

UNIT 3

CREATIVE,
INVENTIVE
MINDS

UNIT OUTLINE

| Lesson | Title | Constructing meaning | Communicating | Functions and linguistic exponents | Pronunciation |
|--------|--|---|---|--|---|
| 1. | Inventions-related words Webquest (Robots) | Dictionary skills Defining | | Word form Used to+V Be used to+V+ing | /s/ /z/ |
| 2. | Technology: A Blessing in Disguise? | Reading an article | Speaking Expressing one's opinion | The Present Perfect | |
| 3. | The Father of Playstation | Listening to an interview | Speaking about Nobel Prize winners | | Pronouncing - ed (regular past tense) - /tʃ/ /ʃ/ /z/ /dʒ/ /z/ |
| 4. | Prize Winners Webquest (Nobel Prize Winners) | Reading notes about prize winners and inventors | Writing Imitating a model Making notes about famous inventors using web resources | | |
| 5. | Women choose to opt out | Reading an argumentative article | Writing : Summarizing an article | Nouns ending in ship The Subjunctive | |
| 6. | The Brain Drain | Reading three short texts Comparing texts | Writing a formal letter | So that So that | - Syllable stress Classifying words - Identifying number of syllables |
| 7. | Scientists' Achievements Webquest (Inventions) | Reading 2 texts | Speaking Taking part in a video conference | Restrictive Non-restrictive clauses. | |
| 8. | The Daffodils | Reading a poem Identifying Figurative Language | Writing Summarising a poem | | |
| 9. | Writing as a Process | | Writing an argumentative article | | |
| Arts 5 | The Bard's Sonnet 18 | Reading a sonnet | Speaking Paraphrasing quotations and a stanza from a poem | Punctuation Marks(Recognition and Use) | |
| Arts 6 | As You Like It | Reading an extract from a play | Speaking Preparing an oral presentation based on a plot summary | | |
| Arts 7 | Project Work for Arts Students | Focusing on Text features , purposes and linguistic clues | Writing aText with a focus on purpose, features and linguistic clues | | |

INVENTIONS RELATED WORDS

READING INTO WRITING

IN PAIRS

1. Paraphrase these proverbs.

A brain is an apparatus with which we think we think.

Necessity is the mother of invention.

Genius= 1% inspiration + 99% perspiration.



2. Study this extract from a thesaurus page then determine which verbs have a stronger meaning than the other equivalents. Follow the example: **fancy** has a **stronger** meaning than **imagine**.

invent - Syn. devise, discover, create, find, fashion, form, fabricate, design, plan, frame, project, scheme, carry out, imagine, simulate, visualize, fancy, conceive.

3. Study the examples in the box below and check the use of each verb. Would you have used other verbs from the thesaurus page instead? Try to explain some more verbs.

create / invent / discover / find out

If you **create** something, you make something happen or exist.

if you **invent** something, you make or design something that did not exist before.

If you **discover** something, you find something that already exists.

You can **find** something **out** either by chance or by study or inquiry.

4. Read the dictionary page below and complete the table.

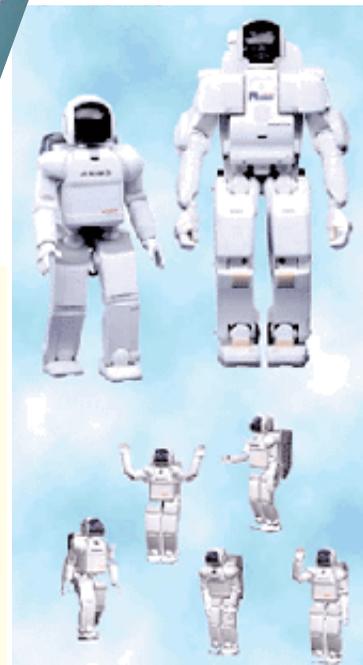
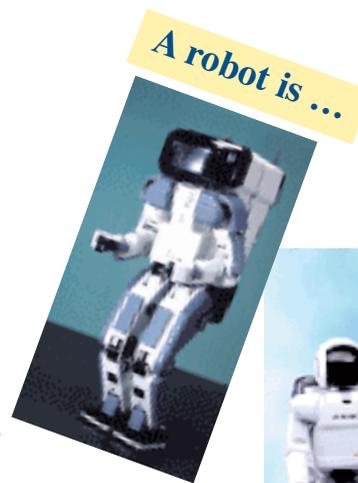
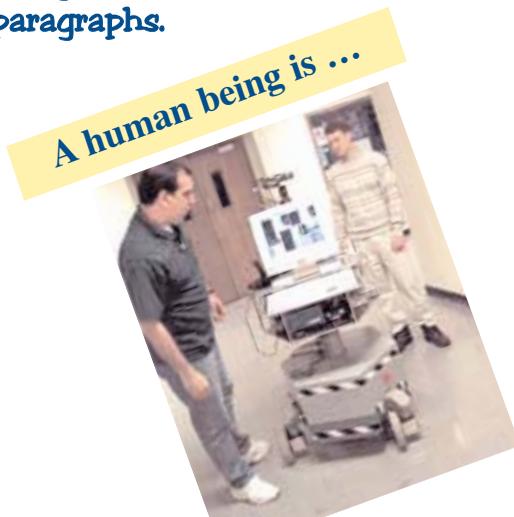
create /kri_eit/ verb 1 [VN] to make something happen or exist: The main purpose of industry is to create wealth. 2 [VN] to produce a particular feeling or impression: The company is trying to create a young energetic image. 3 to give sb a particular rank or title: The government has created eight new ranks.

creation /kri_eiʃn/ noun 1 [U] the act or process of making sth that is new, or of causing sth to exist that did not exist before: He had been with the company since its creation in 1976. 2 [C] a thing that sb has made, especially sth artistic or imaginary: a literary creation.

creative /kri_eitiv/ adj. 1 [only before noun] involving the use of skill and the imagination to produce sth new or a work of art: a course on creative writing (writing stories, play and poems) 2 having the skill and ability to produce sth new, especially a work of art, showing this ability: She's very creative - she writes poetry and paints. 4 creatively adv. creativity /kri:'eitiv_tɪ/ noun [U]: Creativity and originality are more important than technical skill.

| | |
|------------------|----------|
| Uncountable noun | creation |
| Countable noun | creation |
| Verb | |
| Adverb | |
| Adjective | |

5. These are scrambled sentences that make up definitions of what a human being is and what a robot is. Sort them out to get two short, coherent paragraphs.



- a) a soft weak creature.
- b) never sleeps,
- c) it has to spend one third of its life asleep,
- d) and can work in any temperature.
- e) than human beings.
- f) It uses electrical energy directly,
- g) and it can't work if the temperature is too hot or too cold.
- h) It is stronger, more efficient
- i) made of strong metal.
- j) It needs constant supplies of air, water, and food;

What clues helped you make up your definitions?

6. What do YOU think of robots' role(s) in our lives now and in the future?

"... Robots were first developed to work where humans found the work dangerous and hard. But the next generation of robots will co-exist with humans."

WEBQUEST

Search for "Robots" and find out about the latest inventions in the field.

Choose a specific robot and gather information about it. Sort out what you obtained and prepare a talk for your school Technology club. Tell the audience how the robot functions and what it is used for.

CHECK YOUR WORD FORMS

From new modern-day conveniences like computer, cell phones and MP3 players, to the little things that we take for **[grant]**... like electricity, **[run]**... water, automobiles, telephones and airplanes, the world has evolved into what we know today thanks to the art of **[invent]**...

Defined as the process of **[discover]**... or presenting an element of novelty that will be of service to someone or something, inventing has been **[continuous]**... occurring for centuries. An invention may be based on an earlier idea of **[collaborate]**... or may be an **[entire]**... new breakthrough altogether. It is **[essential]**... a good idea that serves a purpose. The only goal an invention has to accomplish is **[solve]**... some kind of problem.

HOW FAMILIAR ARE YOU WITH INTERNET TERMS?

- a) Study the following list of definitions and match each item to its corresponding explanation.



Google Search I'm Feeling Lucky

[Advanced Search](#)
[Preferences](#)
[Language Tools](#)

| Terms | Definitions |
|---|--|
| <ol style="list-style-type: none"> 1. attachment 2. browser 3. download 4. emoticon 5. FAQs 6. hypertext 7. ICT 8. netiquette 9. portal 10. search engine 11. spamming | <ol style="list-style-type: none"> a) copy something from another computer to your own b) Frequently Asked Questions c) a set of conventions for polite behaviour on the Internet d) a document sent along with an email message e) a program that allows you to read documents on the web f) a programme which allows users to search for specific information g) a symbol used to convey an emotion, a smiley : h) sending the same email to multiple lists, usually to advertise a product or service, which is against netiquette i) Information and Communication Technologies j) text in which links are inserted to allow the reader to read in a non-linear way k) a site which provides a 'gateway' into a range of Web services. Well-known portal sites include Yahoo! Alta Vista! |

- b) Which terms did you know before reading the list?
- c) Which ones have you never seen?
- d) How clear is the meaning of all the terms?

GRAMMAR FOCUS

A. Answer the questions below.

1. Did people use to use the Internet 20 years ago? Why?
2. How often do you access the Internet?
3. Are you getting familiar with it?
4. Do you know the percentage of Tunisian People who use the Internet?
5. Do you think Tunisian students are now **used** to **accessing** the Internet?
6. Are you **used** to **searching** information on the web? Do you find it easy?
7. How did you **use** **to** find information?
8. Which references did you **use** to get information?

