

UNIT 4

LIFE ISSUES

UNIT OUTLINE

Lesson	Title	Constructing meaning	Communicating	Functions and linguistic exponents	Pronunciation
1.	Life Concerns	Reading a leaflet Using a dictionary	Speaking Making a presentation	Collocations	
2.	Attitudes	Listening to a song Reading quotations	Speaking : Interpreting and discussing Shakespeare's quotations	Identifying the tone of a song	
3.	If ...	Reading a poem	Writing an If poem	Expressing opinion and judgement	Silent letters Minimal pairs
4	Consumerism	Reading an article speed Reading	Speaking : Oral presentation based on cartoons	Inversion (NOR)	
5.	EcoDriving Global Warming	Reading a gapped text Reading a leaflet Using a dictionary	Speaking : reacting to slogans about the environment Producing a leaflet	Needn't --> Absence of necessity Conditional Type 2	
6.	Urban Exodus	Reading extracts from a newspaper Matching paragraphs to titles	Writing a postcard	Although Despite Parallel structures	
7.	A Newscast	Listening to a newscast Interpreting Metaphors	Speaking : Interpret pictures	The passive Converting weight, length and temperature	
8.	Staff Management	Reading an article	Speaking : Role play	Parallelism C-Test:completing words	Word stress
9.	Job Ads	Reading ads	Writing a letter of application		
Arts 1	Session 8 The Richer, The Poorer	Reading an extract from a story Using a dictionary	Speaking : A class debate about a specific issue		Word stress
Arts 2	Session 9 A Secret for Two	Reading an extract from a story	Writing : Producing a summary	The subjunctive	/e/ /ô/ /f/ / ou /ɔ:/
For Arts	Session 10 What a Wonderful	Listening to and comparing two songs	Writing : Developing notes into a biography	Expressing appreciation of music	/a:/ /æ/ /ɛ/ /ai/

World !

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LIFE CONCERNS

SPEAKING INTO READING

IN GROUPS

1. 'Life issues' is the title of the unit. What do you think it deals with?
2. Which words collocate with life? Think of as many words as possible to get collocations.



Thesaurus skills

1. You are given 3 synonyms of each word on the left. Match each word to its explanation and meaning on the right.

1. lifeless	a- biography, being, existence	1 → ...
2. lifelong	b- career, existence, period	2 → ...
3. lifelike	c- business, profession, pursuit	3 → ...
4. lifetime	d- essential, critical, crucial	4 → ...
5. lifework	e- conduct, way of life, habits	5 → ...
6. life-and-death	f- not living, inanimate, dull	6 → ...
7. lifestyle	g- lasting, constant, permanent	7 → ...
8. for life	h- realistic, authentic, real	8 → ...
9. life	i- long-lasting, continuing, unending	9 → ...
	j- qualities, events, experiences	

2. The word 'issue' is pronounced [ɪsju:] and [iʃu:] . Check the pronunciation with your teacher. Which one is American and which one is British?

3. What do you think it means ?

4. Tick the appropriate meaning that fits the unit title : LIFE ISSUES.

An issue is :

- | | |
|--------------|---------------|
| a matter | a publication |
| a problem | a concern |
| a topic | a question |
| a conclusion | a point |

5. Complete the following definition. Remember that each dot stands for a letter.

An issue is an im - - - - t t - - - for dis - - - - n

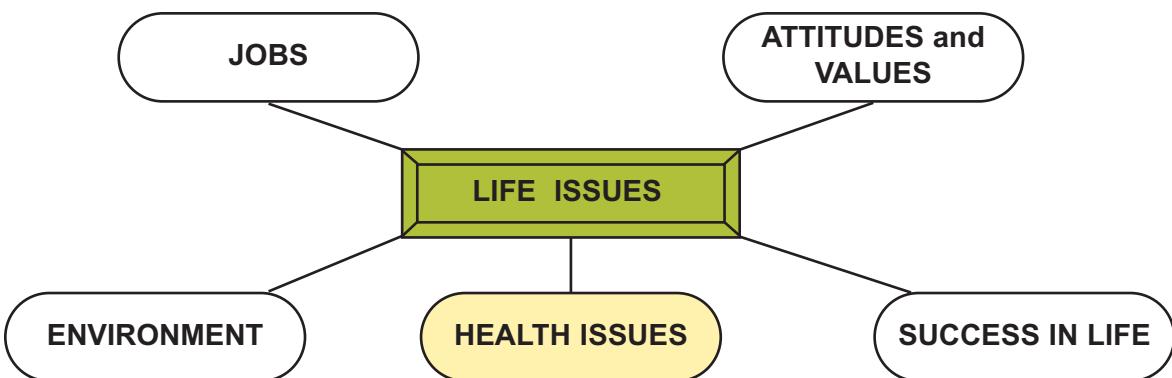
6. Explore the dictionary page to check if there are other meanings of the word 'issue'. Complete the list of words in 4 above.

issue noun 1. debate the issue for hours matter, question, subject, topic, problem, bone of contention, controversy, argument. 2. the issue is still in doubt result, outcome, decision, effect, conclusion. 3. the next issue of the magazine edition, number, copy, version. 4. the issue of the new stamps/paper/shares publication, circulation, distribution, sending out. 5. Abraham and his issue offspring; children; descendants. 6. the issue of the stream outflow; discharge.. **AT ISSUE** the matters at issue under discussion, for debate, in dispute, to be decided, unsettled.

7. List some issues that relate to life. Think of the present and the future.

IN PAIRS

1. Complete the following semantic map with words related to each of the five topics in the boxes.



2. Appoint a group representative to go round the class, compare your map to another group's map and complete it if necessary.
3. Discuss the issues within your group. Order them according to their importance. Use numbers from 1 to 4. 1 being the most important.
4. Tell the class the reasons for your choice.

MAKING A PRESENTATION

Are you getting your 'five a day'?

Try to answer the question before you do the task assigned.

You are a dietitian. Your school Health Club invited you to talk about '**Five a day**'.

You were asked the following questions:

What counts towards your 'five a day'?

Why should we eat 'five a day'?

How should we prepare our fruit and vegetables?

What is a portion of fruit?

What about vegetables?

These notes will help you answer the questions and present your talk.

- Any fruit and vegetables/eat/during/day/
Count towards/daily total/include/tinned/dried/juiced
- Add/fruit/cereal/morning/eat/a few dates/add/chopped tomatoes/pasta
sauce/count/your daily total
- Minimum/five fruits/vegetables/a day/help/maintain/healthy
balance/body/give/greater source/vitamins and minerals
- Opting/fruit and vegetables/improve/chances/maintain/healthier
lifestyle/healthier weight level
- Natural is best/get/most/nutrients/not peel/fruit/vitamins/under the skin
- Steaming/best way/cook vegetables
- A banana/apple/orange/one good slice/melon/ cupful / grapes/count/portion
Two tablespoons/greens/count/a portion/peas require three tablespoons.

IN GROUPS



QUIT SMOKING



1. Focus on the pictures and discuss the message they convey.
2. Complete the matrix with your own ideas then add the missing information.

Benefits of quitting smoking	How to quit smoking

Most smokers will come to a point in life where they want to quit. Unfortunately, the addictive nature of tobacco and nicotine can make this a very difficult thing to do for some people, but not impossible.

Why Quit?

- Quitting smoking makes a difference. Right away -you can taste and smell food better. Your breath smells better. Your cough goes away.
- Quitting smoking cuts the risk of lung cancer, heart disease, stroke and other respiratory illnesses.
- Quitting smoking saves money.



To stop smoking is really a tough job to be done. Most smokers want to quit smoking, but find it difficult. You must have the desire to give up your habit and the confidence to know that you can do it.

- * Don't worry if you are sleepier than usual; this feeling will pass.
- * Consider the positive things about quitting, such as health benefits for you and your family, and the example you set for others around you.
- * When you feel tense, try to keep busy, think about ways to solve the problem, tell yourself that smoking won't make it any better, and go do something else.
- * Eat regular meals. Feeling hungry is sometimes mistaken for the desire to smoke.
- * Start a money jar with the money you save by not buying cigarettes.
- * Constantly remind yourself of the negative effects of smoking and keep them in mind, choose **NOT TO** ignore the problem.

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

A	B
1. give up	4. sudden serious illness when blood is blocked
2. a stroke	5. stop doing something.
3. mistaken	6. wrong in one's opinion or judgement.

3. Match a word from Box 1 to one in Box 2 to obtain collocations.

Box 1

make - respiratory - tough -
set - feel - solve - negative -
keep - save - lung -

Box 2

job - an example - cancer -
effects - a difference -
illness - money - in mind -
tense - the problem -



MY NEW WORDS	WHAT I CAN DO NOW
dietician, issue, lifeless, lifelike, lifelong, lifetime, lifework, life-and-death, lifestyle, steam.	<ul style="list-style-type: none">• Predict the content of the unit• Understand collocations• Use a dictionary• Interpret pictures.• Make a presentation. <p>?</p> <p>?</p> <p>?</p>

ATTITUDES

SPEAKING INTO LISTENING

IN GROUPS

How ethical are you ? Have you ever done the following ?

1. Avoiding to pay fares on public transport.
2. Buying goods that you know are stolen.
3. Keeping money you find.
4. Not reporting damage you did to a car.
5. Dropping litter in the street.
6. Driving without a license.
7. Cheating at exams.
8. Using someone's phone without asking its owner's permission.
9. Lying to your parents and teachers.
10. Claiming the ownership of something that is not yours.



Find out how many members of your group have done (none , some or all) of the ten wrong deeds.

IN PAIRS

1. Discuss this selection of quotations from Shakespeare plays and try to match each one with the corresponding attitude. The first one has been done for you.

Quotations	Attitudes	Answers
1 I do love My country's good with respect more tender, More holy and profound <small><i>Coriolanus, Act III, Scene 3</i></small>	a- Loving people and being prudent	1...d...
2 Cowards die many times before their deaths ; The valiant never taste of death but once. <small><i>Julius Caesar, Act II, Scene 2</i></small>	b- Taking care of friendship	2.....
3 We are gentlemen That neither in our hearts nor outward eyes Envy the great nor shall the low despise. <small><i>Pericles, Act II, Scene3</i></small>	c- Being brave and fearless	3.....

4 Love all, trust a few Do wrong to none, be noble for thine enemy Rather in power than use. <i>All's Well That Ends Well, Act I, Scene 2</i>	d- Loving one's country	4.....
5 Be to yourself As you would to your friend. <i>King Henry VIII, Act I, Scene 1</i>	e- Being self-confident and courageous	5.....
6 The silence often of pure innocence Persuades when speaking fails. <i>The Winter's Tale, Act II, Scene 2</i>	f- Being frank and sincere	6.....
7 This above all : to thine own self be true, And it must follow, as the night the day, Thou canst not then be false to any man. <i>Hamlet, Act I, Scene 3</i>	g- Respecting all people and not being jealous	7.....
8 The mind I sway by, and the heart I bear Shall never sag with doubt nor shake with fear. <i>Macbeth, Act V, Scene 3</i>	h- Acting according to the proverb "Speech is silver, silence is gold"	8.....

2. Match the words and their synonyms or definitions. There is an extra word in Column B.

Column A	Column B
1. profound	a- convince
2. coward	b- tremble
3. valiant	c- bend down
4. envy	d- deep
5. persuade	e- someone who is not courageous
6. sag	f- be jealous
7. shake	g- attractive
	h- brave

3. Which attitudes represent your own code of conduct?

4. Number the attitudes you selected in order of importance from 1 to 4. Number 1 is the most important.



LISTENING

1. The lyrics of the first part of Phil Collins' song, Another Day in Paradise, have been divided in sentence halves. Listen and match the halves in column A to their completions in column B.

A	B
1. She calls out to the man in the street 2. It's cold and I've 3. Is there somewhere 4. He walks on, he 5. He pretends he can't 6. He starts to whistle as 7. Seems embarrassed	a. doesn't look back b. you can tell me c. hear her. d. Sir, can you help me? e. he crosses the street f. to be there g. nowhere to sleep

2. Listen to the second part and
a- tick the words you hear.

lying - soles - crying - walk - there - more - talk - fair - moved - lines

b- use the words you ticked to fill in the blanks .

She calls out to the man in the street
He can see she's been.....
She's got blisters on the of her feet,
Can't but she's trying.

Refrain

Oh lord, is there nothing anybody can do
Oh lord; there must be something you can say.
You can tell by the of her face,
You can see that she's been
Probably been on from every place
Cos she didn't fit in there.

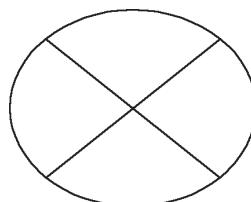
Refrain

c. determine the tone of the singer .

Answer these questions.

1. Which image, in this song, has affected you most? Justify your answer.
2. What do you think of the man's attitude?
3. Do you think this man's attitude is exceptional, or does it reflect the common reaction of most people?
4. What should we do to help the poor?

5. Who gets the larger piece of the Wealth Pie ? The rich or the poor ?
Colour the cake to show who has more of the pie.



6. How can both the rich and the poor get equal pieces ?
7. Could all people have a bigger piece of a bigger cake ? How ?
8. Does it depend only on a prosperous economy ?

