
- read ads (comments/pictures)
- write an ad (comments related to a picture)
- expand my knowledge of the world



Section One

Introductory activities

Activity 1

Read the following Chinese proverb then answer the questions below.

If you are planning for a year, sow rice.
If you are planning for a decade, plant trees.
If you are planning for a lifetime, educate people.

1. What is meant by this proverb ?
2. Do you agree with it ?
3. How important is education for our future ?
4. How do people get educated ?
5. Is school the only place for education?

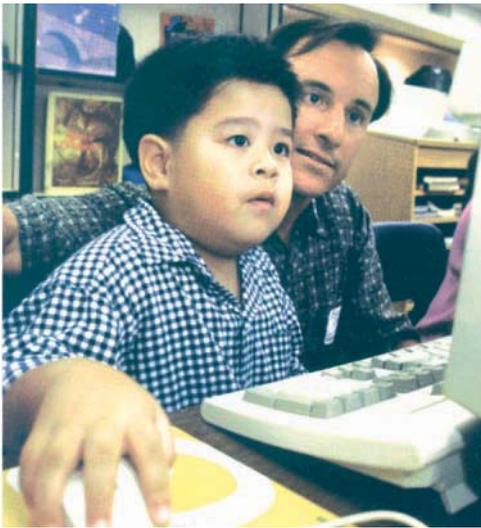
Activity 2

A. Find out the differences between the following two sets of pictures.

(Set 1)



(Set 2)



B. What do you know about **Distance Learning (DL) and Electronic Learning ?**

C. Complete the unfinished words in the following paragraph. Each dot stands for a letter.

Distance Learning offers a variety of electronic paths to personal goals which include : GED (General Educational Development) exam/test, associate deg , bac. . . .r degrees, grad . . . e certificates, mas . . . degrees, doc l degrees, non-credit tr ng courses and others.

Whether a person is seeking a degree, keeping prof al skills updated, or purs skills for an interest area or hob . . , there is a programme or offering that should work.

D. In small groups,complete the following table about the advantages of Electronic Learning.

Advantages
-no formal class attendance
-
-
-going slowly or accelerating learning
-
-
-balancing job and family obligations
-

E. Fill in the blanks with the following words.

quizzes , audio, electronic, chats, illustration

Online education can reinforce reading e-books, up-to-date references, current research, listening through (1)..... lectures or clips, seeing through graphic (2).....; doing assignments, (3)....., exam research papers and communicating through e-mail, (4)..... and (5).....discussions.

Activity 3

A. Look at the following pictures and answer the questions below.



1



2



Special Care for Special People

3

1. Do you still remember Toni in picture No.1 ? What's her problem ?
2. What does the girl in picture No.2 suffer from ?
3. Look at picture No.3 and guess the boy's disability.
4. Can such people join regular schools just like the other children, or do they need special education ? What special care should be given to them ?
5. What do you know about **Special Education** ?
Share your ideas with your classmates.

B. Complete the following list about disabilities. Each dot stands for a letter.

- | | | |
|---------------------------------|-------------------------------|---------------------------------|
| 1. Hea impairment | 2. Sp . . . h impairment | 3. Vis . . . impairment |
| 4. Ph l impairment | 5. Ment. . . retardation | 6. Lear disabilities |
| 7. Emo l disturbances | 8. Chro . . . health problems | 9. Long-t . . . health problems |

C. Fill in the blanks with the following words.

sufficiently, alternative, physical, behavioural, techniques

Special education, also known as special ed, SPED, or defectology, describes an educational 1..... that focuses on the teaching of students with 2....., health or 3..... needs that cannot 4..... be met using traditional educational programs or 5.....

D. Read the following text then answer the questions below.

Barbara thought that the best thing for her deaf son, Russ, was to attend regular public school. Aided by a sign-language interpreter, Russ could take any class, join clubs, and develop the skills he would need in a world that relies on speech and sound. But after a few months Barbara saw that Russ was having difficulty reading lips, did not speak clearly, and found the other children impatient with him. His self-esteem was low. Now Barbara wanted to switch him to a school for the hearing impaired but school officials resisted her desire for change.

Barbara exercised her right to demand an impartial hearing by the state department of education, which finally decided the boy's plight was serious enough to require quick action and ordered the school officials to transfer Russ immediately.

1. Why couldn't Russ get integrated into the regular public school ?
2. "The boy's plight was serious"(p2) ; plight means :
a) unusual condition b) funny condition c) serious and difficult condition
3. How did his mother react ?
4. What was the school officials' attitude ?
5. Was Barbara successful in the end ? How ?
6. If you were Barbara, would you behave in the same way ? Why ? Why not ?

Activity 4

- A. Does success in professional life depend exclusively on education ?
B. Read the following text then retell Alf's story to your classmates.

(1) These days, people who do manual work often receive **far more** money than clerks who work in offices. People who work in offices are frequently referred to as “ white collar workers” for the simple reason that they usually wear a collar and tie to go to work. Such is human nature, that a great many people are often willing to sacrifice higher pay for the privilege of becoming white collar workers. This can give rise to curious situations, as it did in the case of Alfred Bloggs who worked as a dustman for the Ellesmere corporation.

(2) When he got married, Alfred was too embarrassed to say anything to his wife about his job. He simply told her that he worked for the Corporation . Every morning, he left home dressed in a fine black suit. He then changed into overalls and spent the next eight hours as a dustman. Before returning home at night, he took a shower and changed back into his suit. Alf did this for over two years and his fellow dustmen kept his secret. Alf's wife has never discovered that she married a dustman and she never will, for Alf has just found another job. He will soon be working in an office as a junior clerk. He will be earning only **half as much as** he used to, but he feels that his rise in status is well worth the loss of money. From now on, he will wear a suit all day and others will call him “Mr Bloggs ”, not “Alf”.

L. G. Alexander

- C. People who work in offices are referred to as “ white-collar workers ”.
Guess what we call people who do manual work,like mechanics,carpenters,dustmen ...
- D. A good title to the text could be:
- The best way to fool a wife.
 - The stupid wife of Alfred Bloggs.
 - The double life of Alfred Bloggs.
- E. If you were in Alf's position, would you sacrifice a good pay for the benefit of becoming a white-collar worker ? Why ? Why not ?

Exploring grammar

A. “ People who do manual work sometimes receive **far more money than** clerks who work in offices ”

- What do you call the form underlined in the sentence above ?
- “very” cannot be used with Instead, we use “much”or “.....”
- far, (very) much, a lot, lots,any, no, rather, a little, a bit, many are words and expressions that can be used to comparatives.

Examples : very much bigger, a lot happier, a bit heavier, a little less expensive, rather more quickly, many more educational opportunities, much less money, much more time (or far more time)

B. “ He will be earning only **half as much as** he used to ”

- This comparative form is called **a comparison of scale**.

Complete :
 The form of the comparison of scale is :
 number of times + as +adjective /.....+as
 number of times + as + many/..... + +as

Examples : three times as big as , twice as quickly as , a third as expensive as,
 twice as much money as

Practising related grammar points

Use comparisons of scale

1. My grandfather is 80 years old. My uncle is 40 years old.
 My grandfather is
 My uncle is
2. My jacket costs 150 dinars. Yours costs 50 dinars
 My jacket costs
 Your jacket costs

Section two

Listening

BEFORE YOU LISTEN

Complete the paragraph with the following words.

qualifications / employment / wages / search / application / interview / found out /

Getting a job is not an easy business. To find one, you can look at the advertisements in the newspaper or use an (1) ----- agency. There is usually an (2)----- form to fill in with all the details about your previous experience. If you have the right (3) ----- and training, you may be invited to attend an (4) ----- . In this case, you are more likely to make a good impression if you have (5)----- about the organisation you want to work for. You may also want to know about the working conditions, the (6)----- and the opportunities for promotion. If you happen to be unsuccessful, you'll be notified by post and your (7)----- for a job starts all over again.

AS YOU LISTEN

Mrs Perks, a product manager at Thomas Cook Holidays, is being interviewed by a journalist about her job.

Activity 1

Listen carefully and answer the questions.

A) Tick the 4 activities performed by Mrs Perks at work.

- a) organizes safaris
- b) advertises for the holiday resorts
- c) signs contracts with the hotels.
- d) tours the country with holiday-makers.
- e) chooses the destinations
- f) looks for hotels.

B) Say if the statements are TRUE or FALSE. Justify the true statements and correct the false ones.

- 1) Mrs Perks doesn't have any university degrees.
- 2) Apart from English, she speaks four languages.
- 3) She thinks she has an uninteresting job.
- 4) Her husband isn't happy because she is away all day.

C) Mrs Perks thinks her job has many benefits. What are they ?

D) Pronunciation.

1) Circle the stressed syllable in the following words. What do you notice ?

Graduation qualifications education destination.

2) Say whether the underlined sounds of the pairs of words are similar or different.

<u>th</u> em	sou <u>th</u>
th <u>ou</u> ght	<u>co</u> urse
bi- <u>li</u> ngual	li <u>fe</u>
spe <u>ci</u> al	Fre <u>nc</u> h

Exploring grammar

Rewrite the following utterances starting with the words given.

Spot the differences between the direct questions and the indirect questions.

1) “ When did you join the company ? ”

The journalist wanted to know when she had joined the company.

2) “ Do you have any special qualifications ? ”

He asked Mrs Perks if she had any special qualifications.

Practising related grammar points

Report the following utterances starting with verbs in the past.

- “Have you ever thought of doing another job?”
- “Do you speak any foreign languages ?”
- “ Can you tell us what your job consists in ?”
- “ Did you use an employment agency to find this job ?”
- “ Will you do a safari next year ?”

Section three

Reading

BEFORE YOU READ

Activity 1

A. Match the words in column A with their meanings in B .

A	B	Answers
1. Exclusion	a) The pupil has to write a sentence many times (100 times) on a sheet of paper. Ex : I must do my homework.	1. —————>
2. Suspension	b) The pupil is asked to stay at the end of the school day or to come on Sunday to work, before he's allowed to leave.	2. —————>
3. Detention	c) The pupil cannot attend lessons until the school has a meeting about the case.	3. —————>
4. Lines	d) The pupil cannot come back to school and has to find a new school or a different method of education.	4. —————>

Discuss the following questions with your classmate.