B. 1. Check the meaning of the verb use in the dictionary page.

| | |
|--|---|
| <p>use /ju:z/ (used, used /ju:zd/)v (pt, pp) /ju:zd/ 1~sth (for sth /doing sth) employ sth for a purpose: Do you know how to use a computer? oMay I use your phone? They used the money to set up an irrigation project. 2(fml) treat (sb) in a specified way.</p> <p>use /ju:s/ n. U 1 the act of using sth; the state of being used: The software is designed for use in schools 2 U the ability to use your mind or you body: He lost the use of his legs in an accident.</p> <p>used /ju:st/ adj. ~to sth /to doing sth familiar with sth because you do it or experience it often: I'm not used to eating so much at lunchtime.</p> <p>used to /ju:sd tə, before vowels and finally 'ju:st tʊ/ modal verb (negative didn't use to /ju:s/) used to say that sth happened</p> | <p>continuously or frequently during a period in the past: I used to live in London. I didn't use to like him very much when we were at school. Did she use to have long hair?</p> <p>use-ful /'ju:sfʊl/ ~(to do sth) ~(to sb) ~(for sth/for doing sth) that can help you to do or achieve what you want: a useful book. He might be useful to us.</p> <p>use-ful-ness /ju:sfʊlnəs/ n U the fact of being useful or possible to use: There are doubts about the usefulness of these tests.</p> <p>use-less /'ju:sləs/ adj~to do sth /to doing sth not useful, not doing or achieving what is needed or wanted. This pen is useless. He knew it was useless to protest</p> <p>user /'ju:zə(r)/ n a person or thing that uses sth: road user. Computer software users. Please enter your user name.</p> |
|--|---|

2. Focus on questions 5, 6, and 7 in A and comment on the different uses of the verb use.

3. Answer these questions :

- How many entries are there on the dictionary page?
- What do you call someone who uses something?
- Explain what a **username** is.
- Identify the entries that contain suffixes.
- Identify 2 antonyms.
- How many adjectives are there on the dictionary page?
- Which word(s) is(are) uncountable? Why?
- How easy is it for you to exploit dictionary entries?

PRONUNCIATION FOCUS

1. Focus on the phonetic transcription of the words listed on the dictionary page and check how the letter -s- is pronounced.

2. How do you pronounce the underlined words below? Read them aloud.

used to do something - to be used to doing something - to use something
- the use of something - useful - useless -

3. Which sounds are similar? Which are different?

- a) used to b) the use
 c) to use d) to be used to

4. a) Read these sentences aloud. Focus on the /s/ sound.

I have never used a thesaurus. I often use dictionaries. I am used to accessing the World Wide Web. I am using several sources of information.

b) What do you notice? How is the (s) pronounced?

c) Make personal sentences with "use" and say them aloud to show the difference between the sounds (s and z).

| MY NEW WORDS | MY GRAMMAR | WHAT I CAN DO NOW |
|--|---|--|
| attachment , browser download, emoticon, FAQ hypertext, ICT, netiquette portal , search engine spamming | Used to+V Be used to doing something | <ul style="list-style-type: none"> • Use a dictionary and a thesaurus • Understand and use Internet vocabulary appropriately • Search information on the web and present it in a talk • Pronounce different sounds of the same letter <p>..... ?</p> <p>..... ?</p> <p>..... ?</p> |

TECHNOLOGY : A BLESSING IN DISGUISE?

SPEAKING INTO READING

IN PAIRS

1. Discuss which words in the box can replace the underlined ones in the paragraph below.

emerging ; host ; infancy ; instantly ; intrusive ; literally ; location ;
pinpoint

Privacy Fears Intensified By Tech That Knows Where You Are

As location-based technology advances, your computer, cell phone, and other mobile devices may soon be able to identify and transmit your exact place as you travel. And developers hope that an expanding network will tie these devices together to create a unique new user experience. People tapped into this new web will be able to communicate immediately with nearby users, participate in digital community activities, and get advertising for businesses that are exactly around the corner. But even in its babyhood, the concept of an electronic network that can track and communicate a person's every move is raising a number of questions about user privacy. Indeed, these techniques can be very disturbing. To always know where someone is, is more information than most employers are entitled to.

The big question is, **as** technology advances, does privacy diminish?"

National Geographic. (Oct.20, 2006)

2. Paraphrase the title of the paragraph above. Do you think that the fears are justified?
3. Check the use of 'as'.
 - a) How many actions are mentioned?
 - b) Are they simultaneous or does one occur before the other?
 - c) Place the words **technology** and **privacy** where appropriate, on the arrows below.

AS



- +



4. Do YOU think that privacy diminishes due to technology advances?

5. Draw your own arrows to show your opinion.

READING

IN GROUPS

1. You are going to read a text about the iPod.
Before reading it , try to answer the following questions.
 - a) What is an iPod used for?
 - b) How long has it been in use?
 - c) What specific features does it have now?
 - d) Do you think it will remain the same in a few years' time?
2. Now read the text as quickly as you can and check your answers to the 4 questions above against the information provided in the text. Correct or complete your guesses.
3. How many questions has each member of the group answered correctly? Count the score of each member using a scale from 1 to 4. (1 point for each correct answer)
4. Who managed to answer most questions?
5. What is your own score?
6. What about the other groups? Is their score better than yours?
7. Which student has the highest score in the class?

The iPod : Any Future?

Yes, the omnipresent music player is a powerful force. But what comes next?



1. The iPod, including the latest video version is a digital media phenomenon. But issues like digital rights management could stem that tide.

It's been quite an autumn for the iPod: the fifth anniversary celebration, the ultra-small gigabyte Shuffle, the iTunes Latino store and finally the ultimate iPod accessory. [.....] But the question is: what comes **after** the iPod?

2. The impact of the iPod on media has been astonishing - and not only on the music world. Five years ago who could have predicted that a handheld digital media player would be able to shift the fortunes of primetime network programming?

3. Five years from now, however, the iPod ecology must grow beyond the handheld realm and inhabit the larger context in which we consume media; what the industry generically calls "the living room." But there are some major issues to confront between now and then, many of them growing out of the key element that made the iPod successful in the first place: The iPod's designer's iron-fisted control of hardware, software and content sales.

4. [.....]* A final troublesome issue awaits the iPod future: users have grown accustomed to hearing CD-quality and DVD surround sound on their living room systems. Will compressed iPod files sound a bit thin by comparison? It is thought that for some people it won't make a difference, but for others there may be a "semi-orphaning of the tracks you've already bought.



*Special Report by Michael Rogers, Columnist
Nov. 8, 2006*

N.B : * [...] indicates that a part of the text has been removed.

1. Focus on the title and determine whether the text answers the question in the title. Why? Why not?
2. What is the future battlefield between the designer of the iPod and other competitors?
3. Pick out details showing that these statements are false.
 - a) The iPod has reached full development and does not need to develop further.
 - b) The iPod's designer has been unable to fully control the sales market.
4. Focus on the last paragraph and list the main concerns voiced by iPod users and the possible solutions.
5. Would YOU buy the next generation iPod? Justify your decision.

LEXICAL FOCUS

1. What do you think 'omnipresent' in the first sentence of the text means?

Present

- everywhere
- at all times
- sometimes?

2. Which words in paragraph 2 mean almost the same as
 - a) a strong effect?
 - b) surprising?
 - c) change and modify?
 - d) last?
3. Focus on paragraphs 2 and 4 and explain the following expressions in your own words to show you understand them.
 - a) handheld digital media player
 - b) primetime network programming
 - c) semi-orphaning of the tracks...
 - d) have grown accustomed to
4. Which words and expressions in paragraph 3 mean the following?
 - a) kingdom=
 - b) in five years'time=
 - c) to face=
 - d) concerns=
 - e) essential=
 - f) strong=

5. Which word in the last paragraph is used twice? What does it mean? Does it have the same form and function?

GRAMMAR FOCUS

The following sentences are taken from the text. Read them and find out what they have in common.

It's been quite an autumn for the iPod.

The impact of the iPod on media has been astonishing.

Users have grown accustomed to hearing CD-quality and DVD surround sound on their living room systems.

What tense is used in the 3 sentences?

Which uses does it have? Tick where appropriate.

This tense is used for

- 1) an action that took place in the past with no time indication
- 2) an action that happened in a precise time in the past
- 3) a past action with a present effect
- 4) an action continuing from past to present
- 5) a recent action

.....?..... +?..... →?.....

| MY NEW WORDS | MY GRAMMAR | WHAT I CAN DO NOW |
|---|--|---|
| astonishing, impact, shift key, realm, confront, issue, primetime, sound(n), sound(v), omnipresent, troublesome, iron-fisted, ultimate, accustomed to. | The Present Perfect It's been quite an autumn for the iPod | <ul style="list-style-type: none"> • Express my opinion • Guess the meaning of unfamiliar words from the context • Explain words and phrases in my own words • Manipulate and use the Present Perfect tense ?.....?.....?..... |

LISTEN to this interview with Ken Kutaragi.