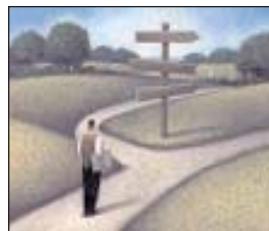
Do you agree with this saying?



MY NEW WORDS	WHAT I CAN DO NOW
blisters, coward , envy, fit in, persuade, profound, sag, shake, soles, valiant, whistle.	<ul style="list-style-type: none">• Answer a questionnaire• Discuss and interpret Shakespeare's quotations• Identify the tone of a song ?

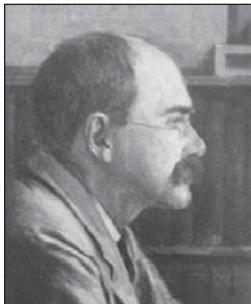
IF ...

by Rudyard Kipling



READING INTO WRITING

1. Read the biography and circle the words that impress you



Rudyard Kipling (1865-1936) was born in Bombay, but educated in England. In 1882 he returned to India, where he worked for Anglo-Indian newspapers. He was chiefly known as a writer of short stories. A prolific writer, he achieved fame quickly. In 1894 appeared his *Jungle Book*, which became a children's classic all over the world. Other works include *The Second Jungle Book* (1895), *The Seven Seas* (1896), *Captains Courageous* (1897), *The Day's Work* (1898), *Just So Stories* (1902), *Trafficks and Discoveries* (1904)... His collected poems appeared in 1933. He was awarded the Nobel Prize in Literature in 1907.

Read this extract from the poem *IF* and answer the questions.

2. What message does the poet want to convey.

IF	Rhymes
If you can keep your head when all about you Are losing theirs and blaming it on you;	a a
If you can trust yourself when all men doubt you, But make allowance for their doubting too:	a a
If you can wait and not be tired by waiting, Or, being lied about, don't deal in lies,	b c
Or being hated don't give way to hating, And yet don't look too good, nor talk too wise;	b c
If you can dream---and not make dreams your master;	d
If you can think---and not make thoughts your aim, If you can meet with Triumph and Disaster And treat those two impostors just the same. [...]	e d e
If you can talk with crowds and keep your virtue, Or walk with Kings---nor lose the common touch,	a f
If neither foes nor loving friends can hurt you, If all men count with you, but none too much:	a f
If you can fill the unforgiving minute With sixty seconds' worth of distance run,	g h
Yours is the Earth and everything that's in it, And---which is more---you'll be a Man, my son!	g h

3. Complete the list with the attitudes mentioned in the poem.

Attitudes

- a) be better than others in every situation
- b) self confidence is essential in life
- c)
- d)
- e)
- f)
- g)

5. Pick out 3 bad attitudes that the poet mentions in the first stanza.
6. The poet personifies triumph and disaster. Why does he use this personification ?
7. Do you think the poet's message is important?
8. Do you think it is easy to be the Man the poet describes in this poem ?
Why ? Why not ?
9. Think of another title for the poem.



LEXICAL FOCUS

1. Match the words or expressions to their synonyms or definitions.

- 1. triumph
- 2. give way to
- 3. make allowance for
- 4. virtue
- 5. foes
- 6. impostor

- a. enemies
- b. good behaviour and attitude
- c. person who pretends to be someone else to deceive people
- d. victory
- e. consider something
- f. stop resisting

2. Circle the odd man out. Explain why it does not belong in the set.

- a. trust - faith - belief - doubt - confidence.
- b. wise - sensible - judicious - rational - unreasonable.
- c. vice - morality - honour - honesty - virtue.
- d. dislike - loathe - cherish - detest - hate.

PRONUNCIATION FOCUS

1. These words contain silent letters: doubt - knaves - thoughts.
Read them aloud.
2. Read the poem and find 5 other words containing silent letters
3. Are these words similar or different ?

a. <u>breathe</u> - <u>breath</u>	b. <u>touch</u> - <u>nothing</u>
c. <u>minute</u> - <u>risk</u>	d. <u>lose</u> - <u>fools</u>
e. <u>foes</u> - <u>broken</u>	f. <u>son</u> - <u>gone</u>

DEVELOP YOUR WRITING SKILL

HOW GOOD A POET ARE YOU?

Your teacher is offering a prize for the best IF poem students will write. Write an eight-line poem which will be read and evaluated by a panel of judges who will choose 3 winners.

Would you like to be one of the winners? What about ranking first? So, start writing!

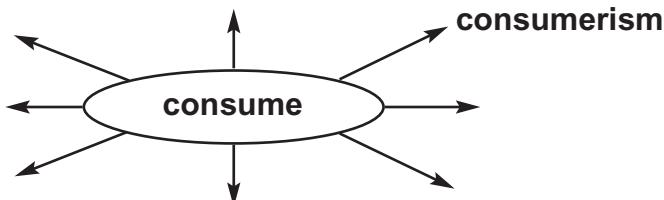
MY NEW WORDS	PRONUNCIATION	WHAT I CAN DO NOW
faith, foes, impostor, give way to, loathe, make allowance for, triumph , vice, virtue	- Pronounce words with silent letters - Minimal pairs	<ul style="list-style-type: none">• Appreciate a poem and interpret its content• Evaluate and react to ideas in a poem• Write a poem to get a prize• Enter a competition ?

CONSUMERISM

READING INTO SPEAKING

IN PAIRS

1. List as many words as you can related to the verb consume.



2. Focus on the 2 pictures and guess what the text is about.
3. Ask 3 questions about the text.
4. Read the text and check if your guesses were right.



READING

1. Read the text as quickly as possible.
What is your reading rate per minute, compared to your previous reading speed ?
2. Match each paragraph with the appropriate title from the list below. There is an extra one.
 - a- Consumerism doesn't inevitably bring happiness.
 - b- Looking back on happy times.
 - c- A consumer society.
 - d- An economic phenomenon.
 - e- The more you want, the more you work.



Par.1:

Consumerism undoubtedly brings great physical comfort, convenience and variety to those who can afford it. And whilst our advertising-soaked culture makes it difficult for anyone to reject consumerism, it is foolish to claim that it has been forced on people. If anything, people seem to love consumerism. They actively choose to embrace it.

Par.2:

Consumerism doesn't inevitably bring happiness, fulfillment, or quality of life (as opposed to a high standard of living). People express nagging doubts about it, hinting that life in a consumer society is somehow alienating, unsatisfying and shallow. It isn't just empty nostalgia that makes us envy some of the qualities we see in our less commercialized past, or in other less commercialized cultures. We see more integrated communities, a greater sense of belonging through work and neighbourhood. It's a powerful image, that of children once being able to play in the street. And we suspect that pursuing consumerism has taken these things away from us - that we have collectively traded **them** in for material advantage.

Par.3:

Consumerism thrives in a self-centred society, in which real freedom and real leisure are replaced by conformity and "choice". It also tries to persuade us that this is the only form that progress can take, and that to reject consumerism it is to reject every aspect of modern technological culture. So in order to afford all the useless stuff, we end up working harder in jobs we don't like, making or selling things no one really needs. But we don't have to go down this line. It's not the only way to create jobs, nor is it the only way to meet our commercial and physical needs.

Par.4:

The standard response to anticonsumerism is to see it as having less, to see it as a sacrifice, automatically meaning a drop in our quality of life. But 'lowering' our material standard of living, moving away from a culture dominated by always wanting more, does not inevitably mean lowering our quality of life: it may even improve it. Quality of life is not an inevitable result of a high income, and a lower income does not invariably result in a feeling of 'having less'. These things are relative, once our basic needs have been met. It is important to distinguish between the feeling that a comparative lack of wealth brings, and the actual level of income we have. And in turn to carefully distinguish between consumerist trappings, and those products and innovations that really do improve life, or health, or communication. These things can still be available in a culture that has turned its back on the excesses of consumerism. It's a simplistic myth to say you cannot have one without the other.

www.enough.org.uk

3. Why do people love consumerism?**4. Paraphrase the following expressions.**

a- advertising soaked culture.

b- a culture that has turned its back on the excesses of consumerism

5. What do the underlined words in paragraphs 1 and 2 refer to?

a- they

b- them

6. Why does the writer describe 'the image of children once being able to play in the street' as powerful?
7. What does the writer mean by 'conformity'? (Par.3)
8. The writer states that '*Consumerism doesn't inevitably bring happiness, fulfillment, or quality of life*'. What, in your opinion, can bring happiness?
9. Is the writer biased? Justify your answer.
10. What is the function of the text?

LEXICAL FOCUS

IN PAIRS

1. Match the words with their definitions.

Student A : Choose a word.

Student B : Provide its definition.

Words	Definitions
1. embrace	a. not belonging to a particular group
2. alienating	b. feeling of sadness when you think of happy past times
3. nostalgia	c. express indirectly what we think
4. myth	d. accept an idea
5. hint	e. something that many people believe but that does not

2. Match the words below to their antonyms in the box.

Student A : Choose a word.

Student B : Provide its antonym.

deteriorate	-	unjust	-	increase	-	abundance
	-		-		-	
sameness	-	accept	-	no longer	-	deep

a - lower
b - shallow
c - lack
d - improve

e - variety
f - still
g - reject
h - fair

GRAMMAR FOCUS

1. Focus on the following sentences from the text.

'Nor is it the only way to meet our commercial and physical needs.'

What do you notice? Complete :

Nor + ? + ? →→→

The is used for emphasis.

2. Express the following sentences starting as shown.

a- We are beginning to realize that consumerism is bad only now.

Only now.....

b- Such a selfish attitude rarely occurs in third world societies.

Rarely.....

c- A consumer society will never know real happiness.

Never.....

d- Supporters of consumerist culture hardly care about ecosystem.

Hardly.....

SPEAKING

IN GROUPS

1. Discuss the questions and appoint a spokesperson to present your viewpoint to the class.

Abundance and me

- a. What effects does abundance have on people ?
- b. Do TV ads influence you to buy the advertised products ?
- c. How and why do commercials have an impact on you ?
- d. Which items do you wish to buy when you see them on TV ?
- e. What if you cannot afford to buy them ?
- f. How would you feel ?
- g. Would you buy an advertised product because it is new, convenient or time-saving ?



2. Study the following cartoons and give the definition of 'rat race'. How can this idea relate to consumerism? Prepare an oral presentation for your class.



3. Success in life is linked to the ideas below. To which extent do you agree?
Use the scale from 1 to 4 to indicate your choice.

strongly agree : 1 agree : 2 disagree : 3 strongly disagree : 4

Success in Life

- a. Life is a competitive race for success.
- b. Going from rags (old clothes) to riches (wealth).
- c. Money and material possessions are the best indicators of high social status.
- d. Work hard to deserve a higher standard of living.
- e. Working hard gives personal satisfaction.
- f. Business careers lead to immense wealth.
- g. Success is extremely (important - somewhat important - unimportant) to achieve happiness.

4. Discuss this ad.

DON'T BE AN EASY TARGET.
WATCH NOT, WANT NOT.

5. Read the following excerpt and discuss it with a partner.

Do you agree with it?

ANTICONSUMERISM...

Takes the view that the rich nations of the world are fundamentally damaging the planet and themselves in the pursuit of material acquisition, it raises the question, "How much is enough?" Different ways of living, trading and working are advocated in order to 'live more lightly' on the Earth and be less dependent on buying things to feel good about ourselves.



MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
alienating ,foolish, embrace, hint, myth nostalgia ,shallow. What other words have you learnt?	Inversion Never can he disobey his parents. The inversion of subject and verb is used after some adverbs or adverbial phrases to emphasize their meaning.	<ul style="list-style-type: none">• Complete a spidergram• Match titles with paragraphs• Interpret a cartoon• Use inversion ?

ECODRIVING

SPEAKING INTO READING

IN PAIRS

1. Read this headline.

**Global warming at the extremes of the earth :
Habitats and cultures everywhere react to climate's
rapid changes**

2. Match each headline with the corresponding picture.

1. Polar bears threatened by record thaw across the Arctic
2. Ecosystems shift up mountainsides
3. China, the rousing giant of global warming
4. Ocean inundates island nations



A



B



C



D

3. Can you explain the following expressions?

REDUCE REUSE RECYCLE **SAVE ENDANGERED SPECIES**

THINK GLOBALLY, ACT LOCALLY **CLEAN UP THE ENVIRONMENT**

DECREASE POLLUTION

Whose responsibility is it to protect the environment?

The government? The public? Industry? Greenpeace activists? ...

Draw a Venn Diagram showing the common actions to be taken by the government, the industry, Greenpeace activists and the general public.

What would YOU as a member of the general public do to save the environment?

Start with 'I would'

IN GROUPS

1. Read the following excerpt and say whether you agree with it. Justify your answer.

Simple Ways to Save Energy

Saving Energy in the home or office **need not** be difficult or expensive.

Saving energy is not just good for people's pockets. It is good for the environment.



2. Can you suggest some simple measures you can put into action today in order to save energy ? List some of them.
3. Which tips do you personally apply ?
4. Agree on five important tips within your group.
5. Compare your list of tips to the one suggested below.

Read the cheap and simple tips and complete the unfinished words. Each dot stands for a letter.