- 1) Which kind of punishment is useful according to you ?
- 2) Have you ever broken a school rule or behaved badly?
- 3) What happened ?
- 4) What kind of punishment did you have?



Activity 2

Read the following quotes and match each one with the appropriate speaker : a teacher / a student / parents/ an expert.

Don't assume that it's all the teacher's fault. It takes two to quarrel. Talk with your child about what is wrong , make an appointment and discuss with a teacher.

1

I'm struggling to cope with the pressures in my job.

2

We're always blamed for all the ills in society

3

Teaching is the most important profession of all. It ought to be very prestigious; but my children are not being given any of the basic life skills we were taught as children.

4

QUOTE	SPEAKER
1	
2	
3	
4	

AS YOU READ

Read the text and do the activities below.

Don't tell off unruly pupils, praise them

1. Teachers were told last night to solve classroom violence by praising disobedient pupils rather than telling them off. Experts argue that the key to controlling disruptive behaviour is the giving of gentle compliments, which they claim can transform unruly pupils into polite, well-ordered students. "Disciplining an unruly child in front of the whole class was the worst thing a teacher can do", the researchers said. "if you want to motivate any group of people you don't do it by telling them off, you do it by accentuating the positives".
2. Nick Seaton of the Campaign for Real Education said: "This is a ridiculous idea. To heap unearned praise is sending out completely the wrong message. Youngsters need clear guidance on what is right and what is wrong."
3. Chris Keates, general secretary of the teachers' union said: " Teachers know that praise can be used to help motivate pupils. But it is far too simplistic to say this is all you have to do. There are some pupils whose behaviour remains disruptive no matter how much praise is used."
4. Dr Swinson said: " Teachers were good at praising children for good work but rarely praised youngsters for good behaviour. However, they spent a large proportion of their time telling pupils off for poor behaviour."
5. The psychologists devised a training programme called Four Essential Steps to Managing Behaviour. As part of the programme, teachers were asked always to make their instructions to the class extremely clear and to look for the behaviour they wanted rather than the behaviour they did not want. The training, which only lasted between two and three hours, showed an important shift in the way teachers spoke to pupils. The most critical finding was that the average percentage of pupils who were doing what the teacher wanted them to do under the new system increased to 94 per cent. Dr Swinson said: "It is clear that many teachers, prior to receiving the training were unaware of the skills needed to deal with unruly classes and over-relied on telling pupils off, which had very little effect on the pupils' behaviour. The more praise there was the fewer kids there were mucking around."

DAILY EXPRESS
(January, 2006)

Read the text and

1) Tick the correct answer

- a. The text is
 - narrative
 - argumentative
 - descriptive

Justify your answer with details from the text

- b. The text is about : - disruptive behaviour
 - general class management
 - management of disruptive behaviour

2) Underline the topic sentences in paragraphs 1 and 5.

3) Find in the text words having nearly the same meaning as

- a. disobedient / hard to control (§1)
- b. young people (§2):.....
- c. before (§ 5):.....
- d. change (§ 5):.....
- e. wasting time (§ 5):.....

4) Say what the following words refer to :

- They (§ 1)
- This (§ 2)

5) Experts have different opinions about dealing with unruly pupils.

Read from paragraph 2 to paragraph 4 then complete the table with the different points of view of the experts :

Nick Seaton	Chris Keates	Dr Swinson

6) What is the impact of the training program on the teachers? Justify your answer with details from the text.

Exploring grammar

What is the difference between these two clauses ?

- 1) Before the training , many teachers were unaware of the skills which are needed to deal with unruly classes .
- 2) The training, which only lasted between two and three hours, showed an important shift in the way teachers spoke to pupils.

Is the information in the two relative clauses essential ? Circle the correct answer.

In sentence 1 : yes / no ?

In sentence 2 : yes / no ?

Complete the rule :

Relative clauses are used to give information about the person (who) , the place (.....), the(when) or the event (.....). When the information is not we put commas (,) around the relative clauses.

Practising related grammar points

Read the text again, underline the relative clauses and say whether they provide necessary or additional information .

AFTER YOU READ

GROUP WORK

In groups of 3 , prepare and enact a short conversation about the case of a student who behaved badly at school. The conversation takes place during a meeting at the headmaster's office. The notes in the table below will help you.

Student A	Student B	Student C
You are the teacher and you must decide how to punish the student	You are the headmaster/ headmistress. Remind the student of the school rules, the code of conduct, his frequent absences	You are the student. Defend yourself.
Expressing disapproval / Dissatisfaction (I don't like / not doing homework/ making noise/ not paying attention)	Expressing disapproval (you shouldn't have + verb + ed advising: you should + ... Warning: - don't + ... - be careful	Giving arguments/ Expressing regret: I'm very sorry. Apologizing : I do apologize

Homework

Complete the following paragraph with words from the box below .

Pay - who - really - better - educationally - where - control

Becky Bates is willing to do household chores and walk dogs in return for tuition. She says some of her teachers have predicted she will not achieve more than D and E grades in her G.C.S.E.s. But Becky is determined to do 1..... . In a letter to her local newspaper, she wrote: “Will someone take me on in Norwich , perhaps a patient retired teacher or someone bright who has a lot of patience ? I want help 2..... . Becky, 3..... wants to be an air stewardess hopes a benefactor might come forward and 4..... for a place at a private school. Some students mess about and the teachers can’t 5..... the class. I know it’s very hard for teachers, especially in a school like mine 6..... they can’t handle the classes. Some students are “unteachable” but not me. I’m not stupid and I 7..... want to do well”.

Section four

Speaking

Activity 1

Read the statements and put a (✓) under the heading that is appropriate to your case.

statements	never	rarely	sometimes	usually	always
1. I think that success is linked to intelligence rather than hard work.					
2. My home and school environment value education and hard work.					
3. I am involved in extracurricular activities like sports, music and theatre.					
4. I am absent (don't go to school) for five or more days per term.					
5. I revise my lessons and I do my homework daily.					
6. My classmates and I work together outside class.					
7. I talk with my parents about various issues.					
8. My parents offer me warmth and support.					
9. My teachers try to understand my fears and concerns.					
10. Tests give me clear ideas about my weaknesses and strengths.					
11. When we correct tests I understand my mistakes and I learn how to avoid them in the future.					
12. When I sit for a test I get frightened.					

- Compare your answers with those of your classmate.

Activity 2

A. Look at the picture and read the school report then answer the questions below..



1. Identify the problem.
2. Describe the reactions of the parents, the brother, the boy himself and even the cat.
3. With your classmates, discuss and make a list of the possible reasons why the boy had those poor school results.
The ideas in Activity 1 may help you.

B. Imagine a conversation between the parents and their son over the reasons that led to those poor school results and the possible solutions to improve them in the future.

1. Prepare the notes.

2. Role play the conversation in class.

Helpful expressions :

-I do apologize.....

-I am so/very sorry that

-I/we promise to.....

-I will / we will

-I'm going to .../ we're going to

-Why don't we

-I see no reason why

-It's true that However ,

-This is not what we want (ed)

-I should have.....

-You should have.....

-You could have

Section five

Writing

BEFORE YOU WRITE

Look at this list of resources you may use to study at school or at home then answer the questions.

- Books
- Dictionaries
- Encyclopaedias
- Magazines
- Videos
- Cassettes
- Computer
- Internet

- 1- Which resources do you make use of?
- 2- How often do you use them?
- 3- In which school subjects do you use them?
- 4- Do you like learning from videos and TV or from reading a book?
- 5- Do you like looking for information in a book or on line?
- 6- Ask your classmate about a book he/she has read recently. Find out :
 - What type of book it is.
 - Why he/she chose it.
 - Where the story is set.
 - Who the main characters are.
 - What the story is about.
 - What he/she thought of it.

AS YOU WRITE

Your teacher has asked you to write a report for the school magazine on a book you have recently read. He is hoping that other students in the school will then become interested in reading the book.

You may like to use the plan below as a guide.

Introduction : What type of book is it? Where is it set? Who are the main characters?

Body : The plot. Describe the events in the order in which they happen in the story.

Conclusion : What did you think of the book? Why ? Would you recommend it to others?

1. Write your first draft.
2. Exchange your writing with a classmate.
3. Read each other's writing.
4. Ask him/her a few questions to clarify meaning.
5. Say what you like about it.
6. Give him/her suggestions to improve his/her writing.

Useful tips :**Layout**

Check whether you know what sort of text you have been asked to write, and why. Then make sure you choose the correct layout.

The readers

Remember who is going to read your text and make sure your language and style are appropriate for them.

Organisation

Before you start to write, make a plan of events in the order in which they happen in the story.

Think about the tenses you will need for each stage of the plan, too.

Drafting

When you have finished the first draft of your text, see if you can improve it by adding more details or by linking ideas together.

Proofreading

Check for mistakes of spelling and punctuation in your final draft.

Useful language

This is a love story / a thriller / a classic ...

The story is set in ...

The book is about ...

It is extremely well-written / original / informative

It is really imaginative / fascinating / full of suspense

Parts of the book are funny / sad / exciting

The ending is surprising / unexpected / funny

I found the ending a bit disappointing / sad / predictable

The characters are very life-like / convincing

I enjoyed / loved / was impressed

The book is on the whole

I recommend it / It is worth reading!

BEFORE YOU READ

Discuss the following questions with your classmate

1. What is your dream job?
2. What is your ambition?
3. In which field would you like to succeed?
4. What does success depend on?
5. What do **you** need to be successful?
6. What are the qualities needed to have a successful career?

AS YOU READ

Read the text and do the activities below.

I'VE ALWAYS HAD A HEAD FOR WRITES

I WANTED to be novelist from the age of seven. I wrote little stories and managed to sell my first to a children's magazine when I was 10.

My destiny was sealed that day. I saw my name in print and I was hooked.

As a teenager, I realised that I needed to experience "life" before I could write a novel that would sell. So I decided I should work as a journalist.

I persuaded my parents, who wanted me to stay at school and go to Leeds University, to let me try my luck at *The Yorkshire Post*.

My first job there, at 16, was as a typist. I'll never forget my interview with the woman who ran the typing pool.

She asked me why I wanted to work there, and when I told her I wanted to be a journalist, she said: "Well, everybody who comes here wants to be a reporter and invariably nobody *ever* gets out of the typing pool!"

I was so nervous that first week that my letters had holes in them because I'd rubbed out my mistakes so often. This was in the days before correcting tape.