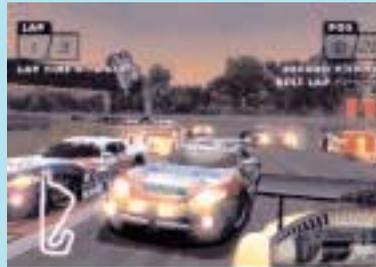
Listen to section 1

1. Correct these statements.

- a) Players will see that Play Station 3 is superior to PS2 as soon as it is launched.
- b) Play Station 3 will be released in the time frame previously announced by Sony.
- c) Play Station 3 contains the best technology.

2. Circle the titles of Play Station games that Ken Kutaragi mentions in the interview.

- a) Tomb Raider
- b) Ridge Racer
- c) Dark Angel
- d) Street Fighter
- e) Motor Storm
- f) Gran Turismo



3.

- a) Tick the titles you know.
- b) Underline the ones you like
- c) Cross the ones you dislike



4) Tick the correct alternative .

The Blu-ray has (15-150-50) gigabyte capacity.

5. Find out why Ken Kutaragi apologizes to the users.

Listen to section 2 .

1. Fill in the table with the prices .

| Play station 3 | Play station 2 | Disk drive |
|----------------|----------------|------------|
| | | |

2. Tick the correct alternative.

PS3 launch was delayed because

- a) its price is extremely high.
- b) it contains the latest technologies.
- c) it will have a profound impact on every player

3. List 2 reasons that make PS3 significant.
4. When does Ken Kutaragi feel happy?
5. What helps him concentrate on the development of Play Station?
6. How can Play Station be used in the future ?

LEXICAL FOCUS

1. Match the words with their synonyms or explanations.

| Column A | Column B |
|-------------|-------------------------------|
| a) via | 1- put off |
| b) release | 2- imagine a future situation |
| c) delay | 3- very large |
| d) giant | 4- launch |
| e) envision | 5- first |
| f) initial | 6- perhaps, probably |
| g) maybe | 7- by means of, through |
| | 8- free |



2. Select 7 words from the box to complete the paragraph below.

**interact - release - around - virtual - maybe - envision -
via - electronic**

The popularity of computer and video games, as a whole, has been increasing steadily, and specialists -----it will continue to increase. The average age of the video game player is now 33, especially concerning multiplayer games in which players can ----- with other players from across the globe -----the Net, something that is ----- - unique to electronic gaming. Online communities exist in ----- worlds. Millions of players -----the globe are attracted to video gaming, and they often await the ----- of new games eagerly.

PRONUNCIATION FOCUS

1. Say these verbs aloud. How is the final -ed pronounced? Put each verb under the appropriate heading.

released - delayed - fixed - rushed - lived - adopted - needed - placed - looked - watched - begged - stopped - stuffed - called - envisioned - changed - formed -

| / id / | / t / | / d / |
|--|--|----------------------|
| When the verb ends with -d or -t | When the verb ends with -p,-k, -s, -ch, sh, | All the other verbs. |
| | | |

2. Which verbs are stressed on the second syllable?

3. Are the underlined sounds similar or different?

- a. envision - garage
- c. release - user

- b. future - initiat
- d. giant - engineer

| MY NEW WORDS | MY GRAMMAR |
|---|---|
| delay , envision , giant, initial , maybe , release , via | to be { <ul style="list-style-type: none"> dedicated devoted used accustomed } <ul style="list-style-type: none"> - to doing something - to something |

WHAT I CAN DO NOW

- Work with a peer to perform a task
- Pronounce past endings of regular verbs correctly and sort out verbs per sound
- Reinvest newly acquired vocabulary in a paragraph
- Rephrase expressions from a text in my own words
- ?
- ?

PRIZE WINNERS

READING INTO WRITING

A. READ, REFLECT, REACT, SHARE

1. Read these notes about creative people and

- think about a name specialised in each field of creativity.
- prepare a list of names with the corresponding fields.
- go round the class to see which names and fields your classmates have thought about.
- add the names you think are important.
- share your list with other students.
- think of a group list.
- see in what way you can best use the list.



*Great men and women are quite creative in several fields: literature, science, **technology, inventions** and so on...*

*The **best** novel, the **best** invention and the **best** research deserve prizes.*

*Worldwide famous prizes, are awarded to the **most creative** scientist, inventor, researcher, novelist or playwright.*

2. Insert the words in the box where appropriate to get a coherent paragraph.

tribute -share - inventive- fields - commitment - ingredient - those - confidence - recognition - distinctions

In 1979, (**Women Invent Property Organization**), WIPO introduced the WIPO Gold Medal Award scheme for inventors, in ----- of their talents and contributions and to promote ----- activities, in particular, in developing countries.

Since 1979 until December 2002, WIPO Gold Medals and other ----- have been awarded to more than 747 inventors, from 93 countries. About twenty per cent of ----- inventors are women.

Women inventors are necessarily women of action: working and producing. They are of all ages, in all -----, from all regions of the world.

Regardless of their different backgrounds, these women ----- one common set of characteristics: courage, determination and ----- in their ideas. These qualities are an essential ----- of their success.

The WIPO Gold Medal is foremost a ----- to these women: to their creativity and ----- and to their contributions to the betterment of mankind.

3. Once you complete the paragraph, find synonyms of the following words.

- a) reward = praise =
- b) award = prize =
- c) paying no attention =
- d) features =
- e) being sure about one's abilities=
- f) gift =

4. Answer the questions below.

- a) Which is your favourite field of creativity?
- b) Do you know any creative people around you?
- c) Have you heard about international bodies that reward creative people?
- d) Can you name some of those organisations?
- e) What do you know about the Nobel Prize?
- f) Who is it named after?
- g) Who won the Prize in 2006?
- h) What field was in focus?

5. Use the words in the box to complete the paragraph below.

prize - achievements - establishment - peace - inventor - leaving

Alfred Nobel (1833 - 1896)

The Man Behind the Nobel Prize

Since 1901, the Nobel Prize has been honouring men and women from all corners of the globe for outstanding ----- in physics, chemistry, medicine, literature, and for work in ----- . The foundations for the ----- were laid in 1895 when Alfred Nobel - scientist, -----, entrepreneur, author and pacifist-wrote his last will, ----- much of his wealth to the ----- of the Nobel Prize.

6. Read the information about the Nobel Prize and

- a) supply the correct form of the bracketed words
- b) identify the suffixes used to form the adjectives
- c) rephrase this expression in your own words : “**prize-awarding institution**”

The **Nobel Prize** in the sciences is universally considered one of the most (**prestige**) ... distinctions for (**signify**) ... contributions to (**science**) ... knowledge and (**develop**) ... It has been awarded since 1901, in Physics and Chemistry, by the Royal Swedish Academy of Sciences and, in Physiology or Medicine, by the Medical Nobel Assembly.

Each year, the committees of the prize-awarding institutions send individual (**invite**) ... to thousands of distinguished (**science**) ..., members of academies and university professors around the world, asking them to nominate candidates for a Nobel Prize for the (**come**) ... year. As many countries and universities as possible are (**represent**) ...

With the help of (**special**) ... appointed experts, each committee then (**evaluate**) ... the nominations received, makes a (**select**) ... and presents its (recommend) ... to the (respect) prize-awarding institution. A vote is then (**take**) ... for the final choice of laureates. The Committees work throughout the year. The choice of each year's laureates is announced in October, and the prizes are awarded on December 10 of every year (the Anniversary of Alfred Nobel's (**die**) ...).

7. Read the information about the Nobel Prize winners and

- a) answer the questions.
 - Who won the Nobel Prize in Literature?
 - Who was awarded the Nobel Prize in Chemistry?
 - Who was the Nobel Prize in Technology awarded to?
- b) say what you notice about the 3 questions .Is the structure the same?
Why? Why not?

8. Make sentences about the prize winners using the questions in (7.a) above.

9. Who, among the Prize winners listed on the next page is your favourite ?
Justify your choice.

10. Go back to the list of names you assembled when dealing with activities 1.d;e;f;g(at the beginning of this lesson) and check if any of the names or fields listed are mentioned among the Nobel Prize winners you read about.

11. Would you like to win a prize for your creativity?

12. What impact would it have on you?

Nobel Prize Winners

Physics:

MARIE CURIE- France



1903

"in recognition of the extraordinary services she has rendered by her research on the radiation phenomena discovered by Professor Henri Becquerel"

Chemistry

DOROTHY CROWFOOT HODGKIN - Great Britain



1964

"for her determinations by X-ray techniques of the structures of important biochemical substances"

Physiology or Medicine:

ANDREW Z. FIRE and CRAIG C. MELLO - USA"



2006

"for discovering a mechanism for controlling the flow of genetic information"

Literature:

ORHAN PAMUK - Turkey



2006

"who in the quest for the melancholic soul of his native city has discovered new symbols for the clash and interlacing of cultures"

Peace:

MUHAMMAD YUNUS and GRAMEEN BANK - Bangladesh



2006

"for developing micro-credit as an instrument in the struggle against poverty"

Prize in Economics:

EDMUND S. PHELPS - USA



2006

" for changing our perceptions of the tradeoffs between economic objectives"

c) Refer to the definition of 'brainchild' in the Introductory Unit and say whose

DEVELOP YOUR WRITING SKILL

Imitate the model

1. Read this statement made by Charles Lamb, writer of Shakespeare's Tales.

“Shakespeare was **not just** a great writer but **the** greatest writer **who** had **ever** lived, a figure **who** in many ways was greater **than** ordinary people and **whose** knowledge and understanding of human nature was wide and deep”

2.

a) Think of a great writer, inventor, scientist, or researcher and produce a statement praising his or her qualities and work. Use the highlighted words and follow the structure used by Charles Lamb. Start as shown.