1. Turning your thermostat down by 1° C could cut your heating bills by up to 10 per cent and save you around £40 per year.
2. Is your water too hot? Your cylinder thermostat shouldn't need to be set higher than 60°C/140°F.
3. Close your curtains at dusk to stop heat escaping through the windows.
4. Always turn off the lights when you leave a room.
5. Don't leave appliances on standby and remember not to leave appliances on charge unnecessarily.
6. If you're not filling up the washing machine, tumble dryer or dishwasher, use the half-load or economy programme.
7. Only boil as much water as you need (but remember to cover the elements if you're using an electric kettle).
8. A dripping hot water tap wastes energy and in one week wastes enough hot water to fill half a bath, so fix leaking taps and make sure they're fully turned off!
9. Replace your light bulbs with energy saving recommended ones : just one can reduce your lighting costs by up to £100 over the lifetime of the bulb and they last up to 12 times longer than ordinary light bulbs.
10. Just answer some simple questions about your home and we'll give you a free, impartial report telling you how you can save up to £300 a year on your household electricity bills.

Read the following dictionary entry for the word 'bill' and
a- decide which meaning corresponds to the one in the excerpt.

bill *noun* 1. *a bill for damages / a restaurant bill account, invoice, note/list of charges, tally, score; Am. check.* 2. *post no bills / distribute bills poster, advertisement, flier, notice, announcement, leaflet, brochure, bulletin; inf. advert, ad.* 3. *top of the bill* programme, list, agenda, schedule, timetable, syllabus, calendar, catalogue, inventory. 4. *a parliamentary bill* proposal, measure, projected / proposed law, piece of legislation. **bill** *verb* 1. *bill them for the goods* invoice, send an invoice to, charge for, debit, list costs / expenditure. 2. *bill it all over the building* advertise, announce, post, give notice of, put up in lights. 3. *bill it for tomorrow* programme, schedule, enter on the timetable, put on the agenda.
bill *noun* a bird's bill beak.

b- identify the American equivalent for this word.

c- find out how many definitions this dictionary page provides for the noun 'bill'.

Discuss the following questions.

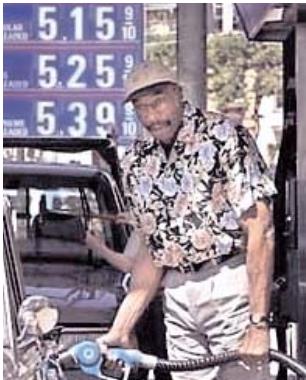
1. What is happening to the prices of fuel?

2. Can our country afford overconsumption of energy? Why? Why not?

3. What has Tunisia been doing to help reduce the consumption of energy?

READING

1. Explain what 'ecodriving' means.
2. Look at the pictures and compare the prices of a gallon of fuel. What has happened to the price of petrol worldwide in the last few months?



Note : a gallon is approximately 3.8 litres.

3. Complete the title and subtitle of the text.

Pumping money into the hands of the
Dig your country's with your accelerator foot.

4. Read the text below and choose the correct alternative.

- a- The text is targeted at
 - the authorities
 - the car owners
 - the petrol station owners
- b- The text aims at
 - warning people against the dangers of co₂
 - advising people not to use cars
 - providing tips for driving

Road transport, including cars, is responsible for a quarter of all the UK's carbon dioxide (CO₂) emissions.

Transport also pollutes the air in towns and cities and although air quality in the UK is slowly improving, many areas still don't meet national and European air quality standards.

And consider this: every year, around 32,000 people in the UK die prematurely as a result of poor air quality.

You can help reduce CO₂ emissions and air pollution by reducing the amount of fuel you use. That means walking, cycling or taking the bus for short journeys. When you do have to use a car, follow some of these simple ecodriving tips and you could save around £120 and 280 kg of CO₂ every year by driving more efficiently:

- avoid high speeds - Driving at 85 mph instead of 70 mph uses around 25 per cent more fuel
- drive smoothly and consistently using higher gears when you can
- use your air conditioning sparingly
- switch off your engine when you're going to be stationary for more than a minute or two
- share your journeys where possible
- remove roof racks when not in use as they significantly increase air resistance and fuel consumption.
- service the car regularly and maintain the right tyre pressure.

5. Focus on the tips provided and, with a partner, choose the 4 most important ones according to you. Justify your choice.

LEXICAL FOCUS

1. Paraphrase the following expressions. Focus on the words in boldtype.

- a- around 32,000 people in the UK die **prematurely** as a result of poor air quality.
- b- **ecodriving tips**
- c- Driving at **85 mph**

2. Find words meaning the same as:

- a- discharge = outpouring = ejection =
- b- effectively =
- c- regularly = softly =
- d- prudently = cautiously =

3. Complete the following table

Nouns	Verbs	Adjectives
		maintainable
	to avoid	
station		
		congestive
liquid		
	to reduce	

GRAMMAR FOCUS

1. Read the following sentence from the excerpt.

If we all did this we'd save enough electricity to power two thirds of the street lighting in the UK.

According to the sentence, are all people doing what they should be doing? What is used to express this?

Complete: + → →

Express the following sentences differently beginning as shown.

1. I do not have a passport, therefore I cannot go abroad.

If

2. I will not go to his party because I do not know his address.

If

2. Read the following sentence.

Saving Energy in the home or office need not be difficult or expensive.

Does it express

→ necessity?

→ absence of necessity?

→ advice and recommendation?

Remember mustn't or needn't

You mustn't light a match here. There may be gas in the room!

MUSTN'T : it is forbidden, it is foolish if you do it.

You needn't go by bus, I'll drive you.

NEEDN'T : it is not necessary, so I advise you not to do it.

3. Match the statements with the functions.

1. He should have attended the lecture.	a- past certainty
2. She's late; she must have missed the bus.	b- deduction about the past
3. We had to drive slowly as it was raining.	c- reproach
4. You needn't have worried, the test was easy.	d- ability
5. I could have lent you my book if you had asked.	e- absence of necessity

4. Determine whether the action expressed by the main verbs (in the 10 sentences below)

- a- definitely happened.**
- b- possibly happened.**
- c- definitely didn't happen.**

- a) You could have been earlier if you had hurried.
- b) You might have been away when I rang you up.
- c) She needn't have used a dictionary.
- d) You must have run all the way.
- e) They ought to have been more careful.
- f) That letter should have been posted yesterday.
- g) You needn't have shouted.
- h) You shouldn't have thrown it away.
- i) He may have left a message ; he always does.
- j) The boys should have stayed at home.

5. Choose the correct alternative.

Warning: hospitals (**can - must - ought to**) damage your health!

Studies in the UK show that people just don't wash their hands as much as they (**will - should - may**). Dr Andrew Hay points out that a doctor visiting 20 patients (**mustn't - can't - needn't**) possibly wash his hands after each bedside visit. "There isn't much equipment, but you (**can - must - need**) do a lot with a side room and a pair of gloves" .

DEVELOP YOUR ARTISTIC SKILLS

In groups, select some tips and **SHAPE** them into a leaflet on energy saving. Remember to make your leaflet as attractive and as persuasive as possible.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
appliances; bill; ecodriving; efficiently; emission; global warming; greenhouse effect; illuminate; smoothly; sparingly; standby; ... Any other words in this lesson?	Conditional Type 2 If + simple past → Present Conditional If we did all this we'd save a lot of energy Absence of necessity: needn't + verb Saving Energy in the home or office need not be difficult .	Identify the target audience of a leaflet Determine the meaning of unfamiliar words React to slogans Negotiate things with other members of my group compare and appreciate texts Add other items ? ?

URBAN EXODUS

READING INTO WRITING

READING

1. Read these extracts from *The Evening Standard* newspaper. Match each paragraph with the corresponding title.

Health and Life Expectancy - Strong Economy - Sense of Community - Air Quality - Clean Environment -

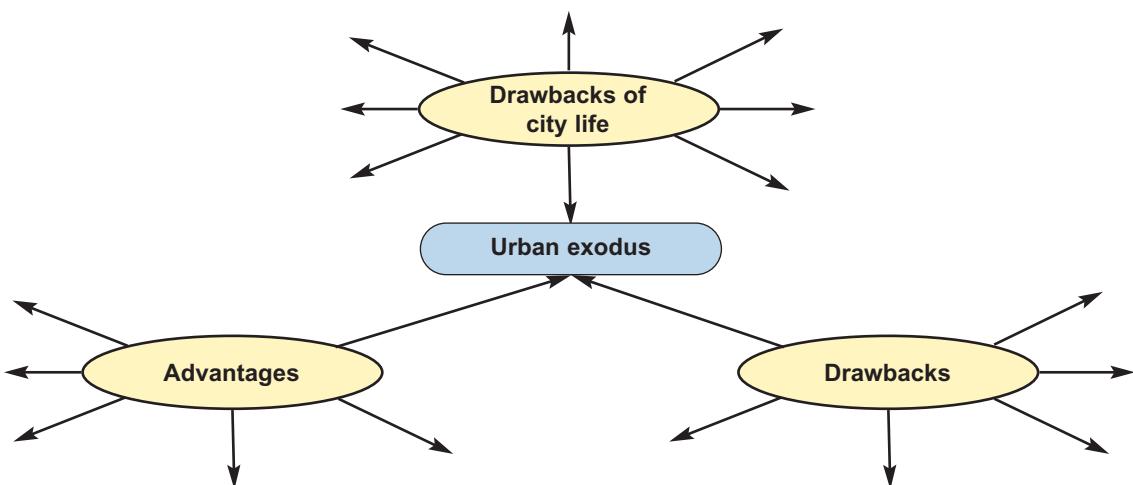
Reasons to move

1. -----: The report finds that people in villages are three times more likely than those in large towns to consider their community as "vibrant" or "lively".
2. ----- :Men in the countryside outlive their urban counterparts by almost 18 months on average, with a life expectancy of 77.2 years compared with 75.8 years in the city.
3. -----: Peak levels of harmful ozone in the countryside air have fallen by about 30 % in the past decade. Rivers are also much less polluted, with 65 % of rural rivers having water quality rated as "very good" or "good".
4. -----: The destruction of the countryside of recent decades appears to be slowing down. Populations of wild birds - seen as a good indicator of the ecological health of an area - have levelled out after two decades of decline.
5. -----: The rural economy is booming, despite the crisis in farming. Rural unemployment is running at just 3.3 % and 270,000 new jobs have been created in the countryside in the past five years.

Evening Standard (London), Jun 21, 2004

2. What does those underlined in paragraph 1 refer to ?
3. What do you think of urban exodus ? Would YOU decide to move to the countryside to have a better quality of life ?

4. Complete the spidergram with information from the extract.



LEXICAL FOCUS

1. Match a word or expression from column A with its synonym or definition in column B.

Column A	Column B
1. peak	a. decrease
2. vibrant	b. growing, being successful
3. life expectancy	c. live longer
4. a decade	d. highest level
5. outlive	e. exciting
6. decline	f. number of years a person is likely to live
7. booming	g. ten years

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

However, exodus, deterioration, vibrant, migration, crisis,
four times, grown, expectancy

The surge in the number of young families leaving London was revealed today. An official report shows that the 25-44 age group is leading the mass ----- ---to the countryside - suggesting that the urban -----is being led by young parents and their children. There, the atmosphere is----- and they enjoy better health, longer life----- and lower crime. The report shows that the number of people living in the country has -----by 1.7 million since the early 1980s. The city-to-country migration is now ----- bigger than it used to be.

-----, it is not all good news in the countryside. Rural areas are losing easy access to post offices, banks and schools. There is also a growing housing-----, rising fear of crime and a dramatic -----in country roads as they are pounded by ever-increasing volumes of traffic.

GRAMMAR FOCUS

1. Express the sentence differently starting as shown .

The rural economy is booming, **despite** the crisis in farming.

Although.....

What do you notice? :

Complete : We use **Although** and **Despite** to express.....

Despite + **Although** +

2. The following sentence is from the text. Focus on the words in bold type.

"They enjoy **better** health, **longer** life and **lower** crime."

What do you notice? What is common to all 3 words ?

Theform is used. We have a structure

DEVELOP YOUR WRITING SKILL



Countryside & Landscapes

You decided to settle in the countryside. Write a postcard to a friend in the city to give him/her news of your new life. Mention the advantages of country life.



MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
booming, decline a decade ,life expectancy, outlive, peak, vibrant	Although I am tired, I will help you. Despite my tiredness I will help you. Parallelism : longer,better,lower The same form is repeated	<ul style="list-style-type: none"> • Complete a spidergram • Match titles with paragraphs • Reinvest newly-acquired lexis to complete a paragraph • Write a postcard ?

A NEWSCAST

SPEAKING INTO LISTENING

IN PAIRS

1. a) Explain the following sayings.

It never rains, but it pours.
It's raining cats and dogs.

b) Which saying does not relate to the weather?

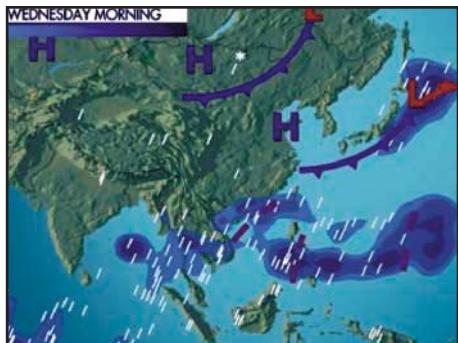
2. Read the following sentence and

a- identify alliteration and imagery. What is the metaphor?