At the end of my first day I had so much ruined, expensive engraved paper in my bin that I thought

they'd fire me. I tried, and failed, to burn the stuff in the Ladies' Room. So I took it all home and burnt it there.

I settled in and then my ambition got the better of me. I started to do little news stories, which I'd drop on to the sub-editors' desk as if I were delivering them from someone else.

Drive

Many were printed, and when the editor, Barry Horniblow, found out they came from a 16-year-old in the typing pool, he took me under his wing.

He was struck by my drive and initiative and was keen to promote talented young people — such as the writer Keith Waterhouse, who was there at the same time as I was.

So I *did* escape from the typing pool. I became a cub reporter, then a fully-fledged reporter, and eventually, at 18, editor of the *Woman's Page*.

At 20, I went to London and became fashion editor at *Woman's Own*. For the interview with the editor, Joanna Chase, I wore a nice little grey suit and a small green hat. I've never worn a hat since. I have to say, she liked my enthusiasm and my cuttings. And I looked tidy, so I got the job.

My career in newspapers and magazines flourished and I loved it. I was writing about fashion, lifestyle, interior design, show business — the lot. I was getting life experience and learning my trade.

Moving to America when I married the movie director Robert Bradford in 1963 gave me another boost. I wrote a column there, which was syndicated in 195 newspapers, and four interior design books.

Curriculum Vitae

Still I dreamed of writing novels. In 1968, I started five books. I didn't finish any of them, but I taught myself how to write a novel and was ready — eight years on — to write my first best-seller, *A Woman Of Substance*.

To be a success in any field you do need energy. To be a story-teller you need imagination, too. Without it, you can't be a novelist.

Goal

Whatever your ambition, you have to be totally focused and never lose sight of your goal. Believe in yourself and concentrate, as Winston Churchill did, on one thing at a time.

I know a lot of talented people, but they fail because they have flittery minds. They'll jump from subject to subject in their conversation, and from one thing to another in their work and in their lives. That's no good, I'm afraid.

What keeps me going is a passion for starting this great adventure every time I begin a new book.

My ambition now is to see more of my books made into plays. That's thrilling and new for me. There's always more to do and more to learn.

BARBARA TAYLOR BRADFORD

BORN
Upper Armley, Leeds.

CAREER
Typist for The Yorkshire Evening Post at 16, then cub reporter in the news room. Woman's Page Editor at 18. Fashion Editor of Woman's Own at 20, followed by many years covering everything from crime to show business for the London Evening News, Today Magazine and other publications.

In 1963 moved to America, writing a syndicated column on interior design and lifestyles which appeared three times a week and lasted 12 years, winning several awards.

PUBLICATIONS
Four books on interior design before the publication in 1979 of *A Woman Of Substance*. The novel has never been out of print for the past 19 years. Followed by *Voice Of The Heart* (1983); *Hold The Dream* (1985); *Act Of Will* (1986); *To Be The Best* (1988); *The Women In His Life* (1990); *Remember* (1991); *Angel* (1993); *Everything To Gain* (1994); *Dangerous To Know* (1995); *Love in Another Town* (1995); *A Secret Affair* (1996); *Her own Rules* (1996); and *Power of a Woman* (1997).

HONOURS
These include a Degree of Doctor of Letters Honoris Causa from the Chancellor of Leeds University, H.R.H. The Duchess of Kent (1990), an Honorary Doctorate from the University of Bradford (1995) and an Honorary Doctorate from the Teikyo Post University in Connecticut (1996).

HOBBIES
Reading and interior decorating ("fiddling about in the house").

EDUCATION
Christ Church Elementary School and Northcote private school for Girls.



The Mirror Careers Special, July 1998.

1) Complete the table with appropriate information about Barbara Taylor's life

Age / Dates	Events
At the age of 10	
At the age of 16	
	Became the editor of the Woman's page
When she was 20	
In 1963	
	She started writing five books

2) Correct the following statements:

- Barbara Taylor Bradford wrote her first book at the age of 7.
- Her parents encouraged her to work as a typist.

3) Pick out details from the text showing that Barbara messed just the first day of the pool .

4) Complete the sentence with words from the text:

According to Barbara Taylor, anyone who wants to succeed should.....

5) Read Barbara Taylor’s CV and pick out the information about her life which was not mentioned in the text.

6) Read the text again and pick out the relative clauses (which relative clauses are essential in the text ?).

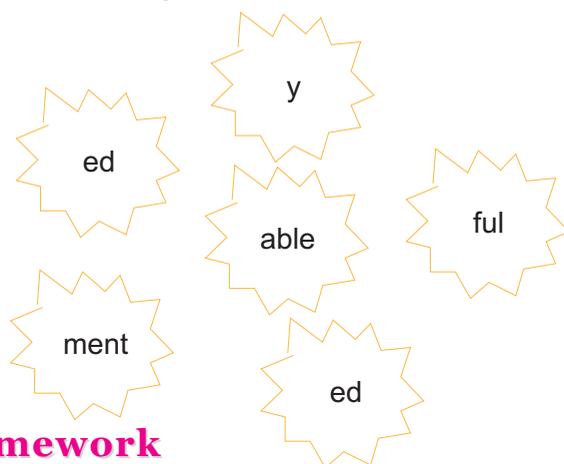
AFTER YOU READ

1) Match the sentence parts to get a coherent paragraph. The parts in column A are in the right order.

A	B
1) Rika and Maria had wonderful	a/ to make sure their children come first
2) But they also	b/a job they could fit around their families
3) The busy mums had large	c/ of a thriving company
4) What they really needed was	d/ families and good full-time jobs
5) Four years on, they are bosses	e/ had a problem
6) And now they have time	f/ families and were struggling to cope.

1	2	3	4	5	6

2) These parts are missing in the table on the right. Put them into the correct place to get one word per line. The first one has already been done for you.



employ	ed
fashion	
success	
talent	
luck	
employ	

Homework

Circle the correct alternative.

Peter Charnock was drifting from one job to another. He knew he wanted to work for **(him/ himself/ each other)** but he didn’t quite know what he wanted to do. His last job as a service delivery manager **(of/ for / off)** a firm was the last straw for the 39- year- old man. “It was just **(too / that/ as)** stressful. It didn’t matter **(why / where / what)** you did and how far you went, it was **(ever / already / never)** enough for the customers. I started to look at plumbing opportunities. I knew it was an area **(when / where / which)** there was work.”

A. Fill in the following enrolment form.

NEWBURY LANGUAGE CENTRE

Enrolment form

NLC

Complete in **BLOCK LETTERS** and return to :

The principal
Newbury Language Centre
8 Grange Road
Cambridge Road
Cambridge CB3 9DU
England

Telephone +66 453311344 Telex 938231 NLC G Fax + 66 4533111411

Family name Mr Mrs Miss

First names

Nationality Mother tongue

Date of birth Age Profession/occupation

Home address (for correspondence) Telephone number

For how long have you studied English?

How many hours a week ?

Please give the name and address of your present English teacher and school (if applicable)

What exams in English have you passed (if any) ?

What is your present standard ?

very good good medium weak beginner

- | | | | | | |
|------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| • Reading | <input type="checkbox"/> |
| • Writing | <input type="checkbox"/> |
| • Speaking | <input type="checkbox"/> |
| • Understanding speech | <input type="checkbox"/> |

Do you have basic computer skills?

yes no

Do you smoke?

yes no

If you have any disability or chronic illness, please give details

How did you hear of N L C ?

British Council

School/college

Friend/relative

Other

B. Write a letter

Develop the information you provided in the enrolment form into a letter to the principal of NLC, in which you express your desire to enrol in the school English classes.

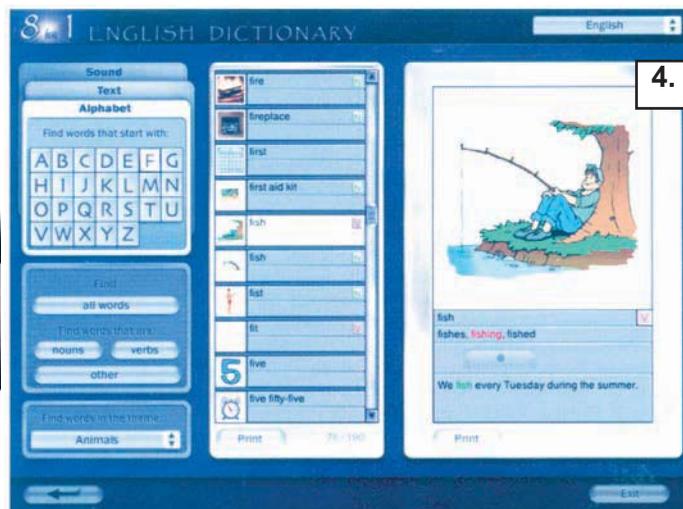
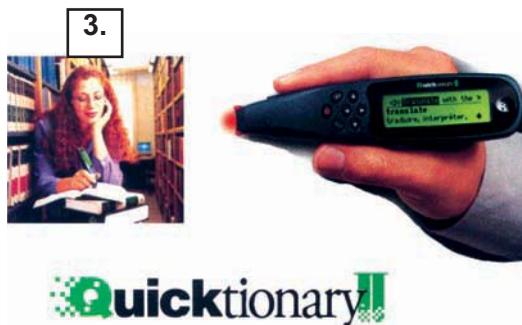
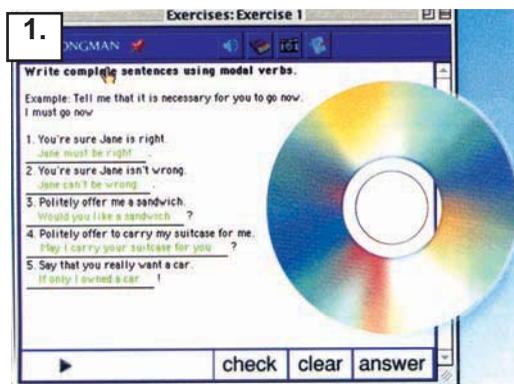
- Write your first draft
- Check for :
 - layout and presentation (addresses, date, salutation, body of letter (one or more paragraphs), thanking, signature)
 - use of formal expressions like : I would like to , I should be grateful if you would, Could you (also) tell me , You would be kind enough to I look forward to
 - organization of ideas
 - coherence
 - accuracy of spelling and punctuation
- Read each other's letters and exchange comments/feedback
- Finalize your letter .