------(name of person) was not just a -----but the-----

b) Read out your statement to the whole class.

WEBQUEST

Access the NOBEL PRIZE website and find out about the various winners of the Nobel Prize in the 21st century.

Make a list of some names of inventors who deserved the Prize between 2001 and 2006. Search for details about their inventions and insert the information in your **PORTFOLIO**.

| MY NEW WORDS | MY GRAMMAR | WHAT I CAN DO NOW |
|---|---|---|
| creativity, founder, entrepreneur, honouring, a will. | <p>The passive</p> <p>The Nobel Prize is awarded to inventors</p> <p>Inventors are awarded the Nobel Prize</p> <p>The inventors win the Nobel Prize</p> | <ul style="list-style-type: none"> • Collect information about Alfred Nobel • Compare Nobel Prize winners • Talk about prize-awarding organisations • Imitate a model in writing • Share, reflect, react, compare • Search information on the web <p>.....?.....</p> <p>.....?.....</p> |

WOMEN CHOOSE TO OPT OUT

READING INTO WRITING

IN PAIRS

1. The following scrambled paragraphs make up an argumentative article. **Reorder** them so as to get a main thesis, 3 supporting arguments and a conclusion. **Number** each paragraph and **label** it. *See the **sample answer** provided.

Paragraph N°

Women used to be willing to devote their time, energy, and effort to the corporation's needs-at the expense of meeting their own professional goals. But not anymore. They're starting their own businesses in an effort to gain more freedom, recognition, money, opportunities and other rewards. According to the Center for Women's Business research, the number of women-owned U.S. businesses grew at twice the rate of all firms between 1997 and 2002.

Paragraph N°

Expanding opportunities for women in leadership will require corporate change, as well as accommodations on the part of women themselves. Corporate cultures must support initiatives such as giving women high-visibility assignments, making gender diversity a part of succession planning and holding managers accountable for women's advancements. While women managers can improve their leadership ability by seeking out risky, high profile assignments. They should also try to strengthen their leadership skills in order to meet new challenges.

Paragraph N°

Experts say corporate America isn't doing enough to keep women from walking out the door. Companies need to focus on providing flexibility, as well as continuing challenges and opportunities for personal growth, to retain women whom they view as high-potential or who are already significant contributors. It is essential that a company should identify potential women managers early in their careers, reward their contribution and give them grand positions.

***Paragraph N° 1: Main thesis (SAMPLE ANSWER)**

Increasingly, women managers are choosing to "opt out" when corporations fail to meet their professional needs. Opting out-the latest catch phrase within corporate circles-describes the growing trend of leaving corporate positions for alternative career paths. A significant number of women managers are leaving large companies to start their own businesses. In fact, women are quitting corporate jobs in favor of entrepreneurship at twice the rate of men, according to Cheskin, a strategic market research and consulting company.

Paragraph N°

Fifty-one percent of women business owners with prior private-sector experience cite the desire for more flexibility as the major reason for leaving corporate positions, according to a study by Catalyst, a non-profit research and advisory organization working to advance professional women. Twenty-nine percent said restrictive glass-ceiling issues drove them out the door. Of those women, 44 % felt their contributions were not recognized or valued.

By **Susan West** Expert Author
www.womenbiznews.com

2. What type of article is this? a) narrative b) descriptive c) argumentative
3. Explain the title of the article.
4. Read the text and complete the table

| | |
|-------------------|--|
| Characters | |
| Decision | |
| Cause | |

5. Complete the sentence.

Women would have brought a great potential to their companies if

6. What can companies do to keep women from opting out?
7. Do you think that high potential persons should leave a company and start their own business? Support your opinion with good arguments.

LEXICAL FOCUS

1. Match the words and expressions on the left to their synonyms or definitions on the right.

- | | |
|----------------------------------|----------------------------------|
| 1. paths | a) consider s/he is responsible |
| 2. at the expense of | b) considered important |
| 3. recognition | c) ways of achieving something |
| 4. cite | d) public praise and reward |
| 5. hold s.o.accountable for sthg | e) with damage to |
| 6. significant | f) mention something as a reason |
| 7. valued | g) important |

2. "catch phrase" means

- a) a popular phrase
- b) a meaningful sentence
- c) an important saying

3. Paraphrase the following expressions.

- prior private-sector experience
- non-profit research
- restrictive glass-ceiling issues
- women business owners
- twice the rate of men

4. Pick out 2 words spelt the American way.

GRAMMAR FOCUS

1. "It is essential that a company identify potential women managers."

- a) Focus on the form of the verb. What do you notice?
- b) Complete: It is essential that + subject + verb in the
- c) Choose the correct alternatives.

This tense (.....) is used in (**formal / informal**), (**personal / impersonal**) English.

d) Use the right form of the bracketed verbs.

- It is advisable that a scientist (to be) patient.
- It is important that he (to have)a deep curiosity.
- We are suggesting that he (to reconsider) our proposals in his research.
- We insist that he (to respect)safety measures when carrying out his experiments.

2. a) Focus on the word leadership

What do you notice about this word? How is it formed?

.....?..... +?..... →?.....

b) What do you call

- the fact of owning something?
- the state of being a citizen?
- being a member of a group?
- the status of a university professor?
- relation between people?
- a partner in a project or a business?

DEVELOP YOUR WRITING SKILL

1. **Sum up** each paragraph in **ONE** sentence.
2. Focus on **only one** main point or idea.
3. Make sure no key idea has been ignored.
4. **Link** your sentences with appropriate connectors.
5. **Proofread** your summary paying attention to grammar, vocabulary, punctuation and spelling.
6. Hand in your summary to your teacher for evaluation.
7. Once you get it back, further improve it before you insert it in your **PORTFOLIO**.

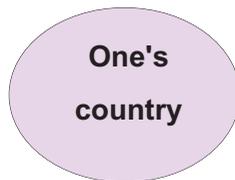
| MY NEW WORDS | MY GRAMMAR | WHAT I CAN DO NOW |
|--|--|---|
| <p>at the expense of , recognition, cite, hold s.o. accountable for, Paths, significant, valued</p> | <p>- The subjunctive - It is important that he come on time - Nouns ending in - ship → noun+ship Leader + ship Relation+ ship</p> | <ul style="list-style-type: none"> • Reorder scrambled paragraphs of a text • Match components of an argumentative text with paragraphs • Paraphrase grammatical and lexical phrases • Use main ideas to sum up an argumentative article • Make adjustments, proofread and finalize a summary ? <p><i>Anything else?</i></p> |

THE BRAIN DRAIN

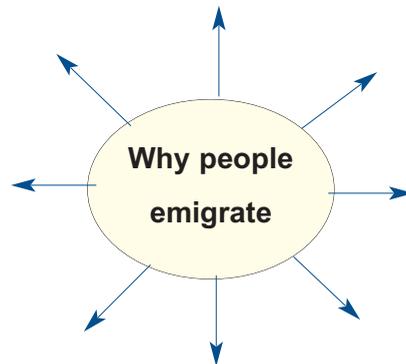
READING INTO WRITING

IN PAIRS

1. Show the difference between: **migrate** - **emigrate** - **immigrate** on the two bubbles below using arrows in the correct direction(s)



2. Complete the spidergram with the causes that make people emigrate.



- 3... a) Develop the notes into a definition. Do not change the order of the words. Add articles, prepositions, relative pronouns and linkers. Put the verbs in the correct tense or form.

The Brain Drain / movement / highly / skill / qualify / people / developing / nations / developed / countries / earn / more money.

- d) Go to the Introductory Unit dictionary page to check the meaning of 'brain drain'.

READING

You are going to read **3 short texts** about the brain drain. Focus on the **3 titles** and try to answer the questions that follow..

A. Read Text A and

1. fill in the flow chart with the consequences of emigration.



TEXT A

How Extensive Is the Brain Drain?

Many scientists, engineers, physicians, and other professionals from developing countries work in Canada, the United States, and Western Europe. This phenomenon, often referred to as the "brain drain," was noticed as early as the 1960s and has been a contentious issue in the North-South debate ever since. One important implication of the brain drain is that investment in education in a developing country may not lead to faster economic growth if a large number of its highly educated people leave the country. Also, efforts to reduce specific skill shortages through improved educational opportunities may be largely futile unless measures are taken to offset existing incentives for highly educated people to emigrate.

International Monetary Fund - June 1999

2. What solution does the writer suggest to solve the problem of brain drain?
3. These are synonyms of 3 words from the text . Identify the 3 words.
 - a) effect, result, consequence, outcome =
 - b) useless, vain, inefficient, fruitless, worthless =
 - c) lack, absence, scarcity, insufficiency =
4. What do you think a 'physician' means?
 - a) a physics teacher
 - b) a doctor
 - c) a physicist
 - d) an inventor
5. Express the last sentence in the text differently.

B. TEXT B

1. What do you think Text B is about? Tick the possible answers.

- a) the different facets of human migration
- b) migration can't be avoided
- c) migration is dangerous
- d) the causes and effects of human migration

2. Explain the title in your own words.

3. Do you think human migration is inevitable?

TEXT B

International Migration: Brain Drain or Brain Gain?