'**Snowstorm blankets London in wintry white'**

b- express the sentence differently to show you understand it.

3. Describe the pictures below.



- 4. What kind of news do you expect to hear? What topics are usually dealt with in the news?**
- 5. What words do you expect to hear in a news report? .**

LISTENING

- 1. Listen to the newscast and check your guesses.**
- 2. Identify the number of news dealt with.**
- 3. Sort out the news into topics.**
- 4. Can you relate any 2 pieces of news to the same topic?**
- 5. Which of the topic(s) below is / are in the news? Put a tick where appropriate.**

An earthquake	An exhibition
Home schooling	Accommodation difficulties faced by students
A fight in a pub	A typhoon
An international agreement	A plane crash
A road accident	A bank robbery

- 6. Underline the main news item.**
- 7. Listen again and answer the following questions.**
 - a- What is the name given to the typhoon?
 - b- What are the consequences of the typhoon?
- 8. Listen and complete the news with the words you hear.**

LOS ANGELES (AFP) - A state of emergency was declared as California shivered under a blanket of unseasonably cold weather.

The emergency was because of "extreme low temperatures" that threatened the old, and the homeless.

The cold snap, caused by an arctic low-pressure from Alaska, has swept to California, sending temperatures plummeting to near record lows, officials said.

Temperatures in Los Angeles were expected to two degrees Celsius overnight Friday, 0 degrees C in San Francisco and five degrees C in Sacramento, the state capital. At Lake Tahoe, temperatures were seen at minus 20 degrees C.

The cold system dumped about an inch of and ice on mountainous areas in the San Diego region in California earlier Friday, forcing school closures.

The snow level in some mountainous areas has dropped to about 4,000 feet and could fall to 1,500 feet by Friday, the National Weather Service said.

Answer the following questions.

- 1. Why was the state of emergency declared in Los Angeles?**
- 2. Are the temperatures very common for this period of the year? Justify your answer with a word from the Newscast. Explain it using the root word. How many parts is it made up of?**
- 3. What were the temperatures expected to be in Los Angeles, Sacramento and San Francisco?**
- 4. Why were schools forced to close?**

5. Choose the correct alternative.

The snow level in some mountainous areas (...) **could** fall to 1,500 feet.

'could' in this sentence expresses :

- ability in the past
- possibility in the future
- certainty about the past

Listen and choose the corret alternative.

- a- Accommodation costs have risen for the fourth (executive / consecutive) year.**
- b- Students pay an average of (£18 / £80) a week.**
- c- (Exhibitionist / Impressionist) paintings are on display in the city museum.**

Listen to the last section and fill in the blanks with the words you hear.

And now for the weather: tomorrow will begin rather
and with mist over the By mid-morning, this should
have largely but visibility will still be limited so drivers
are being asked to keep their on. The rest of the
day should be, although quite damp. Sorry about that!
Thank you for watching.



LEXICAL FOCUS

- 1. Listen again and identify the words that relate to each topic.**
- 2. Sort out your words into a vocabulary file. (adjectives, verbs and nouns)**
- 3. Listen and find words that mean almost the same as:**

- | | | |
|---|--|-------------------------------|
| a- damaged = | | e- endangered = |
| b- a person who is hurt accidentally = | | f- period = interval = |
| c- made more difficult = | | g- dropping rapidly = |
| d- tremble = shake = | | falling steeply = |
| | | h- deposited = |

4. Match the words in columns A and B

A	B
1. A light rain	a- Information about tomorrow's weather
2. A wet climate	b- Often rainy
3. It's pouring	c- Fog
4. A shower	d- Drizzle
5. A thick mist	e- It's raining heavily
6. A weather forecast	f- Rain for a short period



GRAMMAR FOCUS

Read the following sentence from the newscast.

Drivers are asked to take care on the approach as the warning signals are out of action.

What is the form of the verbs used? Can you explain why?

Complete : We use the when we or when the action is the doer.

Now listen to the whole newscast and identify some of the sentences used in the same form. Express them differently. Mind your tenses !

Did You Know...?

1. Fahrenheit is a temperature scale named after the Polish-German physicist Daniel Gabriel Fahrenheit (1686 - 1736), who proposed it in 1724. On this scale, the freezing point of water is 32 degrees Fahrenheit (written "32° F"), and the boiling point is 212 degrees, placing the boiling and freezing points of water exactly 180 degrees apart.

On the Celsius scale, the freezing and boiling points of water are exactly 100 degrees apart, thus the unit of this scale, a degree Fahrenheit, is $\frac{5}{9}$ of a degree Celsius. Negative 40 degrees Fahrenheit (-40 °F) is equal to negative 40 degrees Celsius (-40 °C)

2. Read the following conversion tables.

Celsius	Fahrenheit
0.00	32.00
10.00	50.00
20.00	68.00
30.00	86.00
40.00	104.00

From	to Fahrenheit	to Celsius
Fahrenheit (F)	F	$(F - 32) * \frac{5}{9}$
Celsius (C or °)	$(C * \frac{9}{5}) + 32$	C
Fahrenheit temperature conversion formulas		
to Find	From	Formula
Celsius	Fahrenheit	$^{\circ}C = (\frac{^{\circ}F - 32}{5}) * \frac{9}{5}$
Fahrenheit	Celsius	$^{\circ}F = (\frac{^{\circ}C * 9}{5}) + 32$

3. There are other differences in length, volume and weight. Read the table to find out.

Distance_Length	foot (ft or ')	3048	0.30480	m	30.480	cm
Distance_Length	inch (in or ")	0254	0.0254	m	2.54	cm
Distance_Length	mile (mi)	5280*foot	1609.344	m	1609344	cm
Distance_Length	yard (yd)	9144	0.9144	m	91.44	cm

Category	Unit	
Mass_Weight	ounce (oz)	= 0.0283495 kg
Mass_Weight	pound (lb)	= 0.453592 kg
Mass_Weight	stone (st)	= 6.35029318 kg

IT'S YOUR TURN!

1. Convert the following:

- a- 4,000 feet =
- b- 15,000 feet =
- c- 2 miles =
- d- 6 yards =
- e- 2° C =
- f- - 20°C =
- g- 120 °F =
- h- 32 °F =

2. How tall are you? Express your height in feet and inches.

3. Read the following extract from *The Daily Mail* and replace the underlined parts by their equivalents, using the conversion tables above.

The 3,560 ft (.....) peak, the highest in England and Wales, has seen its snow covering fall by a third in ten years. Average spring temperatures are up about 2.5°C (.....).

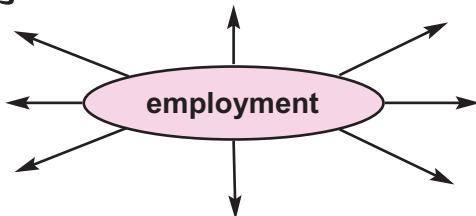
MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
approach; cancelled; casualty; crippled; dumped; Fahrenheit; hampered; newscast; plummet; relief; shiver; threatened; to make ends meet; typhoon; unseasonally;	The passive voice Drivers are asked to be careful.	<ul style="list-style-type: none"> • Listen for gist. • Listen for specific details. • Convert weight, length and temperature. ? ?

STAFF MANAGEMENT

READING INTO SPEAKING

IN PAIRS

1. Complete the spidergram.



2. Put the words under the appropriate headings

dismissed - nine-to-five job - training - pay rise - work overtime - sacked - prospects - shift work - redundant - promoted - out of work

Working hours	Hard times	Career ladder

READING

1. Read the text and identify the main ideas.

Some companies seem to be keener on going green than they are on their employees. A survey by management consultancy Hudson found that three-quarters of executives would not hesitate to fire employees to boost productivity and performance. One in six think they could get rid of 20 per cent of employees without damaging performance or morale; nearly half reckon firing up to 5 per cent a year would be a good thing. Even though only 4 per cent actually carry out this threat, it is still a revealing finding. This is what executives really think of their 'most valued asset'. Not only that, they utterly ignore their own contribution to their employees' underperformance, raising so many questions it is hard to know where to begin.

Only 38 per cent of employees feel managers and directors treat them with respect, and 66 per cent don't trust them. Around a quarter of employees rarely or never look forward to going to work, and almost half are leaving or trying to. Researches suggest many managers aren't doing enough to keep their staff interested. The result: underperformance and low productivity.

A UK survey showed that in 2005 just 16 per cent of UK employees were 'positively engaged' - loyal and committed to the organisation. The rest were physically present but psychologically absent. They express their disappointment by going sick, not trying, leaving or threatening to strike [...] The culprit, says the survey, is poor management. 'Workers say they don't know what is expected of them, managers don't care about them as people, **their jobs aren't a good fit for their talents** and their views count for little'.

The Observer - January 28, 2007

2. Give a title to each paragraph.

3. Fill in the matrix.

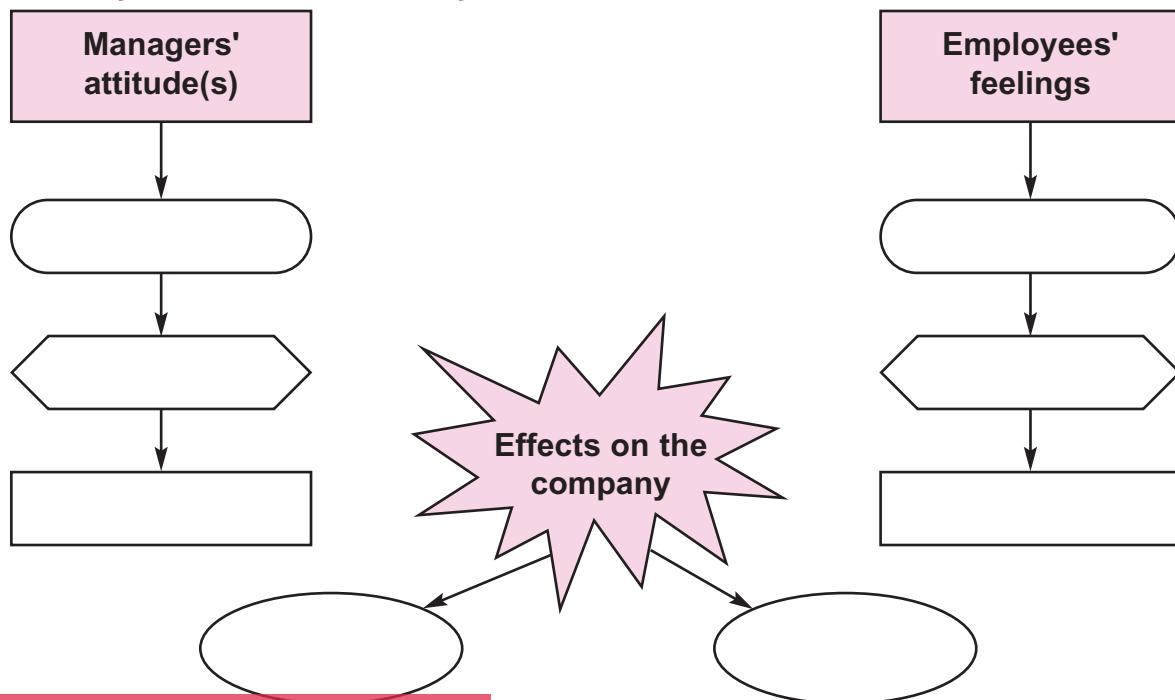
Characters	Problem	Cause

4. Paraphrase the following sentence.

Their jobs aren't a good fit for their talent and their views count for little.

5. What does 'their' (par.1) refer to ?

6. Complete this semantic map with information from the text.



7. What do you think of the employers' attitude?
8. What about the employees' attitude?
9. Who, in your opinion, is to blame for the situation described in the article?
10. What can be done to solve this problem?
11. Is the gentleman in the "sharky waters", a boss or an employee? How do you know?



Sharky waters

LEXICAL FOCUS

1. Find in paragraph 1 expressions meaning :
 - a. concerned with the protection of the environment.
 - b. be interested in someone or something.
2. Match the words with their synonyms or definitions.

Words	Definition, Synonym
1. utterly	a- all the workers employed in an organisation
2. strike	b- completely
3. culprit	c- refuse to work as a protest
4. assets	d- think
5. staff	e- force someone to leave a job
6. to fire	f- person or thing causing a problem, a crime
7. reckon	g- valuable, useful persons or things

GRAMMAR FOCUS

1. Focus on the following sentence.

'They express their disappointment by **going** sick, not **trying**, **leaving** or **threatening** to **strike**.' What do you notice ?

Theform is used. We have astructure.

2. In the following sentences some parts are wrong. Correct them.

- a. Such reforms help reduce poverty and to improve people's life.
- b. I like not only reading novels but also to watch films.
- c. You know what he wants and the things he expects from you.
- d. He said that he was overworked, he didn't sleep well and that he needed help.
- e. I am not interested in getting good marks but understanding the lessons.

- f. Shakespeare wrote comedies, tragedies, romances, and the plays based on historical figures.
- g. Jane Eyre wants financial independence and to find love.