Arts

Section three

READING AND WRITING ADS

A. Study the following pictures and read the comments below then match each picture with its corresponding comments. Justify your answers with specific details.



- (a) **Scans** and translates a full line of text in seconds (word by word)
Hear the entire line of scanned text , or a selected word !!
See the scanned text and its translations together on a split screen display !
Store the last 80 scanned words for easy review !
Download additional dictionaries from the WizCom web site !

- (b) • Includes full text from the **Longman Dictionary of American English**
- 1, 000 pictures to view
 - Audio for every headword
 - Tables , weights and measures , numbers , pronunciation
 - Interactive exercises

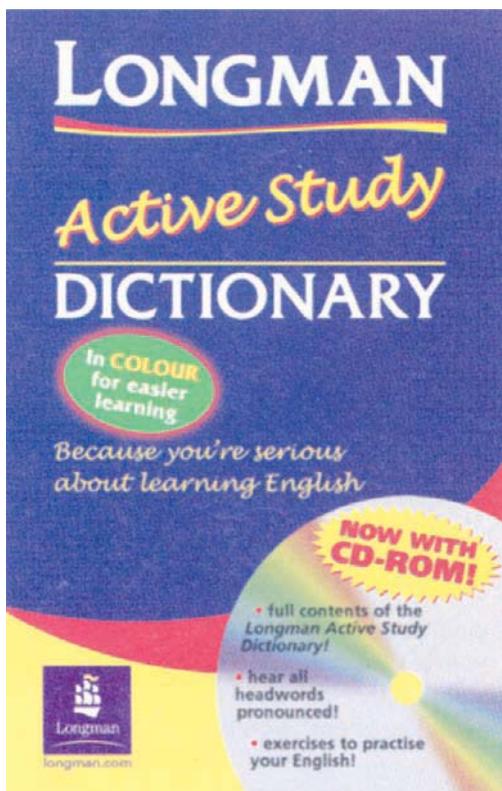
(c) **The WebCT** platform is a set of online tools that assist instructors in building and managing highly interactive , highly customizable web-based learning environment .It's been available since 1997 and is currently the market leader. It's great product and a great company.

(d) **Pronunciation Power :** *Beginner / Intermediate*

- Animated lessons to learn all 52 English sounds
- New improved wave form technology
- Practice pronunciation with over 7,000 words
- Practice with over 2,000 interactive sentences
- Save recordings as a pre and post test
- Test listening skills
- Interactive exercises
- 4 educational interactive games
- Instructions translated into 12 languages
- Unique database for specified word search:
- Over 1700 pictures

1+..... , 2+....., 3+....., 4+.....

B. Study the following picture carefully then write as many relevant comments as you can.



SELF-ASSESSMENT

A. What progress do you feel you have made in English in this module ?

Put a tick (✓) in the box that applies to you .

	YES	A LITTLE	NO
1. I've used what I already know to learn more English			
2. I can read a text and answer the questions correctly			
3. I can listen to a text and answer the questions correctly			
4. I've learnt how to converse in English			
5. I am using the grammatical structures I've learnt			
6. I understand grammar but I cannot use the structures correctly			
7. I can remember the words I've come across			
8. I recognize the words but I cannot use them			
9. I've learnt how to write in English			
10. The writing activities are difficult			
11. I've shared ideas with my classmates and my teacher			
12. My pronunciation has improved			
13. I've learnt how to conduct a mini- project			
14. My English has improved			

B. What did you like most in this module ? Tick the answer(s) that apply(ies) to you.

- The topics
- The activities
- The projects
- Listening to the cassette
- Acting out situations
- The writing activities
- The Reading skills
- The grammar exercises
- The vocabulary exercises
- Working in groups

C . Circle the alternative that applies to you :

I still need to work on :

Reading / Listening / Speaking / Writing / Vocabulary / Grammar

Fun page

An English teacher wrote the words , « woman without her man is nothing » on the blackboard and directed his pupils to punctuate the sentence correctly. The boys wrote: " Woman , without her man , is nothing ."

The girls wrote : " Woman ! Without her , man is nothing."

Marc finished school at the top of his class and he was offered an excellent position with an accounting firm.

Now he feels that he has the world by the tail. Everything has been working out for him lately, and it's no wonder that he's feeling so successful and happy.

English!

In what language do people recite at a play and play at a recital?

... or send cargo by ship, but ship things by truck?

How can an alarm go off when it goes on?

... or a form be filled in as it's filled out?

How can a slim chance and a fat chance be the same, while a wise man and a wise guy are quite different?

How can overlook and oversee be opposites, while quite a lot and quite a few are alike?



Illogical English!

- Why is it called a TV 'set' when you only get one?
- Why do your feet smell while your nose runs?
- Why does an alarm clock go off when it starts ringing?
- Why is there a sell-by date on sour cream?
- Why is it so hard to remember how to spell mnemonic?
- Why isn't *palindrome* spelt the same way backwards?
- How can someone *draw a blank*?
- Have you ever imagined a world with no hypothetical situations?
- Why do *flammable* and *inflammable* mean the same?
- Why do they call them *apartments* when they're all stuck together?
- Why is it called a *building* when it's already built?
- If *pro* is the opposite of *con*, is *progress* the opposite of *congress*?

Anagrams

Can you recognise the following famous people?

- 1 Old West action
- 2 Radium came
- 3 I ask me, has Will a peer?
- 4 Great charm threat
- 5 Wow! He's right indeed!

Answers 1 Clint Eastwood 2 Madame Curie
3 William Shakespeare 4 Margaret Thatcher
5 Dwight D Eisenhower

VOCABULARY COVERED IN MODULE 5

Common core:

Section one:

alternative
bachelor
chronic
clerk
defectology
disability
distance learning
dustman
embarrassed
impairment
impatient
non-credit
overalls
plight
pursue
rely
retardation
rise
seek
self-esteem
slate
sow
status
switch
transfer
updated
willing

Section two:

check out
cope
executive
graduation
join
magic
unpredictable

Section three:

detention
disobedient
disruptive
exclusion
heap
lines
muck around
praise
prestigious
prior
punishment
quarrel
ridiculous
shift
suspension
unruly
youngsters

Section four:

extra-curricular
involved

sit (for an exam)
strength
weakness

Section five:

encyclopaedia
make use of
resource

Arts Supplement:

Section one:

bin
boost
destiny
drift
engraved
flittery
flourish
flourish
fully-fledged
hooked
initiative
invariably
novelist
persuade
print
promote
rub
seal
stuff

talented
thrilling
trade
try one's luck
typist

Section two:

enrolment
standard
tongue

Section three:

animate
assist
customize
database
download
measure
scan
split
store
translate
weight

Module Six

NATURE : ANY FUTURE WITHOUT IT ?

Expected learning outcomes :

In this module, I'm going to

- use what I already know to acquire new words and ideas about nature
- listen to a story
- read a study- based text
- read short narrative texts
- talk about environmental issues
- write about a personal experience/fictional narrative
- present a poster
- practise and learn new lexical and grammatical items
- read a poem
- practise more writing activities
- draw a picture
- expand my knowledge of the world



Activity 1

A. What do you think the biggest threats to the environment are ?
In pairs , complete the spidergram. The following pictures may help you.

1



2



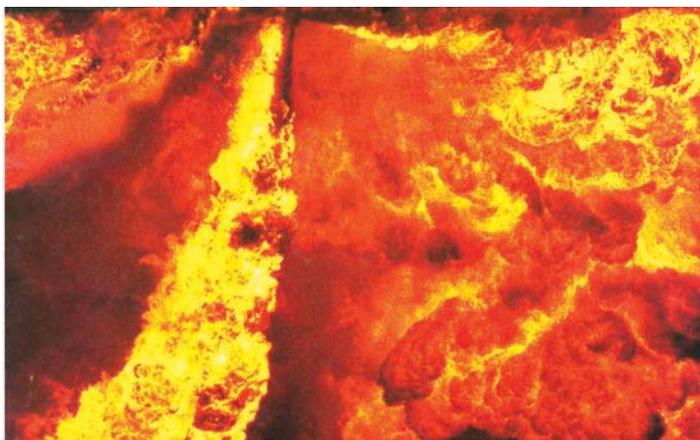
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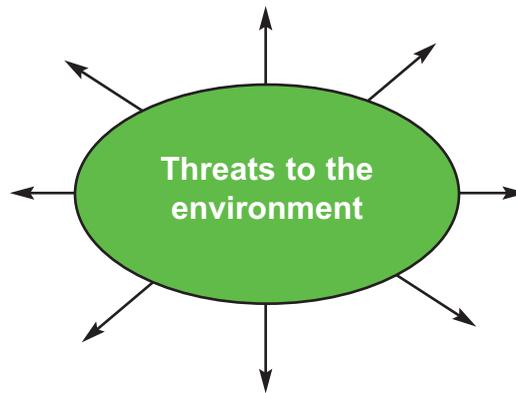


4



5





B. Classify these threats under the following headings.

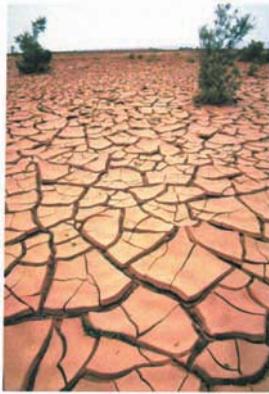
Natural disasters	Man-made disasters

Activity 2

Match the following words with the definitions below. The pictures may help you.

earthquake , flood , drought , volcano, tsunami (tidal wave)

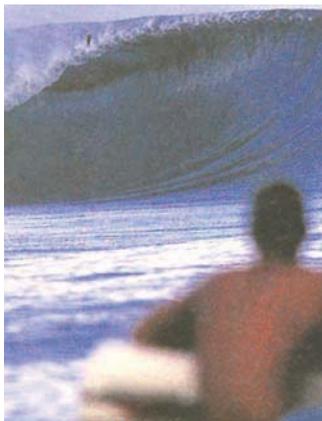
1. : period of dry weather , especially a long one that is injurious to crops.
2. : a great flowing or overflowing of water over land.
3. : an unusually large sea wave produced by a seaquake or undersea volcanic eruption. Also called seismic sea wave.
(Japanese : tsu =harbour nami=wave)
4. : a series of vibrations induced in the earth's crust by the abrupt rupture and rebound of rocks in which elastic strain has been slowly accumulating, rated on the richter scale from 1 to 10 (after Charles F Richter (1900-85) U.S. seismologist.
5. : a vent (hole) in the earth's crust through which lava , steam , ashes ,etc are expelled, either continuously or at irregular intervals.