The World Bank estimates that higher rates of international migration are inevitable: the phenomenon is a result of demographic trends that create a high demand for certain forms of labor in the developed world and a high supply of that labor in developing nations, and of declining communication and transportation costs. Moreover, international migration is desirable: developed nations can hope to profit from a "brain gain" opposite the developing world's "brain drain," while developing nations enjoy the economic network benefits that their expatriates send home. It is important, reports the World Bank, that developed and developing nations improve their cooperation on the issue-especially so that developing nations are not unnecessarily hurt by a brain drain of skilled workers. Neither group can hope to stop international migration, but, if they play their cards right, both can hope to benefit from it.

The World Bank Group, 31 October 2005

Read the text and

1- complete the table with the benefits of human migration to

| Developed countries | Developing countries |
|---------------------|----------------------|
| | |

2- say whether the World Bank worries about the impact of brain drain on developing nations. Do you find their arguments convincing?

C. TEXT C

1. Read Text C and

- a) find an irrelevant sentence and cross it out.
- b) explain what a “reverse brain drain” is.

TEXT C

Reverse Brain Drain: A Loss or A Gain?

Africans swim against the brain drain tide. They left Africa in search of opportunity, to escape political persecution or to build a better life for their children. They thrive as they enjoy their full rights in their homeland. But, sometimes after decades spent as immigrants or refugees in the rich countries of the West, growing numbers of Africans are beginning to bring their expertise, talent and hopes for the future home to the world's poorest continent.

Across the continent, returning African emigrants are filling key positions in government, education and business in a slow "reverse brain drain" that is gathering pace and that officials hope will sow the seeds of a broader economic revival. Returning Africans have many reasons for coming home. But chief among them appears to be the chance to contribute to countries that badly need their skills.

www.homecomingrevolution.com

2. Answer the following questions.

- a) What, in your opinion, are the reasons that make Africans come home?
- b) How can reverse brain drain bring an economic recovery?
- c) What do you think of the immigrants' new attitude?

D. Comparing texts

1. Which is your favourite text? A, B or C?
2. What are the reasons for your choice?
3. What words and expressions did you appreciate most?
4. Can the 3 short texts make up a coherent long one? Why? Why not?

GRAMMAR FOCUS

1. What does the sentence: “so that developing nations are not unnecessarily hurt” express?
 - a) cause
 - b) purpose
 - c) result

2. Rephrase the sentences in bold type using **so that** or **so.....that**.

When I was young, **I was eager to become a scientist. I carried out experiments in our garage. I studied hard because I wanted my parents to let me choose my career path.** I wanted to invent a wonderful new product which would make the world a better place. Unfortunately, **I was very bad at technical matters. I often had misadventures.**

Now I realize **I am clumsy. I feel I can never become an inventor.** To my great embarrassment, it is always a child of six who helps me out of my difficulties.

LEXICAL FOCUS

1. Match the words and phrases in the box to their synonyms or definitions below.

Student A: Choose a word or a phrase. **Student B:** Provide its definition or synonym.

trend gather pace expertise key positions contentious
in search of incentive opportunity supply

1. likely to cause disagreement between people = contentious
2. a reason that encourages you to do something = incentive
3. occasion=
4. a general direction in which a situation is changing=
5. provide=
6. increase in number=
7. high jobs=
8. looking for=
9. skill in a particular subject=
- Examples.

2. Tick the alternatives that best explain the following idioms.

- Play the cards right

- a) deal successfully with a particular situation
- b) play the cards well
- c) play the game right

- Swim against the tide

- a) swim in a dangerous sea
- b) speak in a difficult situation
- c) oppose the attitudes or opinions that most other people have

- Sow the seeds of ...

- a) start the process that leads to a particular result
- b) plant grains
- c) start coming back.

PRONUNCIATION FOCUS

IN PAIRS

1. Classify these words (taken from Texts A,B and C) according to the stressed syllables they contain.

political, expertise, revival, contribute, demographic, declining, developing, expatriates, especially, inevitable, economic, international, contentious, physicians, professionals, shortages, educational, phenomenon, implication, investment.

Which words bear the stress on the first syllable?

Which ones are stressed on the second syllable?

Which ones have the main stress on the third syllable?

2. How many syllables does each word contain? Use a slash to indicate each syllable.

Example: po/li/ti/cal (4 syllables)

3. How many four-syllable words did you get ?

DEVELOP YOUR WRITING SKILL

Writing a formal letter.

According to the World Bank Group, brain drain is beneficial to developing countries. What do you think? Write a letter to The World Bank Group in which you state your opinion about the issue giving sound arguments that support your viewpoint. Mind the layout of the letter and the degree of formality of the language you will use.

| MY NEW WORDS | MY GRAMMAR | WHAT I CAN DO NOW |
|---|---|---|
| <p>contentious , expertise , gather pace, incentive key positions, in search of, opportunity, trends, shortage , supply</p> | <p>So that (purpose)</p> <p>So.....that(result)</p> | <ul style="list-style-type: none"> • Read and understand 3 different texts • Appreciate linguistic aspects of various texts • Match synonyms • Transfer information onto a flow chart • Interpret idioms • Express cause,purpose and result • Divide words into syllables and identify stress place • Write a formal letter •?..... •?..... |

SCIENTISTS' ACHIEVEMENTS

READING INTO SPEAKING



IN GROUPS



1. Circle the words which describe the qualities of an inventor.

dedication - knowledge - love - curiosity - nature - imagination - chance -
commitment - research - experience - inspiration - experiment - intensive work -
science - motivation

2. What kind of career would you like to have? Check with your group members which career they would like to have? Why?

What about studying abroad and conducting research in a renowned international laboratory?

Do you know any famous scientists who went abroad to conduct research and succeeded in their careers? Make a list which you will compare to other classmates' lists.

READING

A.1. Read this CNN (Cable News Network) news report about a famous inventor and complete the table.

| Name | Country of origin | Invention | Benefits of the invention |
|------|-------------------|-----------|---------------------------|
| | | | |

2. Explain the invention in your own words.

Egyptian-American scientist Ahmed H. Zewail won the Nobel Prize in chemistry for showing that a rapid laser technique can observe the motion of atoms in a molecule during a chemical reaction.

The Royal Swedish Academy of Sciences said Zewail was being honored for a revolution in chemistry through "his pioneering investigation of fundamental chemical reactions, using ultra- short laser flashes, on the time-scale on which the reactions actually occur." The academy said Zewail's work **in the late 1980s** led to the birth of femtochemistry, the use of high-speed cameras to monitor chemical reactions at a scale of femtoseconds, or 0.000000000000001 of a second.

'No chemical reactions take place faster'

"We have reached the end of the road. No chemical reactions take place faster than this," the academy said. "We can now see the movements of individual atoms as we imagine them. They are no longer invisible," the academy said.

Zewail's technique, using what could be described as the world's fastest camera, works much the same way as slow-motion action replays - they enable viewers to watch a football match in detail. Applications of this technique include the design of molecular electronic components, the study of the most delicate mechanisms in life processes and the production of the medicines of the future, the academy said.

A U.S. and Egyptian citizen, Zewail has held the Linus Pauling chair of chemical physics at the California Institute of Technology in Pasadena since 1990.

www.cnn.com

B. Read this news story about James Hillier, inventor of the electron microscope and answer the questions.

1. Who did James Hillier share the credit for inventing the electron microscope with?

James Hillier, who shared **the credit for** inventing the electron microscope, died Monday at age 91.

Hillier and another student, Albert Prebus, invented the microscope under the guidance of Professor Eli Burton while they were at the University of Toronto in 1938. The microscope magnified objects 7,000 times their actual size, more than three times the magnification possible with optical microscopes. That made possible huge advances in many fields of science, including chemistry, biology and metallurgy.

Hillier took the design to one of the companies in the U.S. after he graduated, starting a long career with the company. While there, he oversaw the development of the technology that the company used in its videodisc system. He received 41 patents.

Hillier was born in Brantford, Ontario, and gave \$500,000 US - more than half the endowment -to the James Hillier Foundation, which provides 10 science scholarships to students from the area.

Hillier died in Princeton, New Jersey, where he had lived for many years. He was awarded the Order of Canada in 1997. The citation describes the electron microscope as "one of the scientific wonders of the modern world."

January 18, 2007 News Story from The TrentonTimes

2. What is the difference between an optical microscope and an electron microscope ?
3. Was the electron microscope Hillier's only invention ? Justify your answer.
4. What's Hillier's other contributions to scientific research ?
5. Did he die in his hometown ?
6. What is the amount of the endowment he donated as students grants?
7. Read the figure aloud to show you can pronounce it properly.
8. What do you notice about the place of the currency name? Does it occur before or after the amount?



C. Read both texts again and answer these questions.

1. Which award did each of the 2 inventors receive ?
2. Which award is more valuable?
3. Do you think that each of the 2 inventions should be regarded as one of the scientific wonders of the modern world ? Justify your opinion.
4. What other scientific wonders have you heard of ?