3. Produce some parallel sentences.

PRONUNCIATION FOCUS

Fill in the table with the following words according to the stressed syllable they contain.

organisation - interested - executives - productivity - management -
performance - contribution - actually - expected -

STRESS on the FIRST syllable	STRESS on the SECOND syllable	STRESS on the THIRD syllable

SPEAKING

1. What type of job would you like to do ?
2. Why would you choose a given job ? Tick the reasons provided below and add more personal reasons.
 - good salary
 - friendly boss
 - flexible hours
 - good relations with workmates
 - ?
3. Which is the most important reason?
4. How would you like your boss to be?
5. If you were a boss, how would you behave with your staff?

IN PAIRS

1. Prepare a conversation between an employer and one of his employees about the management of the company and its impact on the workers' life and on the company.

Helpful hints : In my opinion - Frankly / Honestly - I see no reason why.... You should have .../ You could.../ It's true that...However / We'd like.../

2. Enact the conversation.

3. Swap roles.

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
assets , be keen on, culprit, executives,to fire,go green, reckon, staff, strike, utterly.	Parallelism or parallel structures Example : - Think ; pair ; and share. - I speak not only English but also French.	<ul style="list-style-type: none">• Complete a semantic map.• Outline a text.• Use parallel structures.• Enact a role play. ? ?

JOB ADS

READING INTO WRITING

IN GROUPS

Answer these questions.

1. What happens after secondary school?
2. What plans do students have for the future?
3. How many, you think, would go on studying at university?
4. How many would go straight into work?
Can you guess the percentage of both categories of students?
5. What do young graduates do to find a job?
Where can they find job ads?



Read the 2 job ads below and complete the matrix.

Position offered	Requirements	Advantages

Ad 1

**EUROPE'S LEADING INTERNATIONAL
TOURISM CONSULTING FIRM
URGENTLY SEEKS
CONSULTANTS AND PROJECT TEAM LEADERS**

For both, short and long term projects in Asia, the Middle East, Latin America and the Caribbean.
Candidates must be proficient in English and ideally in at least one other language.

Candidates are sought in the following tourism areas:

Cultural Tourism
Ecotourism and Conservation
Community Development and Rural Tourism
HR Development and Awareness Programmes
Quality Control Systems and Certification
Marketing
Tourism Development Planning
Legislation



Candidates are invited to send their CV (with photograph).

Ad 2

Aston Business School

Lecturer / Senior Lecturer / Reader in Economics £22,191 - £39,958 (exceptionally £43,067) per annum

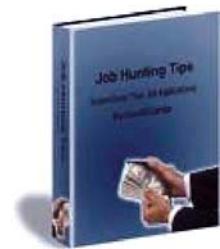
Applicants should have a good first degree and a doctorate in economics, a strong commitment to high-quality teaching and research, and a demonstrated ability or potential to publish in leading journals. Candidates must be willing to teach and research in a multi-disciplinary environment within the Strategic Management Group.

Further details and application forms may be obtained electronically on <http://www.aston.ac.uk/hr/recruitment.htm> or from the Personnel Office on Tel: +44 (0) 121 359 0870; email: b.a.power@aston.ac.uk Quoting reference no: A03/54

Closing date for applications is 4 April.

ASTON
UNIVERSITY

'4Quality and Equality'



LEXICAL FOCUS

- Match a word from column A with one from column B to obtain a collocation.

Column A	Column B		
1. seek	a. in English	b. path	
3. application	c. ad	d. leader	
5. career	e. a job	f. office	
7. high-quality	g. research	h. date	
9. cultural	i. form	j. control	
11. job	k. tourism		

- Sort out the words and phrases in the box to get pairs of synonyms .

per year - deadline - experienced - potential - looking for - bio data - seeking - qualities - commitment - closing date - proficient - CV - per annum - willingness to work hard.

- Rewrite this phrase from Ad 2 avoiding the use of the number.
'4 Quality and Equality'

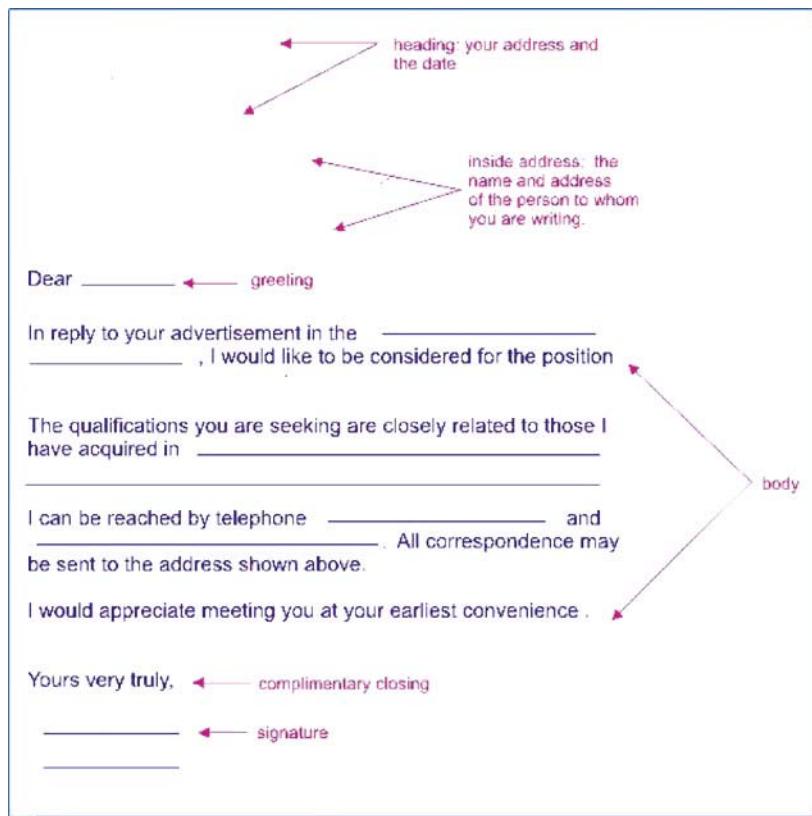
DEVELOP YOUR WRITING SKILL

Which job seems more interesting ?

You have completed your studies at university. Choose one of the two jobs that fits your profile and apply for it.

Follow the steps , the hints and imitate the letter below to write YOUR letter of application.

- State the reason for your writing.
- Mention your qualifications, personal qualities, experience and special achievements.
- State what you hope will happen next. Use: I look forward to hearing from you.
- Make sure you use the appropriate layout, closing and signature.
- Do not use contractions like I'm, as they are informal and colloquial.



MY NEW WORDS

apply for , application, biodata, curriculum vitae , path, per annum, potential, proficient, seek.

WHAT I CAN DO NOW

- Read and understand job ads
- Write a letter of application
..... ?
..... ?

THE RICHER, THE POORER

by Dorothy West

SPEAKING INTO READING

SPEAKING

IN PAIRS

- Focus on the dictionary entries and complete the spidergrams below.

fortune /'fɔ:tʃən/ ; AmE /'fɔ:tju:n/ noun .[U] chance or luck : *I have had the good luck to work with brilliant people.* 2. [C] a large amount of money : She inherited a fortune from her family.

luxury /'lʌkʃəri/ noun (pl. -ies) 1. the enjoyment of special and expensive things : *Now we'll be able to live in luxury for the rest of our lives.*

prosperity /'prɒspəriti/ noun [U] the state of being successful especially financially. **SYN.** affluence. *The country is enjoying a period of prosperity.*

wealth /'welθ/ noun 1. [U] a large amount of money that a person or country owns : His wealth is estimated at \$100 million. 2. Sing. [of sth] a large amount of sth : *a wealth of information /talent/ examples.*

affluent /'æflueənt/ adj. having a lot of money and a good standard of living : *a very affluent neighbourhood.*

comfortable /'kʌmftəbl/ adj. having enough money : *They're not millionaires, but they're comfortable.*

prosperous /'prɒspərəs/ rich and successful
SYN. affluent : *prosperous countries/ economies.*
rich /ritʃ/ adj. having a lot of money or property : *She is one of the richest women in the world.*

wealthy /'welθi/ adj. rich ; having a lot of money, possessions, etc : *a wealthy business/ family/ nation.*

well-to-do adj. having a lot of money ; rich : *They are very well-to-do.*

badly-off infml poor ; not having much money : *He's rather badly-off at the moment.*

broke adj. having no money : *I'm always broke by the end of the month.*

impoverished : having become poor : *Many impoverished workers moved to the city to find jobs.*

needy adj. not having enough money, food, clothes etc.

Everyone should contribute to help the needy people.

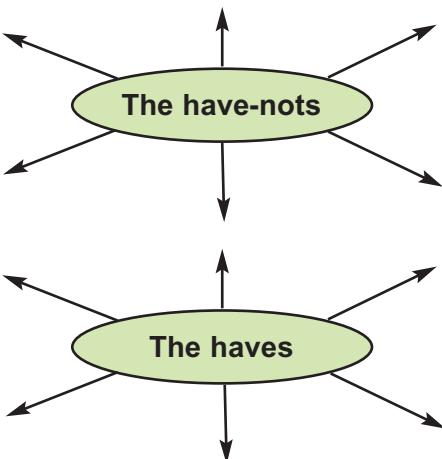
penniless adj. having no money ; very poor. *Paying his son's debts left him almost penniless.*

penurious adj. (formal) very poor ; needy : *He is in a most penurious condition at the moment.*

poor adj. 1. having very little money and therefore a low standard of living : *They were too poor to buy shoes for the kids.* 2. less than is needed or expected ; small in size or quantity : *We had a poor crop of beans this year.*

short (of) infml lacking enough (money) : *I'm short of money this week.*

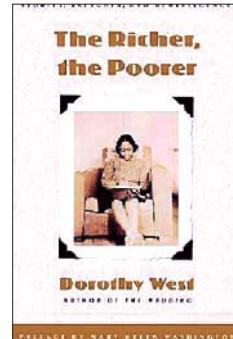
tight adj. (of money) not easy to get : *Money is tight at the moment ; i'm afraid the bank can't lend you any just now.*



2. What is essential to make someone happy?
3. Do you think that having money is essential for happiness?
4. Can people be rich in wealth but poor in other things?
5. Do you think that the rich are always happy?
6. Do you agree on the idea that the more educated you are, the better paid you are? Justify your opinion.

READING

1. Read the text as quickly as you can. How many paragraphs could you read in 1 minute? Do you now have a better reading speed?
2. Read and tick the main ideas in the story.
 - a. Two sisters who take opposite paths in life
 - b. A wealthy woman with an existence that has been a 'life never lived'
 - c. Two sisters who are reunited.
 - d. Despite poverty, we can live a happy life.
 - e. The struggle to make ends meet.
 - f. The poverty of a rich woman's life.
 - g. The poor musician's life abroad.
 - h. The wealth in a poor woman's exciting life.



Over the years Lottie had urged Bess to prepare for her old age. Over the years Bess had lived each day as if there were no other. Now they were both past sixty, the time for summing up. Lottie had a bank account that had never grown lean. Bess had the clothes on her back, and the rest of her worldly possessions in a small suitcase.

Lottie had hated being a child, seeing her parents struggling to make ends meet. Bess had never seemed to notice. All she ever wanted was to go outside and play. Lottie couldn't wait to grow up and buy herself the best of everything.

[...] As soon as anyone would hire her, Lottie put herself to work. By the time she was twelve, she was working after school in a small variety store. She began to bank her money, and her bankbook became her most precious possession. In her last year high she was faced with the choice of staying in school or working full time. She made her choice easily. **A job in hand was worth two in the future.**

Bess met Harry at school. He had no other ambition except to play music. That Bess married Harry straight out of school was not surprising. That Lottie never married at all was not really surprising either.

Bess's married life was nothing to envy. She and Harry lived like gypsies. Harry playing in second-rate bands all over the country, even getting himself and Bess stuck in Europe. **They were often in rags and never in riches.** Bess grieved because she had no child, not having sense enough to know she was better off without one. Lottie was certainly better off without nieces and nephews to feel sorry for. Very likely Bess would have left them on her doorstep.

That Lottie had a doorstep was only because her boss, having bought a second house, offered Lottie his first house at a price so low and terms so reasonable that it would have been like losing money to refuse. She shut off the rooms she didn't use. Her way of life was mean and miserly, but she did not know it. She thought she lived frugally in her middle years so that she could live in comfort and ease when she most needed peace of mind. The years, after forty, began to race. Suddenly Lottie was sixty, and retired from her job.

Harry died abroad, in a third-rate hotel, leaving Bess nothing. There wasn't even money for her travel home. Lottie, trapped by the blood tie, knew she would have not only to send for her sister, but take her in when she returned. It didn't seem fair that **Bess should reap the harvest of Lottie's lifetime of self-denial.**

[...] She was in the kitchen when Bess rang the bell. She went to the door, and Bess stood before her. « Oh, Lottie, it's good to see you, » Bess said, but saying nothing about Lottie's splendid appearance. Upstairs Bess, putting her shabby suitcase, said « I'll sleep like a rock tonight, » without a word of praise for her lovely room.

With the glow of good food in her stomach, Bess began to spin stories. They were rich with places and people, most of them very ordinary, all of them magnificent. Her face reflected her telling, the joys and sorrows of her remembering, and above all, the love she lived by that enhanced the poorest place, the humblest person.