1



2



3



5



4



Activity 3

Match each picture with the appropriate headline.

1. A 70-YEAR-OLD WOMAN STUMBLES PAST SCENES OF DESTRUCTION AFTER A KILLER EARTHQUAKE

2. IS LATEST STORMY WEATHER A CAUSE FOR ALARM ?

3. HURRICANE THAT BROUGHT FEAR TO HOLIDAY ISLANDS

4. THE VOLCANO OF MOUNT ST HELENS WAS DORMANT FOR 123 YEARS BEFORE ERUPTING FEROCIOUSLY

5. A CITY GOES ON FLOOD ALERT

6. A TSUNAMI LOSES SPEED WHEN IT REACHES SHALLOWER WATER, BUT ITS HEIGHT GROWS

A



B



C



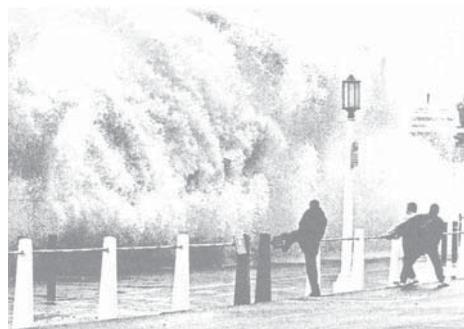
D



E



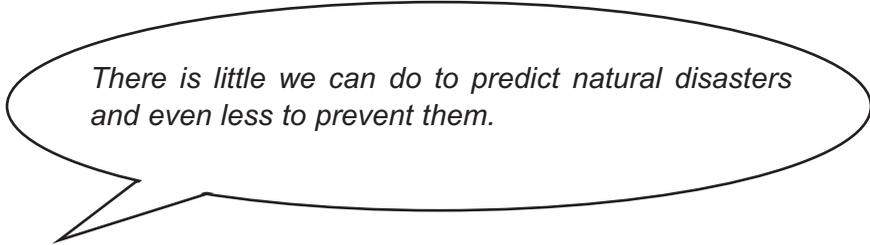
F



1+....., 2+....., 3+....., 4+..... 5+....., 6+.....

Activity 4

Discuss the statement in the bubble and answer the questions below.



There is little we can do to predict natural disasters and even less to prevent them.

1. Are all the disasters predictable and preventable ?
2. Are all the disasters caused by the actions of Man ?
3. Can you play an efficient role in saving the environment from catastrophes ?
How ?

Homework

You are organizing a campaign in your school to encourage students to save the environment.

Work in pairs/small groups **to design a poster** representing **an idea** and your **motto** , like

“ If it’s not far , don’t go by car.”

“ Do it right , switch off the light.”

Be ready to present it at the Speaking Section.

Section two

Listening

BEFORE YOU LISTEN

Activity 1

- Put the following words/expressions under the appropriate heading

Partner - wedding - hotel - tsunami - wedding ring - waves - flight - orphaned - loss of life - mourner - devastation - damage - fishermen - corpses - wedding pictures - funeral - beachside - boat trip - boats -smashed - honeymoon.

MAY 22



The sea	Travel	Marriage	Natural disasters	Death

Activity 2

- Read the introduction below and guess what the listening passage is about (the pictures and the words in Activity 1 may help you)

In the space of 16 months, Sandra Bell went from attending her daughter's wedding to being chief mourner at her funeral. Sandra 63, Legbourne, Lincolnshire, tells her heartbreaking story.

EC 25



AS YOU LISTEN

A/ Listen to the whole passage and check your predictions

B/ Listen to PART 1 and

- complete the table below.

Names of the couple	Date of the wedding	Time of the honeymoon	Honeymoon destination	Incident
- Natalie				
-				

2. circle the correct alternative

- a/ They postponed (their honeymoon) means:
- put it off until later
 - decided
 - celebrated
- b/ The couple changed their minds about
- the place
 - the time of the honeymoon
 - the time of the wedding

C/ Listen to PARTS 2 and 3 and

1. Complete the sentence with the appropriate information

When Nat phoned her mother, she..... andtime

2. In what order did the following events occur ?

Complete the table in the margin (the first answer is given to you)

- a . Nat phoned her mother on Christmas day
- b. Sandra dialled Nat’s mobile.Nat didn’t answer
- c. She found out that there was an extensive loss of life
- d. Ted, Sandra’s partner, put the TV on
- e. The news was all about a tsunami in Thailand
- f. Sandra searched the internet

Order of events	Sentence
1	a
2	
3	
4	
5	
6	

Listen again and check your answers.

3. What is meant by the following sentence ?

“I refused to think the worst”

4. Express the following sentence differently

I couldn’t stop searching the screen in case I glimpsed Nat and her husband.

D/ Listen to PART 3 again and

1. complete the table with the words describing

The island	Nat’s flat



2. Sandra said: “ We want to do something good for them.” What did they decide to do
- for orphaned children?
 - for the fishermen?

E/ Listen to the whole passage again and

1. Tick the appropriate title.

- A woman's diary
- The tragic honeymoon
- The orphaned children

2. How would you describe the woman's mood?

Circle the appropriate adjectives

Indifferent - sorrowful - sad - sarcastic - grieved -
mournful



3. Is the story real or imaginary?

(Justify your answer with details from the text)

4. Read silently as you listen to the following part of the text (try to imitate the same tone of voice)

As I watched, the news got worse by the minute. I dialled Nat's mobile. My heart pounded as I prayed for her to answer. But she didn't pick up. I spent the morning ringing Nat's phone, the foreign office, the hotel, searching the internet and going round in circles.

Exploring grammar

Focus on the following sentence :

"If Andy was dead, Nat must have been, too"

Does the underlined utterance express ?

- certainty
- deduction
- obligation

Is the sentence in the present or in the past?

Complete the rule

Must..... + past is used to express in the

AFTER YOU LISTEN**WRITING / SPEAKING**

Use the answers to the questions to summarize the story (the people/ the incident/ the dramatic part of the story and the events leading up to it.

Retell the story to your classmates.

Homework

Read the following article and complete the missing letters of the words in **bold type**. Each dot stands for one letter.

Hundreds of Britons were trapped as a killer Hurricane lashed the Caribbean and a hundred more trav..... were disappointed when told their dream hol..... were being axed because of 150 mph Hurricane Lenny.

Hou... were swept away, roads were washed away, runway lights were da..... and roads were flo.... . A fish..... who went to get a close look at the turmoil dis..... under the waves before being rescued. Many people were inj.... . Hundreds of holiday makers had been evacuated from hot... . My heart goes out to all those who have loved ones, livelihoods and their possessions in the deva..... caused by Hurricane Lenny.

Section three

Reading

BEFORE YOU READ

Guess what will cause the following predictions.

- 1- Polar bears and penguins will disappear.
- 2- Winters will be 10 degrees colder.
- 3- Africa will be hotter and suffer more droughts.
- 4- Skin cancer will increase.
- 5- Many countries will have no drinking water.
- 6- Countries such as the Maldives, Holland and Bangladesh will disappear under water.
- 7- Wars will start between countries fighting over water.

AS YOU READ

A . Read the text and find out which of the above predictions it deals with.

Global warming is human made

1. Findings from a new study released last week prove that global warming is caused by human activity, and not by natural environmental factors. Researchers at the Scripps Institute of Oceanography have found clear evidence of human-produced warming in the world's oceans that is likely to impact water resources in regions around the globe. These findings remove much of the uncertainty associated with debates about global warming. Many world leaders have closed their ears to this fact so they don't have to limit their economic activity or introduce expensive pollution controls. This is one of the reasons America has not signed the Kyoto Treaty on climate change. The US government prefers to believe global warming is a natural phenomenon, caused by volcanoes and solar energy.

2. Professor Tim Barnett said, "This is perhaps the most compelling evidence yet that global warming is happening right now and it shows that we can successfully simulate its past and likely future evolution." Barnett says the results hold implications for millions of people in the near future. In the decades immediately ahead, the changes will be felt in regional water supplies, including areas impacted by accelerated glacier melting in the South American Andes and in western China, putting millions of people at risk without adequate summertime water. Perhaps now more countries will sign up the Kyoto Protocol.

B. Find in the text the synonyms of the following words.

- affect (§1) :
- doubt (§1) :
- research (§1) :
- consequences (§2) :
- sufficient (§2) :
- quickenened (§2) :

C. Read the text again and say whether the following statements are true or false.

- 1- Global warming is caused by natural environmental factors.
- 2- Clear evidence of human-produced warming is in the world's rivers.
- 3- Global warming is not likely to impact water resources around the globe.
- 4- Millions of people will be at risk of having inadequate water supplies.
- 5- Many world leaders have ignored global warming.

D. Prepare two questions you'd like to ask the class about the article.

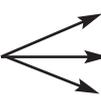
E. Match the following phrases to get meaningful expressions.

1-Researchers have found	a-immediately ahead	1-
2-in the decades	b-evolution	2-
3-putting millions of people	c-resources	3-
4-water	d-clear evidence	4-
5-findings	e-at risk	5-
6-future	f-from a new study	6-

F. Do you think global warming is a natural phenomenon or caused by Man?

Exploring grammar

- 1-The changes **will** be felt in regional water supplies.
- 2-More countries **will** sign up to the Kyoto Protocol.

Do you think the writer  hopes
 expects that the action will take place in the future?
 is sure

Can you replace **will** by **be going to** in these sentences? Why? Why not? What is the difference between the two structures?

Read the following notes to find out.

Will	Be going to
<p>Habitual action These birds will come back next year.</p> <p>Making a promise I'll finish this work by 7:00 tonight.</p> <p>Making an offer If you need that medicine now, I'll get it for you.</p> <p>Something expected I think Brazilians will win the football match.</p>	<p>Prior plan I'm going to meet them at the airport.</p> <p>Prediction Look at those clouds! It's going to rain.</p> <p>Commands and refusals You are going to take that medicine whether you like it or not.</p> <p>Permanent state Their new house is going to look over the river.</p>

AFTER YOU READ

In groups discuss whether you will carry out the following actions to help slow down global warming.