LEXICAL FOCUS

IN GROUPS

1. Paraphrase the following expressions.
 - a) **In the late** 1980s
 - b) We have **reached the end of the road**
 - b) **Have the credit for** doing something

2. Match the words and their synonyms or definitions.

Student A : Choose a word from column A Student B : Provide its definition.

| Words | Definitions |
|------------|---|
| 1. occur | a) real, exact |
| 2. enable | b) an official right to be the only person to use or sell a product or an invention |
| 3. magnify | c) happen, take place |
| 4. actual | d) make it possible for someone to do something |
| 2. patent | e) make something look bigger than it really is |

3. Fill in the blanks with the words in the box.

enable - explore - creation - inventing - original - occur - minds .

There must always be someone with great imagination and inspiration and dedication before a creation can come into being. The person with a desire to do something original, the man with a love for something and a strong curiosity to ----- it, have the first requirements to begin ----- . Desire and interest are very basic to make a creation ----- . The most original ----- have great interest in their subjects and are strongly impelled to work very hard at their ----- . Passion, knowledge and concentration ----- a person to discover something new.

GRAMMAR FOCUS

1. Focus on this sentence from the text

James Hillier, who shared the credit for inventing the electron microscope, died Monday at age 91.

- What do we call the underlined part?
- Is it essential to define the noun before it?
- What information does it add to the noun?

2. Compare sentence 1 with the following one:

The man who invented the telephone was a teacher.

- Is the underlined part essential to a clear understanding of the noun before it?
- What do you notice about the punctuation ?

3. The first sentence contains a **non-restrictive** (non-defining) clause whereas the second contains a **restrictive** (defining) clause.
4. Now do this exercise. Check which clauses are restrictive and which are not.
- the exciting game, which we had long been waiting for, began at 2pm.
 - The happy inventor , who was thrilled with his success and prize, celebrated the event with other prize-winners.
 - The medicine which was invented by Fleming saved many lives.
 - Najib Mahfoudh who was awarded the Nobel Prize for Literature died in 2006.
 - The man whom I met at the airport is a famous scientist.
 - Ken Kutaragi, who invented Play Station, is Japanese.

SPEAKING

IN PAIRS

You have the opportunity to take part in a videoconference with Dr Ahmed Zewail. Prepare a set of questions related to the doctor's scientific career, his feelings when he was awarded the Nobel Prize and what he thinks about young people who emigrate to a developed country in order to conduct research.

WEBQUEST

Read the information in the box and choose a name or an invention to conduct a webquest which you will present to your class in the form of a poster.

DID YOU KNOW ...?

- An English doctor, Sir Thomas Browny, invented the word 'electricity' in 1646.
- In 1841, the English scientist Michael Faraday invented the first electric motor.
- The Fahrenheit temperature scale is named after Gabriel Fahrenheit, a physicist, interested in heat , light and energy.
- the Celsius scale was divided by a Swedish scientist, Anders Celsius, in 1742.
- The first successful fountain pen was invented in 1884 by the American Lewis Edson Waterman.
- Blaise Pascal, a French mathematician, invented a mechanical calculator in 1642.

| MY NEW WORDS | MY GRAMMAR | WHAT I CAN DO NOW |
|---|---|---|
| <p>actual , enable , have the credit for doing sth , magnify , occur , patent , the late (1980s) , reach the end of the road.</p> | <p>Non-restrictive Clauses Peter, who has never driven quickly, had an accident.</p> <p>Restrictive Clauses The boy who dropped out of school regretted it.</p> | <ul style="list-style-type: none"> • Identify the qualities of a scientist • Get to know 2 famous scientists and their inventions • Search information about inventors and inventions and present it on a poster •?..... •?..... |

'THE DAFFODILS

by WILLIAM WORDSWORTH

A. Are you familiar with poetry-related terms?

Which is which? Label the three definitions using these words: **alliteration**, **stanza**, **rhyme**.

It is a group of lines of verse that make the basic unit of poetry.



It is the repeating of initial sounds as in, 'Tyger! Tyger! Burning bright!'. This often creates **emphasis** and makes words memorable.



It is the repeating of end of word sounds either within a line or at the end of two lines.



B. Read the poem and answer the questions below

1. Guess from the title the first stanza and the pictures what the poem is about.
2. Read the whole poem and find out the general **tone** conveyed by the poet. Identify the words and phrases that illustrate the tone.

The Daffodils

I wandered lonely as a cloud
That floats on high o'er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Rhymes

a
b
a
b
c
c

Continuous as the stars that shine
And twinkle on the Milky Way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:

A poet could not but be gay,
In such a jocund company:
I gazed--and gazed--but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

William Wordsworth



d
e
d
e
f
f

g
h

g
h
i
i

j
k
j
k
l
l



3. What is the poet's relationship to nature? How does he feel about the natural world?
4. Which lines or phrases express a sense of timelessness in the poet's journey?
5. check the use of the word 'lonely'. Is it positive or negative?
6. What proves that the poet gets pleasure from remembering the scene of the daffodils he saw?
7. The final stanza of this poem simultaneously embodies images that express paradoxical feelings. What are they?
8. Focus on the tenses used in the first and last stanzas. Why are these tenses used?
9.
 - a) Pick out the words related to happiness.
 - b) Sort them out into verbs, nouns and adjectives.
10. Focus on stanza 1, line 2 and stanza 4 line 1. identify 2 words in which some letters are missing.
11. Focus on stanza 1, line 1 and express it differently. Focus on the verb. This dictionary page will help you.

wander /wɔːndə / verb, noun

• verb 1 to walk slowly around or to a place, often without a particular sense of purpose or direction : [V, +adv. /prep] She wandered aimlessly around the streets. We wandered back towards the car. [VN] The child was found wandering the streets alone. 2 [V] ~ (away/off) ~ (**from / off sth**) to move away from the place where you ought to be or the people you are with **SYN: STRAY** / The child wandered off and got lost 3 V ~ (**away, back, to etc. sth**) (of a person's mind or thoughts) to stop being directed on sth and to move without much control to other ideas, subjects, etc. Try not to **let your mind wander**.

wonder /wʌnd / verb, noun

• verb 1 (**about sth**) to think about sth and try to decide what is true, what will happen, what you should do, etc. : [Vwh] I wonder who she is. [V] We were wondering about next April for the wedding [Vspeech] 'What should I do now?' she wondered 2 [Vwh] used as a polite way of asking a question or asking sb to do sth : I was wondering whether you'd like to come to a party / I wonder if you can help me. 3 ~ (**at sth**) to be very surprised by sth : [V] She wondered at her own stupidity. (BrE spoken) He's gone and left us to do all the work, **I shouldn't wonder** (=I wouldn't be surprised if he had)

12.

- a) Which word order is used instead of Subject + Verb + Object in stanza 4 line 5? Why?
- b) Explain this phrase which appears in stanza 3 line 3: A poet could not but be gay.

C. Dictionary Skills

Read the following dictionary entries. Decide which meaning corresponds to the one conveyed in the poem. The words are from stanzas 1 and 4.

host noun 1. *the host of the pub* proprietor, proprietress, landlord, landlady, innkeeper, hotel-keeper, hotelier. 2. *the host greeting his guests* party-giver, entertainer. 3. *the host of the radio/TV show* presenter, master of ceremonies. **Antonyms:** GUEST.

host noun a host of people gathered for the march multitude, crowd, throng, mob, army, herd, pack, flock, swarm, troop, band, mass, assemblage, assembly, array, myriad

lie verb 1. *he was lying* not sitting be stretched out, sprawl, rest, repose, relax, lounge. 2. *the town lies on the other side of the hill* be, be situated, be located, be placed, be positioned, be found. 3. *two poets lie there* be buried, be interred. 4. *lie dormant* remain, continue, stay, be. 5. *his guilt lies heavily on him* press down, weigh down, be a great weight on, be a burden to. **LIE IN** *their strength lies in their faith* consist, be inherent, be present, exist, reside. **LIE LOW** *they lay low during the police search* hide, go into hiding, hide out, conceal oneself, keep out of sight, keep a low profile, take cover, go underground.

D. Summary

Complete the summary of the poem with the words in the box .

wandering ; dance ; impression ; actual ; day ; reawakened ;
walking ; host ; energy ; alive

In The *Daffodils*, Wordsworth is remembering awhen he was outand saw hisof daffodils.

In this poem, the poet isalone through the countryside. In his reminiscence of this..... of the daffodils, his ego is reinvested withand, it may be assumed, to a life more "....." than the one of hisreality.

He is looking back on how much of anit has had on him.

HOW FAMILIAR ARE YOU WITH THE FEATURES OF FIGURATIVE LANGUAGE?

1. Figurative language is a form of language use in which writers and speakers convey something other than the literal meaning of their words.

Here are some examples:

a) Metaphor

A comparison between essentially unlike things **without** an explicitly comparative word such as **like** or **as**. An example is "My love is a red, red rose," from Burns's "A Red, Red Rose."

This is what **Aristotle** says in his **Rhetoric**.

"It is metaphor above all else that gives cleanness, charm and distinction to the style".

Rephrase it in your own words.

b) Simile

A figure of speech involving a comparison between unlike things **using like, as, or as though**. An example: "My love is like a red, red rose."

c) **Hyperbole** or exaggeration.

d) **Personification**: endowing inanimate objects with human characteristics.

2. Re-read the poem and

- find a **simile** in stanza 1. What characterizes the 'lonely' cloud? what does the comparison between the poet and the cloud suggest? Justify your answer.
- pick out another simile in stanza 2.
- Wordsworth uses **personification** in this poem. Pick out the details showing the use of this figure of speech.
- check if the poem contains a metaphor.
- go back to 2 a and b above and try to convert each simile into a metaphor.