She said, « That's enough about me. **How have the years used you?** »

« It was me who didn't use them, » said Lottie. « I saved for them. I forgot the best of them would go without my ever spending a day or a dollar enjoying them. That's my life story in those few words, a life never lived. Now it's too near the end to try. »

Bess said: « Don't count the years that are left us. You've too much catching up to waste a minute feeling sorry for yourself. »

Lottie grinned, a real wide open grin, « Well to tell the truth I felt sorry for you. May be if I had any sense I'd feel sorry for myself, after all. I know I'm too old; but I'm going to let you show me how to live. »

3. Who does each description apply to? Put a tick under the corresponding name.

Description	Bess	Lottie
- Nothing but clothes on her back. - Prepared for old age. - Didn't notice parents' poverty. - Wanted to borrow. - Wanted to acquire wealth. - Her life was very exciting. - Lived each hour for itself. - Hated parents' poverty.		

4. Correct the following false statements. Justify with suitable information from the text.

- a. Bess is the more serious of the two sisters.
- b. Lottie finished school.
- c. Bess had a very secure married life.
- d. Lottie paid much money to buy her house.

5. Answer the questions.

- a. Why was Bess better off without having children?
- b. How could Bess's stories be 'very ordinary' and 'magnificent' at the same time.
- c. Why did Lottie feel 'trapped by the blood tie'?
- d. What do you think is meant by « Lottie and Bess were both past sixty, time for summing up »?
- e. Why should Lottie feel sorry for herself?
- f. What do you think of the 2 attitudes? Which one do you side with?
- g. In what way might Lottie's life change after Bess's moving in with her?
Do you believe that Bess will be able to show Lottie how to enjoy life?

DOROTHY WEST Novelist, editor, short story writer. Born June 2, 1907, in Boston, Massachusetts; died on August 16, 1998. Daughter of an emancipated slave, she lived in one of the very few well-to-do black families in Boston. She studied journalism and philosophy at Columbia University. Her first novel, *The Living Is Easy* (1948), put her on the literary map. She became the Youngest of Harlem Renaissance Writers .



LEXICAL FOCUS

1. Focus on the words in the box and sort out 4 pairs of synonyms and 4 pairs of antonyms.

hire - waste - sorrow - precious - criticize - joy - to race - employ - grieve - save - frugally - move fast - economically - praise - feel happy - valuable .

2. Pick out the words related to poverty and those related to wealth. Are there new words that do not appear in the dictionary pages at the beginning of this lesson?

3. Paraphrase the following sentences.

- A job in hand was worth two in the future.
- They were often in rags and never in riches.
- Bess reaped the harvest of Lottie's self-denial.
- I'll sleep like a rock tonight.
- How have the years used you?

PRONUNCIATION FOCUS

Complete the matrix below with words from the box.

Possessions - variety - comfortable - frugally - reasonable - prosperous - impoverished - prosperity

Words stressed on the 1st syllable	Words stressed on the 2nd syllable

MY NEW WORDS	WHAT I CAN DO NOW
Affluent, badly-off, broke, frugally, grieve, hire, impoverished, penurious, to race, tight of, reap the harvest,	<ul style="list-style-type: none">Identify essential ideas in a storyUnderstand figurative language and paraphrase itEvaluate and react to content ?

A SECRET FOR TWO

by Quentin Reynolds

READING INTO WRITING

IN GROUPS

1. Answer the following questions.

1. What helps you predict text content ?
2. What linguistic clues enable you to predict ?
3. What words or expressions might help you predict the following content ?
 - a definition
 - a difference
 - a comparison
 - an example
 - an answer
 - a conclusion

2. Check the other groups' answers.

3. Rephrase the following proverbs to show you understand them.

He that tells a secret,
is another's servant.

Thy secret is thy prisoner,
if thou let it go, thou art
a prisoner to it.

Three may keep a secret,
if two of them are dead.

PREDICTIVE READING

A SECRET FOR TWO

Read the title and guess what the story is about.

Read the first section of the story.

1. Identify the main characters.
2. Find out why Jacques was anxious.
3. Identify the tone in Jacques' speech.
4. Rephrase the following statement differently starting as shown.

Never once has there been a complaint.

There

Section 1

One morning the president of the Provincial Milk Company came to inspect the early morning deliveries. Jacques pointed Pierre out to him and said: "Watch how he talks to that horse. See how the horse listens and how he turns his head toward Pierre? See the look in that horse's eyes? You know, I think those two share a secret. I have often noticed it. It is as though they both sometimes chuckle at us as they go off on their route. Pierre is a good man, Monsieur President, but he gets old. Would it be too bold of me to suggest that he be retired and be given perhaps a small pension?" he added anxiously.

5. Do you expect Pierre to quit his job? Why? Why not?

Now read section 2 .

1. Have you guessed right? Correct your guesses if necessary.
2. Pick out an expression showing Pierre was deeply shocked.
3. Find details proving Pierre and Joseph have grown old.
4. Identify two similes.

Section 2

"But of course", the president laughed. "I know his record. He has been on this route now for thirty years and never once has there been a complaint. Tell him it is time he rested. His salary will go on just the same".

But Pierre refused to retire. He was panic-stricken at the thought of not driving Joseph every day. "We are two old men", he said to Jacques. "Let us wear out together. When Joseph is ready to retire - then I, too, will quit". Jacques, who was a kind man, understood. There was something about Pierre and Joseph which made a man smile tenderly. It was as though each drew some hidden strength from the other. When Pierre was sitting in his seat, and when Joseph was hitched to the wagon, neither seemed old. But when they finished their work, then Pierre would limp down the street slowly, seeming very old indeed, and the horse's head would drop and he would walk very wearily to his stall.

Then one morning Jacques had dreadful news for Pierre when he arrived. It was a cold morning and still pitch-dark. The air was like iced wine that morning and the snow which had fallen during the night glistened like a million diamonds piled together.

6. Guess what the sad piece of news might be.

Read the next section and answer the questions in the margin.

Section 3

Jacques said, "Pierre, your horse, Joseph, did not wake up this morning. He was very old, Pierre, he was twenty-five and that is like being seventy-five for a man". "Yes", Pierre said slowly. "Yes. I am seventy-five. And I cannot see Joseph again".

"Of course you can", Jacques soothed. "He is over in his stall, looking very peaceful. Go over and see him."

Pierre took one step forward, then turned. "No ... no ... you don't understand, Jacques".

Jacques clapped him on the shoulder. "We'll find another horse just as good as Joseph. Why, in a month you'll teach him to know your route as well as Joseph did. We will."

The look in Pierre's eyes stopped him. For years Pierre had worn a heavy cap, the peak of which came low over his eyes, keeping the bitter morning wind out of them. Now Jacques looked into Pierre's eyes and he saw something which startled him. He saw a dead, lifeless look in them. The eyes were mirroring the grief that was in Pierre's hearts and his soul. It was as though his heart and soul had died.

"Take today off, Pierre," Jacques said, but already Pierre was hobbling off down the street, and had one been near one would have seen tears streaming down his cheeks and have heard half-smothered sobs. Pierre walked to the corner and stepped into the street. There was a warning yell from the driver of a huge truck that was coming fast and there was the scream of brakes, but Pierre apparently heard **neither**.

Did Pierre walk into the truck deliberately or accidentally?

Read the last section to find out.

1. Have you guessed right?
2. What do you think of the way Jacques announced the sad news to Pierre?
3. Why do you think Pierre's eyes looked lifeless?
4. Paraphrase the following statement.
The eyes were mirroring the grief that was in Pierre's heart and his soul.
5. What does '**neither**' (in **bold type** in the text) refer to?
6. Guess what might have happened to Pierre.

Section 4

Five minutes later an ambulance driver said, "He's dead. Was killed instantly". Jacques and several of the milk-wagon drivers had arrived and they looked down at the still figure.

"I couldn't help it," the driver of the truck protested, "he walked right into my truck. He never saw it, I guess. Why, he walked into it as though he were blind". The ambulance doctor bent down. "Blind? Of course the man was blind. See those cataracts? This man has been blind for five years." He turned to Jacques, "You say he worked for you? Didn't you know he was blind?"

"No no ..." Jacques said, softly. "None of us knew. Only one knew - a friend of his named Joseph ... It was a secret, I think, just between those two".

1. Tick the right options.

- a- The cause (s) of this tragic end is / are
- despair
 - destiny
 - Jacques' irresponsible attitude
 - blindness
 - old age
- b- After Joseph's death, Pierre felt he lost his
- life
 - eyes
 - fortune
 - ambitions
 - living

2. What is the moral of the story?

GRAMMAR FOCUS

“ Would it be too bold of me to suggest that he **be** retired and be given a small pension “.

- a) What is the form of to be in this statement? Why?
- b) List down other expressions requiring similar form use.

Provide the right tense / form of the bracketed verbs.

Jacques suggested that the milkman (**to be**) replaced by a husky young man. He insisted the new recruit (**to sign**) a form to confirm being fit for the job. He proposed all candidates (**to go**) through a medical check up. He recommended that the applications (**to be**) thoroughly analysed, and advised the president of the Provinciale Milk Company that the local jobcentre (**to get**) in charge of the recruitment. He also insisted new trucks (**to take**) it over on horse carriages. He insisted that all candidates (**to go**) through a training period and if they (**to be**) found lazy or unreliable they shouldn't be engaged. He also declared whatever result the company (**to get**), the modernization process shouldn't be halted.

PRONUNCIATION FOCUS

1. Put the following words under the right symbol . Focus on the underlined sounds.

notice - morold - those - both - though - snow - horse - forward - soul

/ OU /	/ O : I /

2. Say whether the pronunciation of the letters **gh** in the following pairs of words is similar or different

- night - though
- right - enough
- laughed - thought

DEVELOP YOUR SUMMARY SKILLS

IN GROUPS

1. Match each section with the appropriate main idea.

Section	Main idea
Section 1	1. Jacques told Pierre his horse had passed away.
Section 2	2. Jacques suggests that Pierre should retire.
Section 3	3. Joseph and Pierre, the close friends, are getting old.
Section 4	4. Pierre died when a truck hit him.

2. Support each main idea with details.
3. Do not add personal information .
4. Do not make comments on the facts .
5. Use the right linkers where appropriate .
6. Have a classmate proofread your summary and comment upon it .
7. Improve your summary and insert it in your **PORTFOLIO** .

MY NEW WORDS	MY GRAMMAR	WHAT I CAN DO NOW
limp; panic- stricken wear out ; wearily	The subjunctive It would be too bold of me to suggest he be retired . It is used mainly in formal, impersonal English. In more informal language we commonly use should.	<ul style="list-style-type: none"> • Predict content and events • Guess and check my guessing • Use the subjunctive • Write a summary

WHAT A WONDERFUL WORLD !

LISTENING, COMPOSING AND SINGING

LISTEN TO Louis Armstrong's Song

1. Circle the words you hear then fill in the gaps with the words you circled.

say - days - bloom - pretty - trees - think - cry -
much - blue - faces- shaking.

I see of green ...red roses too
I see them for me and for you
An I to myself what a Wonderful World.
I see skies of clouds of white
Bright blessed dark sacred nights
And I think to myself what a wonderful world



The colours of a rainbow so in the sky
Are also on the of people going by
I see friends hands saying how do you do
They're really saying I love you.
I hear Babies I watch them grow
And I think to myself what a wonderful world .



2/ Pick out the images showing that the singer sounds optimistic and fascinated by the marvels of nature.

3/ What atmosphere does it depict?.Tick the most appropriate answer.

- gaiety and joy
- sadness and sorrow
- regret and remorse

4/ What does the image of growing babies symbolize ?

5/ a) Think of other images and add some lines to the song.

b) Show what you wrote to your classmates and ask them to comment upon it .

HOW GOOD A SINGER ARE YOU ?

Sing the song or part of it.

Listen to the second song “ **WONDERFUL LIFE** ” by Black .

- 1- Cross out the three odd lines that do not belong .
- 2- What are the elements of nature used in the song ? Do they represent hope or despair ?

Wonderful Life

*Here I go out to sea again
The sunshine fills my hair
And dreams hang in the air
Gulls in the sky and in my blue eyes
I see you are not there
You know it feels unfair
There's magic everywhere*

*Look at me standing
Here on my own again
Up straight in the sunshine
No need to run and hide
It's a wonderful wonderful life
No need to stand and try
No need to laugh and cry
It's a wonderful wonderful life*

*The sun's in your eyes
The heat is in your hair
They seem to hate you because you're there
And I meet no friend
And I need a friend
Oh I need a friend to make me happy
Not stand here on my own*

*I need a friend
Oh I need a friend
To make me happy*

- 3- What do the two antonyms **laugh** and **cry** tell about life ?

Compare Black's song and Louis Armstrong's.

- a) What do the two songs have in common?
- b) Which is your favourite? Why?
- c) Which images in the two songs better illustrate the singers' attitudes?

PRONUNCIATION FOCUS

Sort out the following words in the appropriate column .

laugh - friend - magic - again - blessed - dark - stand -

/ ae /	/ a: /	/ e /	/ ai /

DEVELOP YOUR WRITING SKILL

WRITING A BIOGRAPHY

Develop these notes into a biography of Louis Armstrong .