- 1- Walk instead of driving or taking public transport.
- 2- Use public transport instead of driving.
- 3- Use the lights in your house less.
- 4- Replace some of your electricity supply with renewable energy, such as solar energy.
- 5- Plant a tree in the forest.
- 6- Recycle everything you use.
- 7- Donate money to organisations pushing for control on global warming.

Practising related grammar points**Use “be going to” or “will”**

1. What do you want to do when you leave school?
I **(be)** a flamenco dancer.
2. This box is very heavy!
Don't worry. I **(carry)** it for you.
3. Why do you want to sell your flat?
I **(move)** to the country side.
4. Why don't you change your hairstyle? You **(look)** much better.
5. **(you/have)** another cake?
No, thank you. I've already had two.
6. Stop worrying about the exam. You **(pass)** it easily.
7. Do you want to go to the park this afternoon?
I can't. I..... **(visit)** my grandparents.
8. Sorry I can't be at work next week- I'm **(have)** minor surgery.
9. Do you want to borrow my car?
Thanks. I **(bring)** it back tonight.
10. The Americans **(send)** a camera deeper into space than ever before
to see what pictures it **(send)** back.

Section four

Speaking

Activity 1

A) Work in pairs and do the following quizz to find out how “ green” you are.

1. Which form of transport is best for the environment?

- a) driving (by car)
- b) flying by plane.
- c) riding a bicycle.

2. Do you leave the tap on when you brush your teeth?

- a) Yes.
- b) No
- c) does it make a difference?

3. As well as putting their health and the health of those around in danger, smokers also put the environment in danger

- a) True.
- b) False.
- c) I'm not sure.

4) You are busy in the house tidying up, going from one room to another. Which is the best way to save energy?

- a) switch the lights on and off every time you move from room to room.
- b) keep the lights on as you move about the house.
- c) I see no reason why I should bother.

5) When you have finished watching TV do you

- a) switch it off completely?
- b) leave it on standby ?
- c) leave it on all night ?

6) Do you use energy saving light bulbs?

- a) Yes.
- b) No.
- c) what is an energy saving light bulb?

7) If your tap loses one drop per second, how much water do you waste per day?

- a) 10 litres.
- b) 20litres.
- c) 30litres.

Now check your answers with your teacher and count 1 point for each green answer.

1-3	4--6	7-10
You have a lot of changes to make if you want to be greener.	Not bad! You know about how you can help the planet. You are quite green	Well done! You have a green head on your shoulders.

Activity 2 Role play

There are many ways of expressing surprise or shock. Word choice and also intonation affect how much surprise or shock you express. Here are some phrases that can be used.

Mild surprise/Interest	Strong surprise/ Disbelief	Shock / dismay
Really? That's interesting How nice to +V ! I didn't know that. Fancy +Ving ! Oh, come on! This is a surprise! This is a real surprise!	Wow, that's amazing! That's unbelievable! You're joking! I can't believe it! That's incredible! You're pulling my leg!	Oh, no! How shocking! That's terrible! That's awful! That's horrible!

1. Now work with a partner to expand the following notes into short dialogues using the expressions in the table.(follow the example given.)

Example :

Student A : Did you know that the highest earthquake happened in 1556, in China?

Student B : Really?

Student A : It was the deadliest earthquake in history with 830,000deaths.

Student B : That's terrible!

2. Switch roles.

Situation 1 : 1978 / Spanish tanker / to spill / 220.000tons of oil / into sea.

Situation 2 : 2020 / Tunisia / suffer / water shortage /

Situation 3 : polyester / better for environment / cotton.

Situation 4 : each person / produce 500gr trash / every day.

Situation 5 : habitat destruction / to cause / extinction / one of every four species / every day.

Activity 3 Poster presentation (see session 1)

Now it's time for the poster presentation. Explain the message conveyed through the picture and the motto to your classmates.

Section 5

Writing about a personal experience / fictional narrative

BEFORE YOU WRITE

Read **text A** : a story told by Kioka Williams , a lady who survived hurricane Katrina which struck the USA on August 29,2005 and **text B** : a story told by Florencio Libaton, a man who survived the Philippines mudslide of 2006, then do the activities below.

Text. A

“ Oh my God , it was hell. We were screaming , yelling , flashing lights. It was complete chaos. So many people perished. I had to rush to the roof of my employer’s Beauty shop as flood waters rose.I saw a friend of mine – a resident in a boarding house in New Orleans – climbing onto the roof to escape the rising waters. Two elderly residents never made it out and a third was washed away as he tried to climb the roof. A man and his wife were rescued by boat from the attic of their flooded home.I also saw a man grabbing a lady and they swam with the current. It was terrifying.You should have seen the cars floating around them. We watched the apartments disintegrate. You could hear the big pieces of wood cracking and breaking apart. Total devastation. Everything is gone. Complexes are wiped clear. It’s so depressing , really because you have no address. Many looters profited by the chaotic situation to take away goods and furniture.

I don’t want to live here anymore.”

Text. B

Complete the gaps with the appropriate verb forms.

“ As many as 18 hundred people were killed when a wall of mud (**sweep**)..... into our small farming village. I was at home when my wife, (**rush**)in, saying : “The mountain has collapsed”. I thought of my son and my two daughters at school but my wife told me that the school (**already/engulf**).....

We (**grab**)each other and (**run**)My wife (**shiver**)out of fear. The mudslide (**catch**)up with us, throwing large pieces of rock onto us. I bitterly remember the moment I (**lose**)grasp on my wife. I was saved by a tree trunk that pinned me against some rocks but I lost my dear wife and my three children forever”.

1. As far as the **topic** is concerned , what is common between the two texts ?
2. Complete the table with an example of each **verb form** from the two texts.

- Past simple :
- Past progressive :
- Past perfect :

3. Match each word in column A with its corresponding meaning in column B.

A	B
1. engulf (text B)	a) steal/take away goods (by force)
2. grab (text B)	b) take roughly
3. pin (text B)	c) die
4. yell (text A)	d) make unable to move
5. loot (text A)	e) cry loudly out of fright
6. perish (text A)	f) swallow up / cover

4. Read and find out some examples of descriptions in text A and text B and write them in the table below.

Descriptive words	Described person / object / place/feeling / situation ...

5. Read text B again and complete the outline of Florencio’s story

6. Find out two examples (from both texts) in which there is a link between a cause and an effect.

the mountain collapsed

 Florencio was saved by a tree trunk

AS YOU WRITE

Write a short story (15-20 lines) about a natural disaster you witnessed , heard about or watched in a film /special TV report or an imaginary one .

- Spend about ten minutes planning the outline of the story
- Jot down any ideas that come to your mind
- Write a first draft of your story
- Read it through and check for ;
 - use of correct narrative tenses
 - appropriate use of descriptive expressions
 - clarity of classification and division of ideas/events
 - development of ideas/events through a chronological order
 - logical link of causes and effects
 - appropriate use of punctuation marks
 - accuracy of spelling
- Make the necessary modifications to improve your narrative
- Exchange texts with a classmate for proofreading and consider each other’s feedback
- Write the final draft of your story

Display the stories around the class so that you can read each other’s .

Which story did you like best ? Why ?

BEFORE YOU READ

1. Have you ever seen a snowstorm live, in a film or in a photograph ? Describe it very briefly. If you have never seen a snowstorm, describe what you think it might be like.
2. Compare the snowstorm that you have described with a sandstorm, tidal wave, hurricane or other violent natural event that you have witnessed.

AS YOU READ

Read the poem below aloud, slowly, stanza by stanza, just to appreciate the sound and rhythm of it. Underline the words that are unfamiliar to you.

“Snowing, Sometimes”

I

*You can't keep it out.
You could see it drifting
from one side of the road
to the other-you could watch
the wind work it back and forth
across the hard white surface.
You could see the maple, with
its ten dead leaves, winded,
wanting it. But sometimes
you couldn't keep it out.*

II

*It was like dust, an elegance,
like frost. All you had to
do was stand at the window
and it passed, like the light,
over your face – softer than light
at the edges, the seams,
the separations in the glass.
All you had to do was stand
still in the dark and the room
seemed alive with it, crystalline,
a bright breath on the air.*

III

*If you fell asleep you knew
it could cover you, cover you
the way cold closes on water.
It would shine, like ice,
inside you. If you woke up
early, the cup on the bureau,
cracked, you were sure that
even the pockets of your pants,
hung on the back of the chair,
would be filled. Nothing could
stop it, could keep it out.*

IV

*Not the room in sunlight, nor
smoky with the rain. Not
the mother sweeping, nor
building the woodfire each
morning. Not the wind blowing
backwards, without sound.
Not the boy at the window
who loves the look of it
dusting the ground, whiter
than flour, piled in the
small far corners.*

Stanley Plumly

1. What is the poem about ?
2. Who does the second person (you) in the poem refer to?
3. Nowhere in the poem, except in the title, does the boy call snow by its name. Rather, he keeps referring to snow as "it". What is the effect of this?
4. In stanza I, where is the snow in relation to the boy? What does the snow come in contact with outside?
5. In stanza II, where is the snow now? What effect, do you think, does the direction of the snow's movement have on the boy?
6. In stanza III, in what places in the room does the boy expect to find snow? Does he feel threatened by it? Why/ Why not?
7. All the sentences in stanza IV begin with "Not..". To what word(s) or idea in stanza III do they refer?
8. In stanza IV, the snow defeats four opposing forces. What are they?
9. Why does the boy feel safe despite the menacing snow?
10. The sounds of "s" and "w" are repeated many times in the poem. What do they make in the reader's ears?

AFTER YOU READ

The imagery in the poem allows you to imagine that you can see the scene the poet describes. Try to draw a picture to illustrate the poem.

Arts

Section two

MORE PRACTICE ACTIVITIES

Activity 1

Match sentence parts in column A with their completions in column B to get a coherent paragraph.

A. Sentence parts	B. Completions
1. First we pollute the wilderness,	a) ceases to exist
2. Then we pollute the wilderness more	b) because we've lost our ability to see it.
3. Soon the wilderness	c) vast and purposeless-
4. In its place is a garbage dump	d) then we pollute our minds with the
5. and we think how wonderful we are to	belief that we've done the right thing.
have created a place	e) that speaks so well for what we are

Order : 1+.... 2+.....3+..... , 4+.....5+.....

Activity 2

Complete the gaps with the right forms of the words in brackets.