E. Read the poem aloud in an expressive way .

F. HOW GOOD AN ARTIST ARE YOU?

Can you **draw** a picture of the landscape described in the poem?

MY NEW WORDS

daffodils, gaze, host, lie,
wandering, twinkle, glance,
sparkle, bliss.

WHAT I CAN DO NOW

- Read a poem and understand its aesthetic value
- Identify figurative language
- Understand entries in a dictionary page
- Check the meaning of words in context
- Summarise a poem
- Draw a picture
- Anything else?
.....?
.....?
.....?

WRITING AS A PROCESS

IN GROUPS

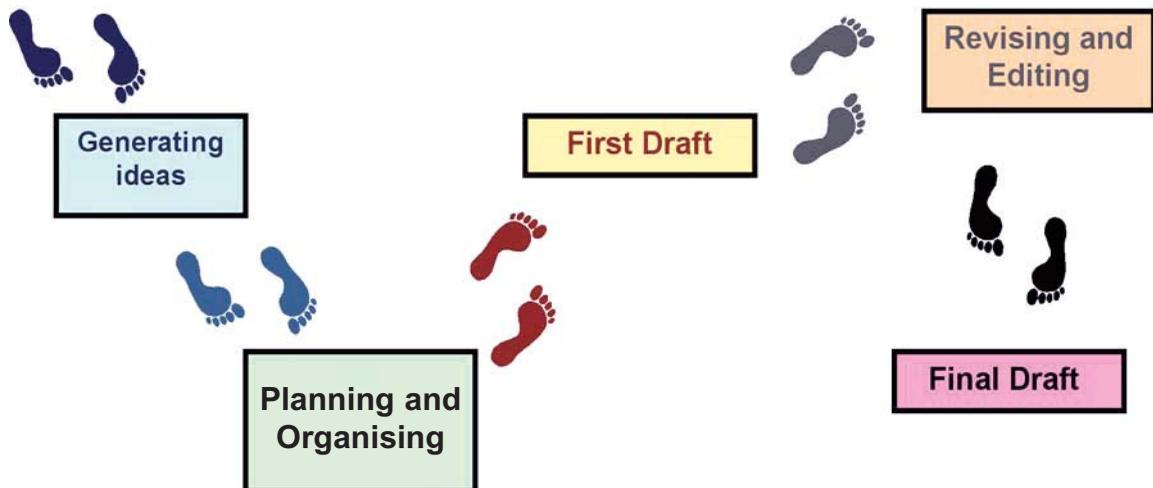
1. Do you remember the different steps in the writing process?

Here they are in a scrambled order. Reorder them.

- revise, rewrite as many times as necessary
- share and respond (peer review)
- generate ideas through brainstorming ,mind mapping, using a diagram of ideas, questionnaires
- make final adjustments in format and layout
- organize points / ideas, follow a model outline (selecting and focusing information, combining information)
- write a first draft

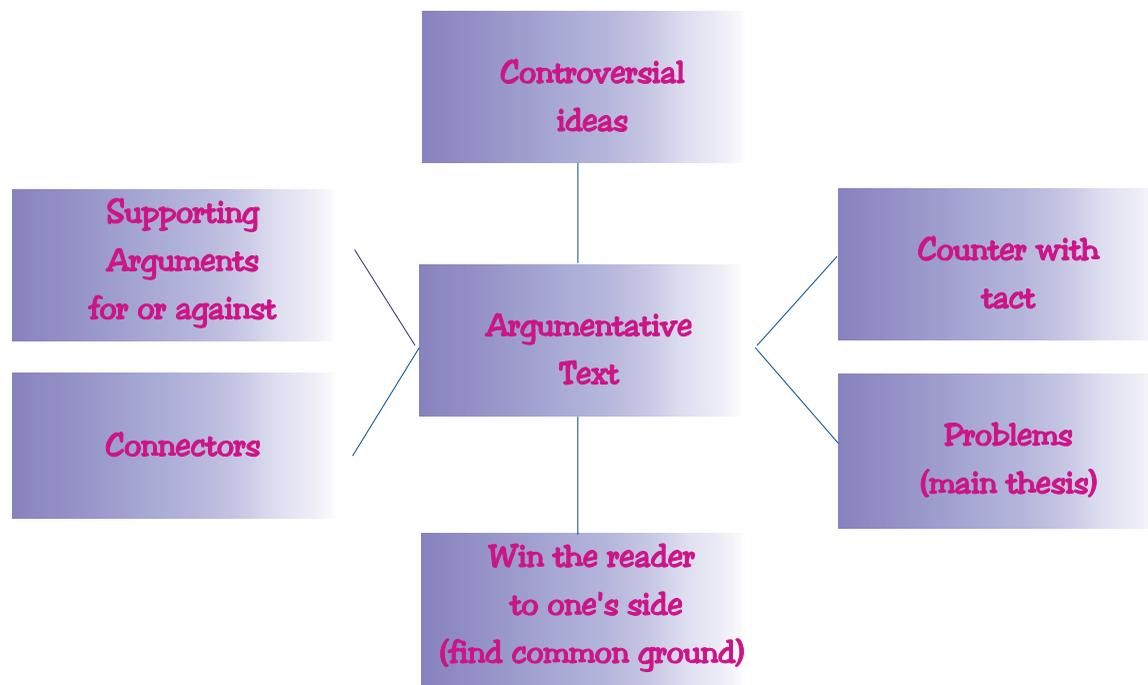
2. The following diagram summarises the various steps in the writing process. One step is missing . Identify it.

STEPS IN WRITING



The diagram below summarizes the features of argumentative texts. Study the diagram and find out the main components of an argumentative text.
Main thesis (presenting the problem)

1. ?



WRITE AN ARGUMENTATIVE ARTICLE

Your teacher asked you to write an argumentative article for your school magazine. The topic is the negative effects of technology on people's life in that it controls and overwhelms their lives. Refer to the diagram above and the steps of the process to produce your article.

Use some of the following linking expressions :

however, although, therefore, in contrast, furthermore, on the contrary, supposing that, looked at another way.

Appreciating The BARD'S SONNET 18 and Some Quotations from his PLAYS

READING and PARAPHRASING

A. Read Shakespeare's sonnet and its paraphrase .

1. Check what it is about.

- a) The profound joy and beauty of love
- b) The description of nature in comparison with love
- c) The power of love to immortalize poetry and the subject of that poetry.

2. The purpose of this sonnet is to

- a) express the poet's profound feelings
- b) describe summer and its beauty
- c) make sure his beloved knows the role of poetry.

| SONNET 18 | PARAPHRASE |
|---|--|
| Shall I compare thee to a summer's day? Thou art more lovely and more temperate: Rough winds do shake the darling buds of May, And summer's lease hath all too short a date: | Shall I compare you to a summer's day? You are more lovely and more delightful: Rough winds shake the much loved buds of May And summer is far too short: |
| Sometime too hot the eye of heaven shines, And often is his gold complexion dimm'd; And every fair from fair sometime declines, By chance or nature's changing course; untrimm'd | At times the sun is too hot, Or often goes behind the clouds; And everything that is beautiful will lose its beauty, By chance or by nature's planned out course; |
| But thy eternal summer shall not fade Nor lose possession of that fair thou owest; Nor shall Death brag thou wander'st in his shade, When in eternal lines to time thou growest: | But your youth shall not fade, Nor lose the beauty that you possess; Nor will death claim you for his own, Because in my eternal verse you will live forever: |
| So long as men can breathe or eyes can see, So long lives this and this gives life to thee . | So long as there are people on this earth, So long will this poem live on, giving you immortality. |

3. Read the Sonnet and its paraphrase and identify the differences.

Example : *thee* → *you* *Thou* → *you*

B. Focus on Rhymes

1. How many lines has the sonnet got?
- 2- Focus on the first four lines and study the following table .

| Lines | Rhyme |
|-------|-------|
| 1 | a |
| 2 | b |
| 3 | a |
| 4 | b |

3. Now do the same with lines 5 to 8 and lines 9 to 12. Identify the rhymes.

| Lines | Rhyme |
|-------|-------|
| 5 | c |
| 6 | d |
| 7 | ----- |
| 8 | ----- |
| 9 | e |
| 10 | f |
| 11 | ----- |
| 12 | ----- |
| 13 | g |
| 14 | ----- |

4. Can you define a sonnet, now that you know its components and features?
Complete the following definition.

A sonnet is a poem composed of ----- quatrains and ----- couplet.

A quatrain is a stanza of ----- lines. A couplet consists of ----- lines.

5. Circle the better word that fits each sentence.

The three quatrains of this sonnet (**are - are not**) of a (**parallel - different**) structure. The poet tries to describe his beloved who is compared to summer in its beauty. In the (first -final) couplet, the poet reaffirms his hope that as (**long - far**) as mankind exists, his poetry will live on, (**thus - however**) ensuring the immortality of his muse.

C. How good are you at paraphrasing?

Choose a stanza from Wordsworth's poem *The Daffodils* and paraphrase it.