- Louis Armstrong / born / poor section of New Orleans / August 4, 1901 /
- He / spend / first years / life / live / grand mother , Joseline / Armstrong /
- When / he be eleven / Louis / fire / a pistol in the street / celebrate New Years Eve / He arrest / nearby policeman / confine / the colored Waif's home for Boys
- After release / Waif's Home / Louis start / sell newspapers / help feed himself / mother / sister /
- 1919 / Louis hire / perform / river boats / travelled / the Mississippi/
- At 22 / make / first recording
- 1930 / perform / Chicago, Baltimore, Detroit, Pittsburgh and Washington DC
- 1932 / tour / Great Britain / 3 months
- 1954 / Publish / autobiography "My Life in New Orleans"
- 1968 / What a Wonderful World / Become / hit / Great Britain
- 6 July 1971 / Louis Armstrong / pass away / his sleep / his home / Corona

- a-** Do not add any notes.
- b-** Do not change the order of the notes.
- c-** Use prepositions, relative pronouns, conjunctions...
- d-** Use the right tense.
- e-** Mind the punctuation.

MY NEW WORDS	WHAT I CAN DO NOW
bloom - blessed - sacred	<ul style="list-style-type: none">• Complete the lyrics of a song• Appreciate imagery in a song• Identify extra parts in a song lyrics• Write a stanza• Discriminate between sounds



CHECK YOUR LANGUAGE AND SKILLS 2

CHECK YOUR SKILLS

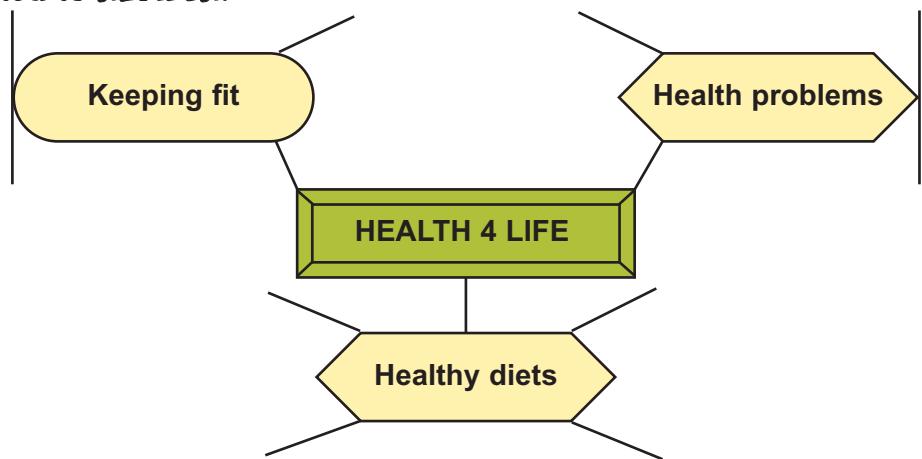
SPEAK and READ

IN GROUPS

1. Paraphrase the following saying. Do you agree with it?

The best doctors are Dr Diet, Dr Quiet and Dr Merryman.

2. Complete the following spidergram with words or expressions related to HEALTH.



3. Four famous nutritionists made these statements which have been divided in sentence parts. Match each part in column A to its appropriate completion in column B to get the full statements.

A	B
(1) We all know vitamins keep the body running, but a growing list	a) help ward off depression . <i>Dr. Michael HOLICK</i>
(2) The fatty acids in fish may	b) you the license to eat whatever you want . <i>Prof Jo Ann Mansor</i>
(3) Maintaining a balance of microorganisms can help	c) of studies suggest they also help prevent conditions like cancer and heart disease . <i>Josh Ulick</i>
(4) It is silly to think taking a multivitamin gives	d) strengthen your overall health. <i>Dr. Mary CARMICHAEL</i>

4. The boxes contain information about vitamins B6, B12, C, D, E, K and Calcium. Label each box using the name of the corresponding vitamin.

Can reduce fractures when taken with calcium.



These vitamins have been shown to reduce heart-disease risk

Evidence suggests that diets rich in this vitamin may cut the risk of breast, stomach and other cancers.



Vital for bones. To protect your heart, try getting some of it from non-dairy sources.

Protects nerve cells. Studies have found that older adults with low levels of B₁₂ perform poorly on memory tests



Essential for blood clotting. Encourages the maintenance of bones while blocking substances that help break them down.



Neutralizes molecules that can damage cells. May help prevent or delay Alzheimer's.

5. Which food sources contain which vitamin? Match the food sources and the corresponding vitamin.

VITAMIN B₆

VITAMIN C

VITAMIN D

VITAMIN B₁₂

VITAMIN E

VITAMIN K

CALCIUM

Food Sources

Found in fortified milk and cereals, plus some fish and margarine.

Meat, poultry, fish; legumes such as beans; noncitrus fruits such as bananas and watermelons

Milk, cheese and yoghurt. Non-dairy sources include broccoli as well as fortified orange juice.

Oranges, grape-fruits plus other citrus fruits and juices. Also, broccoli, cabbage and strawberries.

Green, leafy vegetables such as spinach and broccoli; dairy foods such as milk and eggs; also cereals, sprouts and liver.

Vegetable oils are the best source, including corn and cottonseed. Also found in leafy greens, nuts and grains.

Animal products such as meats and dairy, plus fortified cereal.

6. Identify the information you already know.
7. What new details do the extracts add?
8. Find out in your group if there are additional details to the role of vitamins.

CHECK YOUR LANGUAGE

1. Supply the correct form of the bracketed words.

The standard response to anticonsumerism is to make it seem as having less, to see it as a sacrifice, automatically meaning a drop in our quality of life. But 'lowering' our material standard of (**live**) , moving away from a culture dominated by always (**want**) more, does not (**inevitable**) mean lowering our quality of life: it may even improve it. Quality of life is not an inevitable result of a (**height**) income, and a lower income does not invariably result in a feeling of 'having less'. These things are (**relative**), once our (**basis**) needs have been met. If as one lone individual we try and consume a fairer share of the world's resources, and no one else does, we are (**bind**) to feel ill-at-ease.

2. Read the paragraph below and cross out 2 irrelevant sentences.

Up until the late 19th century, a sprained ankle or a broken arm could only be diagnosed by means of physical examination. It all happened quite by accident, when Alexander Fleming discovered that mould had killed bacteria in a lab dish he had forgotten to clean.

It was W. Röntgen who first demonstrated the power of X rays in 1895. This important innovation made its ways into routine care a few years later and made the diagnosing of international problems easier, safer and less painful for patients.

When he presented his findings, nobody took notice of the potential benefits. All those scientists, who put their hearts and souls into research, took imaging technology one step further with the development of ultrasound and CAT scan, which now help to diagnose disease early. The truth is that if antibiotics did not exist today even a common cold could kill us.

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

that - across - expect - wonders - from - launched - achievements

The pace at which the world is progressing is stunning. The great ----- of the previous centuries are no longer the -----that amaze humans. Train engines do not rely on the blackening coal and shovel any longer. The electric power has made them so swift -----passengers don't have to spend weeks to get to Istanbul from Moscow. Invoices are no longer carried ----- the Atlantic waves to reach destination. CDs, books,

gadgets are on the market as soon as they are-----Just call at the nearest store -----your flat. You don't have to-----a lone rider to cross deserts and forests to hand you the order you asked for two or three years in advance.

4. Punctuate the following paragraph and capitalize where necessary.

In an unprecedented study based on information contained in the 2000 population census, conducted by the Brazilian institute of geography and statistics it is shown that migration is closely related to low levels of schooling and that the majority of people who migrate are successful and end up returning home and many simply prefer to remain in their regions of origin among the total of 5.1 million people who migrated between 1995 and 2000 66% didn't complete fundamental education Fernando albuquerque who is a specialist in the institute affirms in the current situation with qualification requirements and unemployment they are unable to find jobs.

5. Which syllable is stressed in these verbs and nouns?

Verbs

**to produce - to compete - to
present - to project - to
record - to prefer - to refer -
to infer - to demolish**

Nouns

**product - competition -
present - project - record -
preference - reference -
demolition - inference**

What do you notice ? Can you suggest more examples of nouns and corresponding verbs to check the shift of stress ?

6. Circle the correct alternative.

Sir Richard Branson has offered a 25 million US dollar prize to scientists to find a way to help save the planet from climate change. He called (**at - in - for**) scientists to come up with a way to (**extract - release - reject**) greenhouse gases from the atmosphere.

Describing the challenge as the largest prize (**never - ever - forever**) offered, Sir Richard compared it to the competition for a person to (**shift - confront - devise**) a method of estimating longitude accurately . Sir Richard said: "The earth cannot wait 60 years. We need everybody capable of (**discovery - discovered - discovering**) an answer to put their (**creations - minds - inventors**) to it today."

He said he (**has been - had been - had**) influenced by James Lovelock, who suggested that the world may already have crossed a "tipping point".

He said that most people's experience of the idea of a "planet under threat" came from (**science fiction stories - fiction science stories - stories fiction science**) in which a superhero steps (**in - out - from**) to save the day

7. Provide an appropriate topic sentence for the paragraph below

.....
The amount of pollution from car exhaust fumes is now unbearable, and we believe that the public must be protected.

Apart from this, the streets are crowded with cars, and our lives are at risk when we try to cross the road!!

There has been a huge increase in the amount of traffic recently and we just seem to put off the problem, instead of dealing with it. Unless we face up to the traffic problem, and seriously consider some of the solutions, life in our city will become uninhabitable.

DEVELOP YOUR WRITING SKILL

1.WRITE the LYRICS of a SONG you like singing .

2.WRITE YOUR OWN LYRICS .

Think of your favourite topic, person, place or hobby and produce your own song.

Check if any musician in the class can compose suitable music for it.

Share your song with other classmates: sing it for them.

Listen to the lyrics they produced and the music they chose.

Discover the best lyrics writer and the best musician in the class.



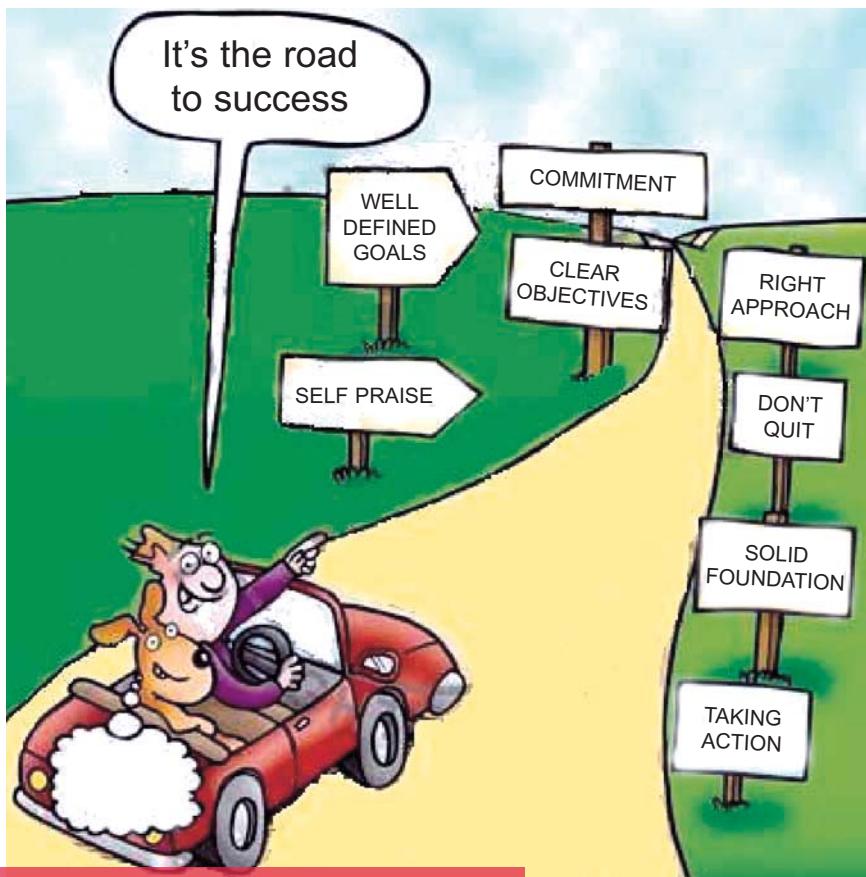
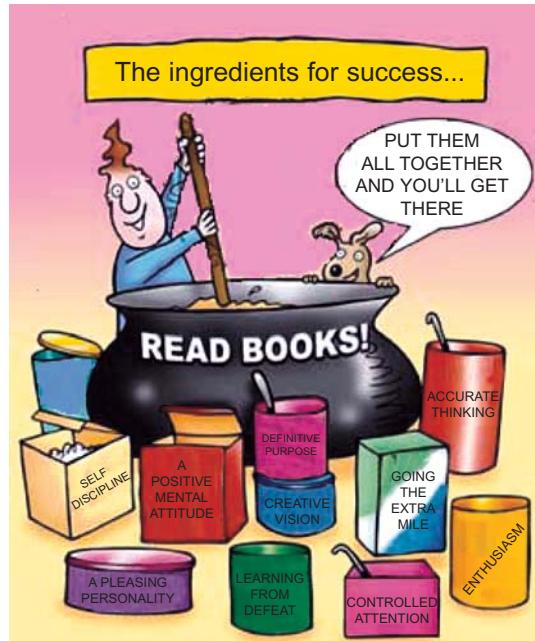
**BEFORE WE SAY
GOODBYE**

THE ROAD TO SUCCESS

IN GROUPS

Focus on the 2 cartoons.