We praise our cities, our factories, mines, high-rise towers, all the structures that house our economic activities and satisfy our physical needs. We marvel at man's skill and **(ingenious)**..... .

But when we need rest from our labor and release from the stress that **(civilize)**..... imposes, we don't look at sky-scrapers. We leave the man-made **(create)**....., we leave the freeways and go where the natural world **(not yet/destroy)**..... We go, if we are **(luck)** and can afford it, to unmarked deserts , uncut forests, **(not pollute)**shores. We see animals that should remind us that we are not the only creatures that inhabit the earth .We return home refreshed and **(strong)**.....

On the Pacific coast there is an area that progress, called development, **(rapidly/destroy)** Each year condominiums creep **(high)**..... up the foothills, like a vast institution for the **(physical/impair)** Bulldozers eat the **(remain)**fields. What was once green is concrete and asphalt. This fact is a warning for Utah, which is now **(threat)**..... by exploitation and greed , and by shortsighted **(ignore)**of what man needs to survive.

Activity 3

Punctuate and capitalize where necessary .

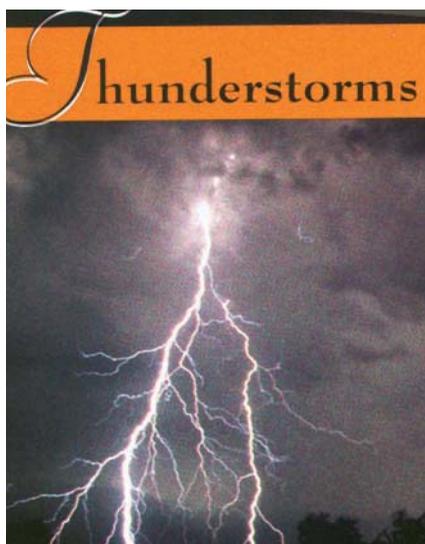
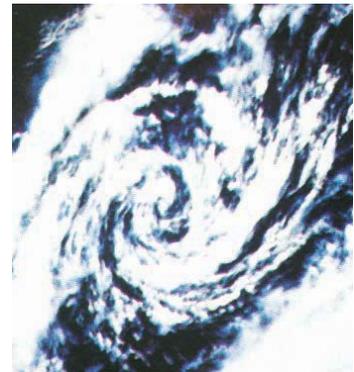
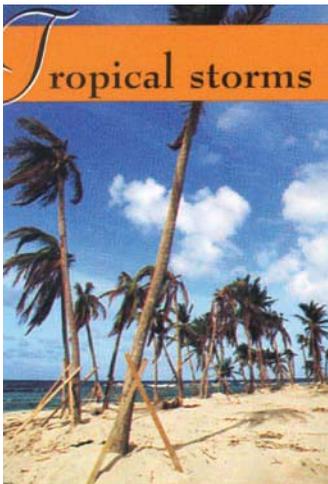
A. tornadoes or twisters can occur in almost every part of the world however the greatest number and some of the most severe occur in kansas missouri and oklahoma this part of the united states is nicknamed tornado alley

B. tropical storms known as typhoons in the pacific and hurricanes in the atlantic claim more lives each year than any other storm.

Activity 4

Reorder the following sentences into an organized paragraph made up of a topic sentence and supporting details and examples.

- () The colors are intensified by the smoke and ash of an erupting volcano.
- () Volcanic eruptions can have an effect on world climate.
- () can emit huge quantities of gases and fine debris into the atmosphere causing short-term effects on the weather
- (5) caused average temperatures worldwide to fall by 1°F (0.6°C) over a 12-month period.
- (2) Erupting volcanoes , although not a frequent occurrence ,
- () For instance, the eruption in June 1991 of Mount Pinatubo in the Philippines
- () Another effect is the orange and red color of a sunrise or sunset.



SELF-ASSESSMENT

A. What progress do you feel you have made in English in this module ?

Put a tick (✓) in the box that applies to you .

	YES	A LITTLE	NO
1. I've used what I already know to learn more English			
2. I can read a text and answer the questions correctly			
3. I can listen to a text and answer the questions correctly			
4. I've learnt how to converse in English			
5. I am using the grammatical structures I've learnt			
6. I understand grammar but I cannot use the structures correctly			
7. I can remember the words I've come across			
8. I recognize the words but I cannot use them			
9. I've learnt how to write in English			
10. The writing activities are difficult			
11. I've shared ideas with my classmates and my teacher			
12. My pronunciation has improved			
13. I've learnt how to conduct a mini- project			
14. My English has improved			

B. What did you like most in this module ? Tick the answer(s) that apply(ies) to you.

- The topics
- The activities
- The projects
- Listening to the cassette
- Acting out situations
- The writing activities
- The Reading skills
- The grammar exercises
- The vocabulary exercises
- Working in groups

C . Circle the alternative that applies to you :

I still need to work on :

Reading / Listening / Speaking / Writing / Vocabulary / Grammar

Fun page

It rains twice a year in London : August through April and May through July.

- What did the dad volcano say to the mom volcano ?
- Do you lava me like I lava you ?

A film crew was on location deep in the desert. One day an old Indian went up to the director and said, "Tomorrow, rain." The next day it rained.

A week later, the Indian went up to the director and said, "Tomorrow, storm." The next day there was a hailstorm.

"This Indian is incredible," said the director. He told his secretary to hire the Indian to predict the weather. However, after several successful predictions, The old Indian didn't show up for two weeks. Finally, the director sent for him. " I have to shoot a big scene tomorrow," said the director, " and I'm depending on you. What will the weather be like ?" The Indian shrugged his shoulders. "Don't know," he said. " Radio broke."

- How many people died in the Asian Tsunami ?
- Not enough.



weather laughs!

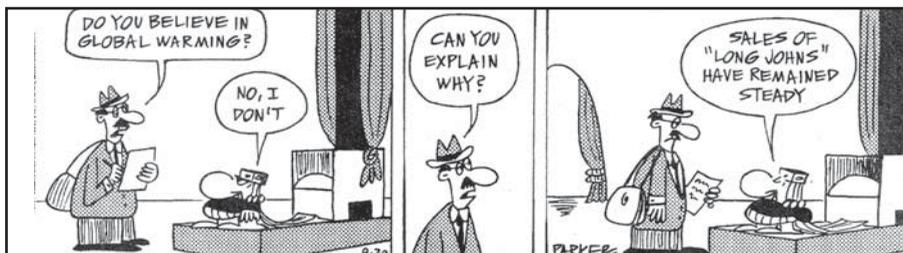
Why did it rain money during the tornado?
Because there was a "change" in the weather!

What did one tornado say to another?
"Let's blow this town!"

What is the difference between a hurricane and a lion who stepped on a nail?
The hurricane pours with rain.
The lion roars with pain!

Did you hear about the weather forecaster who quit her job after making a wrong forecast?
She said the weather didn't agree with her!

Why were hurricanes once named after women?
Because they're not "him-icanes"!



VOCABULARY COVERED IN MODULE 6

Common core:

Section one:

abrupt
alert
ash
catastrophe
dirty
drought
earthquake
ecology
eruption
expel
extinction
ferociously
flood
hole
lava
motto
pollution
predict
prevent
rate
rate
rupture
seism
shallow
species
steam
storm
stumble
threat

tidal
tsunami
vent
volcano
wave

Section two:

book (v)
corpse
dreadful
evacuate
fisherman
glimpse
honeymoon
livelihood
mourn (er)
orphaned
partner
postpone
pound (v)
pray
rotting
smash
spotlessly
trap
turmoil
waves

Section three:

accelerate
compelling
finding
impact (v)

melting
remove
simulate
solar
Section four:
brush
light bulb
tap

Section five:

bitterly
chaos
collapse
crack
current
disintegrate
engulf
float
grab
grasp
looters
perish
pin(v)
scream
shiver
sweep
wipe
yell

Arts Supplement:

Section one:

drift
dust

frost
hang
ice
maple
sandstorm
seam
shine
snowstorm
stand still
sweep

Section two:

asphalt
bulldozer
concrete
creep
debris
emit
freeway
garbage dump
greed
ingenuity
marvel (v)
tornado
twister
typhoon
wilderness

GRAMMAR SUMMARY

EXPRESSING RESULT

We can express result by using

If + present → present

Eg : *If the children stay out after midnight, the parents get angry.*

Remember : If clause + main clause
Or
Main clause + if clause

PASSIVES

Form : to be + past participle

• It is used when the **doer is unknown** or when we are **more interested in the action** than in the doer.

Eg: *Mike's car was damaged in an accident*
(= someone damaged Mike's car in an accident)

• It is used to describe scientific processes

Eg: *The water is filtered before it is mixed with the chemicals*

Remember : The **object** in the **active** sentence becomes the **subject** in a **passive** one. The verb **be** is used in **the same tense**, with the **past participle** of the relevant verb. **By** is used only if a name or a noun giving necessary information is included:

Eg: *The guide **showed** him round (active)*
*He **was shown** round by the guide (passive)*

Note the very common passive: She **was born** in Zurich

CAUSATIVE VERBS

Make

Let + somebody **do** something

Have

WANT

• to want somebody **to do** something

Eg: *I want you to come back home early.*

• to want **to do** something

Eg : *I always want to have the best marks.*

WORD BUILDING :

.....or ,er orist ?

Examples :

• *donor* / *actor*

• *Endower* / *care-giver*

• *Activist* / *philanthropist*

THE EMPHATIC FORM

To emphasize a statement we use **DO** or **DID** followed by the infinitive without to

Eg: I **do** feel compassion for others.

Kirsty **did** love her sister.

AFFIXES

- The **negative prefixes** are used before some words to modify their meanings.

un	+	able	=	unable
in	+	active	=	inactive
im	+	possible	=	impossible
mis	+	understand	=	misunderstand
il	+	legal	=	illegal
dis	+	appear	=	disappear
ir	+	reversible	=	irreversible
de	+	freeze	=	defreeze

- The **suffixes** are used at the end of some words to form :

Adjectives :

Eg :	verb	+	able	=	preventable / affordable
	verb	+	ive	=	depressive / educative
	verb	+	ing	=	frightening
	verb	+	ed	=	employed
	noun	+	ful	=	colourful
	noun	+	y	=	funny
	noun	+	less	=	childless

Nouns

verb	+	ance	=	attendance
Adjective	+	ness	=	sickness
Verb	+	ment	=	employment

COMPOUND ADJECTIVES

- Adjective-noun
Eg: long-range weather forecast
- Number-year-old noun
Eg: an 18-year-old young woman.
- Adverb-gerund
Eg: rapidly-growing populations.
- Noun-gerund
Eg: foot-stamping dance.
- Adverb-past participle
Eg: well-run philanthropy.
- Number-noun
Eg: two five-pound notes
- Noun-adjective
Eg: odour-free tablets
- Noun-past participle
Eg : a snow-covered mountain / home-made cake.