CHECK YOUR PUNCTUATION (TO BE DONE WITH ALL STUDENTS)

1. Read these Shakespeare quotations and rephrase them in your own words to show you understand them.

a) A good heart is the sun and not the moon;
Or, rather the sun and not the moon, for
It shines and never changes.
King Henry V, Act V, Scene2

b) What a piece of work is man!
How noble in reason! How infinite in faculties!
In form and moving, how express and admirable!
Hamlet, Act II, Scene2

c) The silence often of pure innocence
Persuades when speaking fails.
The Winter's Tale, Act II, Scene2

d) Here's flowers for you;
hot lavender, mints, savoury, marjoram, the
marigold.
The Winter's Tale, Act IV, Scene4

2. Focus on the punctuation marks in each quotation and explain their use.
3. Read the quotations aloud in an **expressive** manner, with a focus on the punctuation marks.

STUDY THE TABLE BELOW.

1. Label each symbol using the words in the box.

Quotation marks - Semi colon - Dash - Comma - Apostrophe -
Question mark - Hyphen - Brackets - Full stop - Exclamation mark - Colon

| Symbol | Name | USE |
|--------|------|--|
| , | | Separates part of the sentence |
| : | | Introduces a list of further information |
| - | | Joins parts of compound nouns |
| ! | | Used after a command, an exclamation , or something surprising |
| ; | | Divides two independent, but related sentences |
| « » | | Enclose words of direct speech |
| () | | Enclose additional information or references |
| . | | Shows the end of a sentence |
| - | | Indicates a break |
| ? | | Used after a direct question |
| ' | | Used in contractions or genitives |

2. Punctuate the following plot summary of Hamlet. Use capital letters where necessary.

hamlet a play by shakespeare is about revenge and also about how difficult it is to take action sometimes even when it is important hamlet s father is murdered by another man who then marries Hamlet s mother everybody wants to see Hamlet dead Hamlet must take revenge but will he be able to.

| MY NEW WORDS | MY GRAMMAR | WHAT I CAN DO NOW |
|--|---|--|
| <p>coward, envy, persuade, profound, shake, valiant, sonnet, quatrain, couplet, ?.....,.....?.....?.....,</p> <p>Complete as you wish</p> | <p>Middle English pronouns: Thee = you (object) Thou = you (subject) Identify the other grammar points in this lesson.</p> | <ul style="list-style-type: none"> • Appreciate one of Shakespeare's sonnets • Identify the structure of a sonnet • Recognise some 16th century words • Paraphrase a stanza from a poem • Use punctuation marks appropriately <p>-----?----- -----?-----</p> |

AS YOU LIKE IT

READING INTO SPEAKING

A. Read this extract from "As You Like it", one of the Bard's plays.

| | | |
|---|---|---|
| <p>Is the world a stage? Is it a theatre? In what way are they similar?</p> <p>The child forced into school / compelled to education</p> <p>Excellent fighter looking for fame</p> <p>Getting weaker / less good eyesight</p> <p>Forgetful / childish old man</p> | <p>"This wide and universal theatre"</p> <p>All the world is a stage, And all the men and women merely players; They have their exits and entrances. And one man in his time play many parts, His acts being seven ages. <u>At first the infant,</u> <u>Mewling and puking in the nurse's arms;</u> Then the whining school-boy, creeping like snail <u>Unwilling to school.</u> And then the lover, Sighing like furnace, with a woeful ballad Made to his mistress eyebrow. <u>Then a soldier,</u> Full of strange oaths, and bearded like the pard, <u>Jealous in honour, sudden and quick in quarrel,</u> <u>Seeking the bubble reputation</u> Even in the cannon's mouth. And then the justice In fair round belly with good capon lin'd, <u>With eyes severe and beard of formal cut,</u> Full of wise saws and modern instances And so he plays his part. <u>The sixth age</u> shifts Into the lean and slobber's pantaloon, <u>With spectacles on nose</u> and pouch on side; His youthful hose, well sav'd, a world too wide For his shrunk shank; and his big manly voice, Turning again toward childish treble, pipes And whistles in his sound. Last scene of all, That ends this strange eventful history, <u>Is second childishness</u> and mere oblivion, Sans teeth, sans eyes, sans taste, sans everything.</p> | <p>Are people simple actors and mere players?</p> <p>The 7 ages of Man ↓</p> <p>1- the baby 2- the child</p> <p>3- the teenager, unhappy</p> <p>4- the grown-up</p> <p>5- the middle-aged working adult</p> <p>6- getting close to old age</p> <p>7- the second child, The very old man</p> |
|---|---|---|

Focus on the notes and the questions in the margin before you answer the questions below.

1. Focus on the first three lines and answer these questions.

- Why are people compared to actors getting in and out of the world / theatre?
- When do people get in or have their entrance in the world?
- When do they have their exits or when do they go out?

2. Do you agree that old age is second childhood? Why? Why not?
3. How does the writer describe the different ages of Man? In a negative or a positive way?
4. Read the underlined key words and feature expressions about each of the seven ages, then decide which, according to you, is the best age.
5. Could you - now that you understood the underlined expressions - rephrase them in your own words?
6. *"All the world is a stage, and all the men and women merely players"* is a metaphor. Think of another metaphor for the world and people.
All the world is-----, and all the men and women are -----.

SPEAKING

IN GROUPS

Read the plot summary of the play. Focus on the most important verbs that relate to the events. Prepare an oral presentation for your class. Appoint a spokesperson in your group to present your work.

PLOT SUMMARY OF "AS YOU LIKE IT"

Sir Rowland de Bois has recently died, and his fortune has passed to his eldest son Oliver who refuses to give his brother Orlando anything.

Duke Senior has been usurped of his throne by his brother, Duke Frederick, and has fled to the Forest of Ardennes while his daughter, Rosalind, remains at court with Frederick's daughter, Celia.

Orlando and Rosalind fall in love with each other. But Orlando decides to leave for the Ardennes. Without warning, Duke Frederick banishes Rosalind from court. She, too, decides to flee to the Forest of Ardennes and leaves with Celia. Rosalind dresses as a young man and takes the name Ganymede, while Celia dresses as a common shepherdess and calls herself Aliena.

Duke Frederick is furious at his daughter's disappearance. When he learns that the flight of his daughter and niece coincides with the disappearance of Orlando, the duke orders Oliver to lead the manhunt.

Orlando arrives at Duke Senior's camp and, when he learns that the young man is the son of his dear former friend, he accepts him into his company. Meanwhile, Rosalind and Celia, disguised as Ganymede and Aliena, arrive in the forest. Soon Rosalind runs into Orlando. Taking her to be a young man, Orlando confides in Rosalind that he is lovesick. Orlando stumbles upon Oliver in the forest and saves him from being devoured by a hungry lioness. Oliver and Celia, still disguised as the shepherdess Aliena, fall instantly in love and agree to marry.

Eventually, Rosalind marries Orlando, and Celia marries Oliver. A holy man convinced Duke Frederick to put aside his worldly concerns and assume a monastic life. Frederick returns the throne to Duke Senior. And they all return to the royal court.

| MY NEW WORDS | WHAT I CAN DO NOW |
|--|--|
| <p>banish ,entrance , exit, flee, former, holy, merely, throne, unwilling, usurped,...?.....?.....?....,</p> <p>COMPLETE the list with the words you learnt in this lesson.</p> | <ul style="list-style-type: none"> • Appreciate an extract from a Shakespeare play • Use metaphors • Rephrase parts of a scene • Understand theatre terms • Identify rhymes <p>-----?-----</p> <p>-----?-----</p> |

PROJECT WORK 3

for ARTS STUDENTS

TEXT PURPOSES and FEATURES

A. PART ONE(TO BE DONE IN CLASS,IN GROUPS)

Below is a scrambled list of features and purposes of text structure .

1. Match each feature with the corresponding purpose.

- a) To explain an idea, person, place or thing.
- b) Both sides presented: arguments and counter-arguments.
- c) Two or more items having differences or sharing similarities.
- d) The specific order of events or steps of a process, a story or an experiment.
- e) To describe the order of events.
- f) To get the reader to act or agree on something.
- g) To show how things or people are alike or different.
- h) Focus on just one thing and its constituents.
- i) To explain why something happens.
- j) Reasons and results

2. Now list the purposes. What do they have in common? What made you guess them? What linguistic clue helped you identify the purposes?

3. Match each text type with its purpose.

**Sequence - Cause and Effect - Description -
Persuasion - Comparison and Contrast**

4. These are sets of key words used for each "text structure". Match each set with its purpose. Refer to activity 2 above.

- a) consists of - is - are - in fact - also
- b) first - then - second - finally - before
- c) so - because of - as a result - so that
- d) you must admit - we should - therefore - despite
- e) by contrast -unlike - similarly - however.

5. Do you feel that you now understand how texts are structured and organised?

B. Part TWO : (TO BE DONE INDIVIDUALLY, OUTSIDE CLASS)

- 1) Choose your favourite text structure and produce a text using the key words provided in 4 above.
2. Finalize your text through editing.
3. Present it to the class before keeping it in your PORTFOLIO.
(See Sections C and D below before presenting your text))

C. Reflect on the following questions.

1. Did you feel the need to use more key words? If yes, which ones did you add to the list in 4 above?
2. How easy was it for you to choose your text structure?
3. What made you choose it?

D. Report orally about your text project. Describe your experience of producing a particular type of text.

Provide advice and recommendations to other classmates on how to proceed when writing a text. What features need to be considered?

E. You may want to write a report about your work and email it to some (online friends) keypals for feedback and discussion.