THE PRESENT PERFECT

Form : to have + past participle

- It is used for actions that started in the past and continue up to the present

Eg : *they have lived here for ten years*

- For recent happenings

Eg: *he has just gone out.*

- For actions that happened at an indefinite time in the past

Eg: *I have read the instructions but I still can't use the food processor.*

- With never and always to indicate habitual action (s)

Eg: *he has always kept his promises.*

- For actions having results in the present.

Eg: *Kelly is upset. She has had an argument with her mother.*

Remember : The present perfect can also be used with **up to now , all the year, all my life, so far, recently, lately; already, ever, never, yet, for, since.**

THE SIMPLE PAST

The simple past in regular verbs is formed by adding **ed** to the infinitive.

- It is used for actions completed in the past at a definite time

Eg : *Martin Luther King was assassinated in 1968.*

- For narrating past events

Eg :--- *he rushed to the sea , climbed on top of a huge rock and called the siren.*

- For past habits

Eg : *Charlot always wore baggy trousers and a short jacket.*

Remember : The simple past can have a **present or future meaning** when used after **if, as if, as though, it's (high) time, would rather, wish, suppose.**

Eg : *He talks as if he knew everything.
I'd rather you came a bit earlier.*

THE PAST PERFECT

- It is used to show that a **past** action was **prior** to another one.

Eg : *I telephoned Jane at 4.30, but she had already left.*

- It is used after **when, as soon as, before , after, for and since**

But if two actions are close in time, or closely connected, the past perfect is not usually used.

Eg : ***When** he arrived at the hotel, he asked for a room.*

- After **if** it indicates that an action was **unreal** or **impossible** in the **past**.

Eg : ***If** I had known you were coming, I would have met you at the station.*

The Past Perfect Continuous is used to show that there had been **continuous** or **repeated** action **before** something else in the **past**.

Eg : *I **was** very angry when the bus finally came because I **had been waiting** a long time for it.*

CAN / MAY

They can express permission in the present or future

Eg : *I can take a day off whenever I want
You may come if you like.*

COULD / MIGHT

They can express a future possibility.

Eg : *He might tell his wife he's a dustman
Where's Tom? Could he be in the library?*

Remember : Can, could, may and might are always used with the infinitive without to

RELATIVE PRONOUNS

- **Who** is used to refer to a person
Eg : *The girl who phoned my sister is her best friend.*
- **Which** and **that** are used to refer to a thing
Eg : *The house which you saw belongs to my brother.*
- **What** means 'the thing that'
Eg : *I told him what happened.
What matters most is how motivated you are.*
- **Whose** is used instead of **his / her / their**
Eg : *That's the man whose car was stolen.*
- **Whom** can be used formally instead of **who** when it is the object of the verb, but **who** is more common in spoken English.
Eg : *People whom the company employs are expected to sign a contract.*
- **Where** is used to refer to a particular place.
Eg : *That's the house where I was born.*
- If **who**, **which** or **that** is the subject of the relative clause, the pronoun is important and must be kept, but if it is the object, the pronoun may be left out.
Eg : *He's the only boy **who** invited me to play tennis.
Have you found the book (**which** / **that**) you lost ?*

RELATIVE CLAUSES

- **Restrictive relative clauses** introduce essential information.

Eg : *The noise **that** she made woke me up.*

In restrictive relative clauses **that** is often used instead of **which** after **superlatives, all, everything, nothing, any(thing), some(thing), none, little, few, much** and **only**.

Eg : *That's the worst play **that** has ever been performed.
The only thing **that** matters is to tell the truth.*

If it is the subject, the **restrictive pronoun** is often left out.

Eg : *He did everything he could do to help.*

- **Non-restrictive relative clauses** give information that can be deleted without affecting the meaning of the sentence. In this case the restrictive clause is placed after a comma.

Eg : *Ann, whose children are now grown up, is looking for a job.
I gave the girl a piece of cake, which she ate immediately.*

MUST

- It is used to express obligation or an emphatic advice.

Eg : *Father: " You must revise more for the exam"
Doctor: " You must lose weight. Practise sport."*

- It can express deduction in the present or the past.

Eg : *I wonder why Ali hasn't come to school today. He must be ill.
Everything is wet this morning. It must have rained last night.*

SHOULD

Should is used to express advice / recommendation.

Eg : *You should read this book. It's very interesting.*

SHOULD HAVE

It is used to express an unfulfilled obligation or a sensible action that didn't happen.

Eg : *You should have told him that the paint on the walls was still wet.*

COMPARISONS

Remember

Comparative	Superlative
short adjective + er than	the + short adjective + est
more / less + long adjective than	the most / the least + long adjective

Exceptions

good	better	the best
bad	worse	the worst
far	farther / further	the farthest / the furthest
little	less	the least
much / many	more	the most

Important : **far, much, many more, a little, a lot** can be used before comparatives as **modifiers**.

Eg: *far more intelligent / a bit fatter / many more books / much more attractive*

COMPARISON OF SCALE

- Number of times + as + adjective / adverb + as

Eg : *This house is three times as expensive as that one.*

- Number of times + as + many / much + as

Eg : *In some countries women earn half as much as men although they work twice as much.*

NEEDN'T / NEED TO

Needn't is used to express absence of necessity in the present or the past

Eg : * *You needn't send the package by air. You can send it by train.*

* *You needn't have made such a big cake. Only a few guests came to the party.*

Need to expresses necessity . It is conjugated as an ordinary verb.

Eg : *She needs to review the irregular verbs.*

WILL vs BE GOING TO

Will + infinitive without to can be used to :

- talk about habitual actions
Eg : We will come back here next year as usual.
- make a promise
Eg : I'll be back home before dark.
- make an offer
Eg : If you don't understand the exercise, I'll explain it to you.
- to show that something is expected.
Eg : I think summer will be extremely hot this year.

Be going to is used to express :

- a prior plan
Eg : I'm going to spend the week-end by the sea.
- Prediction
Eg : The car is making strange noises. It's going to break down.
- commands and refusals
Eg : You're going to help with the house chores whether you like it or not.
- a permanent state.
Eg : Their new house is going to be very beautiful.

REPORTING QUESTIONS

We start an indirect question with a verb like **ask, inquire, wonder, want to know.**

- If the indirect question starts with a **question word** (who, what, where ...), the question word is **repeated**.

*Eg : "What do you want?"
He asked them what they wanted.*

- If there is no question word, **if** or **whether** must be used.

*Eg : "Is anyone here?"
He wanted to know if anyone was there.*

Remember : When the reporting verb is in the past we change the tenses as follows.

Direct Questions	Indirect Questions
Simple present	Simple Past
Present Continuous	Past Continuous
Present Perfect	Past Perfect
Past Progressive	Past Perfect Progressive
Future	Conditional.

IRREGULAR VERBS

Infinitive

arise
awake
be
bear
beat
become
begin
bend
bereave
bet
bite
bleed
blow
break
breed
bring
broadcast
build
burn
burst
buy
cast
catch
choose
cling
come
cost
creep
cut
deal
dig
do
draw
dream
drink
drive
eat
fall
feed
feel
fight
fly
forget

Simple Past

arose
awoke
was / were
bore
beat
became
began
bent
bereaved / bereft
bet
bit
bled
blew
broke
bred
brought
broadcast
built
burnt / burned
burst
bought
cast
caught
chose
clung
came
cost
crept
cut
dealt
dug
did
drew
dreamt / dreamed
drank
drove
ate
fell
fed
felt
fought
flew
forgot

Past Participle

arisen
awoke
been
born
beaten
become
begun
bent
bereaved / bereft
bet
bitten
bled
blown
broken
bred
brought
broadcast
built
burnt / burned
burst
bought
cast
caught
chosen
clung
come
cost
crept
cut
dealt
dug
done
drawn
dreamt / dreamed
drunk
driven
eaten
fallen
fed
felt
fought
flown
forgotten

Infinitive

forgive
freeze
get
give
go
grow
hang
have
hear
hide
hit
hold
hurt
keep
know
lay
lead
learn
leave
lend
let
lie
light
lose
make
mean
meet
mistake
pay
put
read
ride
ring
rise
run
say
see
seek

Simple Past

forgave
froze
got
gave
went
grew
hung
had
heard
hid
hit
held
hurt
kept
knew
laid
led
learnt / learned
left
lent
let
lay
lit
lost
made
meant
met
mistook
paid
put
read
rode
rang
rose
ran
said
saw
sought

Past Participle

forgiven
frozen
got
given
gone
grown
hung
had
heard
hidden
hit
held
hurt
kept
known
laid
led
leant / learned
left
lent
let
lain
lit
lost
made
meant
met
mistaken
paid
put
read
ridden
rung
risen
run
said
seen
sought

Infinitive

sell
send
set
shake
shine
shoot
show
shrink
shut
sing
sink
sit
sleep
smell
speak
speed
spell
spoil
spread
stand
steal
stick
strike
strive
swear
sweep
swim
take
teach
tear
tell
think
throw
understand
undergo
unwind
wake
wear
weave
win
withdraw
write

Simple Past

sold
sent
set
shook
shone
shot
showed
shrank
shut
sang
sank
sat
slept
smelt / smelled
spoke
sped
spelt
spoilt
spread
stood
stole
stuck
struck
strove
swore
swept
swam
took
taught
tore
told
thought
threw
understood
underwent
unwound
woke
wore
wove
won
withdrew
wrote

Past Participle

sold
sent
set
shaken
shone
shot
shown
shrunk
shut
sung
sunk
sat
slept
smelt / smelled
spoken
sped
spelt
spoilt
spread
stood
stolen
stuck
struck
striven
sworn
swept
swum
taken
taught
torn
told
thought
thrown
understood
undergone
unwound
woken
worn
woven
won
withdrawn
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	auə	/	flower
------------	---	------	------------	---	--------

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