1. Discuss the tips provided.
3. Paraphrase the tips in the cartoons and give students advice on how to achieve success.
4. Can you add any other tips that you think are essential for success?

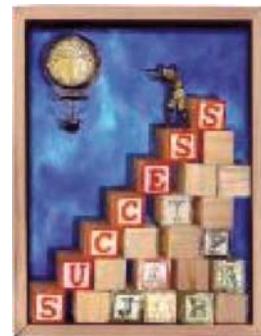


TOP TIPS FOR SUCCESS

Think, Pair, Share

1. Read the list of tips for success. Choose 3 tips that appeal to you.
2. Compare your Top Tips with those of a partner. Agree together on a new list of Top Three Tips.
3. Share your list with the rest of the class. Be ready to justify your choice.

Reorder the tips below and classify them in 3 categories. Just write numbers.



Physical	Mental	Organisational

1. Plan your time to include study, revision and social commitments - a balance of having fun, taking breaks and studying is vital.
2. Use multi-coloured Mind Maps for your notes.
3. Review your notes regularly to reinforce your newly-acquired knowledge.
4. Before you do any revision, warm up by doing some gentle exercise to relieve any tension in your body and to get a rush of healthy oxygen flowing to your brain.
5. Do past papers under thorough exam conditions as often as possible to familiarise yourself with the format and the pressures of working under exam conditions.
6. In an exam, make sure you read the question completely and fully understand what the examiner wants before you allocate your time and begin answering the questions.
7. Select a productive study location. Choose an area free from distractions (roommates, television, computer).
8. Stay relaxed and confident
Remind yourself that you are well-prepared and are going to do well. Don't talk to other students before the exam; anxiety is contagious.
9. Leave time to review your answers.
Make sure you have answered all the questions. Proofread your writing for spelling, grammar, and punctuation. Check your answers for careless mistakes.
10. Reward yourself after the exam.
Take some time to do something you like to do (read a magazine, exercise, see a movie).



ORGANISING YOUR PORTFOLIO

You have plenty of material in your PORTFOLIO. You did produce quite a number of writing pieces, poems, summaries, articles, projects and so on.

Before you start revising your course for the exam, organise and sort out the material you assembled.

To do so, check which activities in your book required inserting in your PORTFOLIO.

Arrange your work into FOLDERS :

1. VOCABULARY FILES:
Synonyms, antonyms
Homophones, homographs
2. Differences between US and GB English.
3. Webquest findings
4. Cultural notes
5. Biographical notes
6. Poems
7. Summaries
8. Projects
9. Texts you produced
10. Texts you liked .

- Add any other material that will help you prepare for your exam.
- You might want to add punctuation marks and grammar notes.

You might also include the steps of the writing process

HOW GOOD ARE YOU AT THE FOLLOWING SKILLS AND STRATEGIES?

Use the 1 to 4 scale to evaluate your degree of mastery of the strategies.

1. Excellent
2. Good
3. Fair
4. Poor

Put a number in the box provided

Reading and Listening	Rank	Speaking and Writing	Rank
*Recognising text genre, register and structure		Interacting	
*Recognising text elements and their relationships		Describing	
Transferring information		Paraphrasing	
Building vocabulary		Summarising	
Inferring information		Reporting	
Managing Ideas and Information		Producing argumentative texts	
Analysing literary texts			

*Note : recognising (British Spelling)
recognizing (American Spelling)

WHAT HAVE YOU ACQUIRED THROUGH THIS BOOK?

Tick the appropriate box .

You are / You have / You can	strongly agree	agree	disagree	strongly disagree
An active user of English				
At the core of learning				
Independent				
Self-confidence				
Social Relationships				
Interact and work with others				
Positive Values				
Critical Thinking				
Use ICT				
Make Webquests				
Conduct Project Work				
Use a PORTFOLIO				

WHAT DO YOU **NOW** THINK OF YOUR BOOK ?

1. Refer back to the Learning Quizz in the Introductory Unit and check if the impressions you had are still true.
2. Which activities did you like best ?
3. Which activities did you find uninteresting ?
4. What would you have liked to see more of ? or less of ?
5. Which Project Work did you like best ?
6. Did you like the idea of the PORTFOLIO ?



A QUESTIONNAIRE ABOUT YOUR BOOK

Tick where appropriate.

Which Unit in the book do you like most ? The Introductory Unit Unit : 1, 2, 3, 4 The Concluding Unit		
Which text type do you appreciate most? Literary texts Poems Articles Multi-extract texts		
Are the texts in this book too easy ?	manageable ?	too difficult ?
Which section (s) do you like ? In Groups? Lexical Focus? Pronunciation Focus? Grammar Focus?		
Are the instructions clear ?		
Yes	Not really	No
Is there enough focus on developing the Writing Skill ? Yes Not really No		
Which skill has been given more importance ? Listening Writing Speaking Reading		

ADD-ONS

GRAMMAR REFERENCE

1. Verb + to + verb or + verb + gerund
2. The + Adjective
3. To be used to doing something
4. The subjunctive
5. Restrictive and non-restrictive relative clauses
6. Inversion
7. Needn't / Need
8. Could have + past participle
9. Clauses of contrast
10. Whom / of which
11. Parallelism
12. Timeline chart

More on metaphors, collocations and idioms

Verbs followed by Gerunds OR Infinitives (Similar Meaning)

can't bear	He can't bear being alone.	He can't bear to be alone.
can't stand	Nancy can't stand working the late shift.	Nancy can't stand to work the late shift.
cease	The government ceased providing free health care	The government ceased to provide free health care.
continue	She continued talking.	She continued to talk.
hate	He hates cleaning dishes.	He hates to clean dishes.
like	Samantha likes reading.	Samantha likes to read.
love	We love scuba diving.	We love to scuba dive.
neglect	He neglected doing his daily chores.	He neglected to do his daily chores.
prefer	He prefers eating at 7 PM.	He prefers to eat at 7 PM.
propose	Drew proposed paying for the trip.	Drew proposed to pay for the trip.

Verbs followed by Gerunds OR Infinitives (Different Meaning)

stop	<p>He stopped smoking for health reasons. "STOP" IS NORMALLY USED WITH A GERUND.</p>	<p>He stopped to rest for a few minutes. <i>WHEN "STOP" IS USED WITH AN INFITIVE, THE INFITIVE TAKES ON THE MEANING OF "IN ORDER TO." IN THE SENTENCE ABOVE, HE STOPPED IN ORDER TO REST FOR A FEW MINUTES.</i></p>
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THE + ADJECTIVE

We use the +adjective to refer to some groups of people in society.

We must help **the poor**.

Who looks after **the old** and **the sick**?

The poor means poor people in general. It cannot refer to just one person or to a small group.

The +Adjective takes a plural verb.

eg: the poor, the rich, the strong, the weak, the unemployed, the homeless, the deaf, the disabled, the living, the dead.

The adjective can be modified by an adverb:

The very rich / The severely disabled

Some adjectives normally take an adverb/

The more/less fortunate / The mentally ill

Abstract qualities

We can use some adjectives after "**the**" to refer to things which have an abstract quality.

He reads a lot of books on **the supernatural**.

The human race has a great thirst for **the unknown**.

USED TO + VERB / BE USED TO + VERB + ING

USED TO DO

We use 'used to' for something that happened regularly in the past but no longer happens.

I used to smoke a packet a day but I stopped two years ago.

Ben used to travel a lot in his job but now, since his promotion, he doesn't.

I used to drive to work but now I take the bus.

We also use it for something that was true but no longer is.

There used to be a cinema in the town but now there isn't.

She used to have really long hair but she's had it all cut off.

I didn't use to like him but now I do.

'Used to do' is different from 'to be used to doing' and 'to get used to doing'
TO BE USED TO DOING SOMETHING

We use 'to be used to doing' to say that something is normal, not unusual.

I'm used to living on my own. I've done it for quite a long time.

Hans has lived in England for over a year so he is used to driving on the left now.

They've always lived in hot countries so they aren't used to the cold weather here.

TO BE / GET USED TO DOING SOMETHING

We use 'to get used to doing' to talk about the process of something becoming normal for us.

I didn't understand the accent when I first moved here but I quickly got used to it.

She has started working nights and is still getting used to sleeping during the day.

I have always lived in the country but now I'm beginning to get used to living in the city.

THE SUBJUNCTIVE

FORM

Use the simple form of the verb : the infinitive without "to" with all the subjects (singular or plural)

USE

The Subjunctive is used to emphasize urgency or importance. It is used after certain expressions and in formal, impersonal English.

In more informal language we commonly use *should*.

This form is used more frequently in British English and is most common after the verbs "suggest," "recommend" and "insist."

Examples :

The police insisted the car should be moved / be moved immediately

I suggest that he study.

Is it essential that we be there?

We recommended that she join the committee.

Verbs followed by the Subjunctive

to command

to demand

to insist

to propose

to recommend

to suggest

EXAMPLES:

Dr. Dave demanded that John prepare his research paper before the end of the month.

Brian proposed that Frank be at the party.

The teacher insists that the students arrive on time.

Expressions followed by the Subjunctive

It is best (that)

It is crucial (that)

It is desirable (that)

It is essential (that)

It is imperative (that)

It is important (that)

It is recommended (that)

It is urgent (that)

It is vital (that)

It is a good idea (that)

It is a bad idea (that)

EXAMPLES:

It is crucial that you **be** on time for a job interview.

It is urgent that she **take** her son to the doctor.

It is imperative that he attend all the lectures.

RESTRICTIVE CLAUSE / NON-RESTRICTIVE CLAUSE

WHAT IS A RESTRICTIVE CLAUSE?

A **restrictive clause** provides essential information about the subject of a sentence : it **restricts** the meaning of a sentence by identifying the specific qualities of the noun or pronoun.

Example: The book **which is on the desk** is mine.

Here the restrictive clause "which is on the desk " tells **which** book is mine. There might be other books in other places, but this sentence is only concerned with the book that is on the bureau.

Do not use commas with a restrictive clause.

Correct: The book which is on the desk is mine.

Incorrect: The book, which is on the desk , is mine.

In this example, the restrictive clause identifies the subject of the sentence:

The girl **who is picking flowers** is beautiful.

The adjective clause tells **which** girl is in love; there could be a dozen other girls in the area, but only one is picking flowers.

Restrictive clauses do not need commas.

WHAT IS A NON-RESTRICTIVE CLAUSE?

Non-restrictive clauses provide descriptive information that isn't essential to the meaning of the sentence.

Examples:

The detective, **who was short and fat**, took down my statement.

The car, **which was brand-new**, was parked in the garage.

In these examples, the non-restrictive clauses, which are highlighted, provide extra information about the main subject of the sentence.

Non-restrictive clauses are enclosed with commas

INVERSION

Inversion refers to an irregular verb placement form.

Generally, an inversion is used to stress the uniqueness of an event and begins with a negative.

Use of Question Form

Inversion refers to the use of question form (**auxiliary + subject + main verb**) instead of the standard positive sentence structure (i.e. He goes to work every day) :

Examples

Not only do I enjoy classical music, but I also have a season ticket to the symphony.

Seldom has the boss been so upset!

In this case, the question form is substituted for standard sentence structure in a statement.

Negative Adverbials

Time expressions: never, rarely, seldom

These time expressions are used with a perfect form and often include comparatives:

Examples

Never has she been more successful !

Seldom has he seen anything stranger.

Time expressions: hardly, barely, no sooner, or scarcely

These time expressions are used when there are a succession of events in the past.

Examples

Scarcely had I got out of bed when the doorbell rang.

No sooner had he finished dinner, when she walked in the door.

After 'Only' Expressions such as 'only after', 'only when', 'only then', etc.

'Only' is used with a time expression.

Examples

Only then did I understand the problem.

Only after understanding the situation does the teacher make a comment.

After 'Little'

'Little' is used in a negative sense.

Examples

Little did he understand the situation.

Little have I read concerning nanotechnology.

Inverted Conditional Forms

Sometimes conditional forms are inverted as a means of sounding more formal.

In this case, the conditional 'if' is dropped and the inverted forms take the place of the 'if clause'.

Examples

Had he understood the problem, he wouldn't have committed those mistakes. (If he had understood the problem, he wouldn't have committed those mistakes.)

Should he decide to come, please telephone. (If he decides to come, please telephone.)

NEED / NEEDN'T/ NEEDN'T HAVE

Need + to + verb	= obligation / necessity
Needn't + verb	= absence of necessity in the present
Needn't + have + past participle	= absence of necessity in the past. You did something but it wasn't necessary

We use needn't and don't have to say that something is unnecessary

You **needn't come** early.

You **do not have to** make an appointment.

Need as an ordinary verb: used to express necessity, obligation.

We **don't need to leave now.**

I **need to get** some sleep.

Do you need to show your identity card?

Needn't have done / didn't need to: used to talk about an unnecessary past action. The action happened but we know that it was unnecessary.

You **needn't have cooked / you didn't need to cook** so much food. (You cooked much food but it wasn't necessary).

Didn't need to: means that the action didn't happen.

We **didn't need to make** any sandwiches. We knew that people were bringing their own. (We didn't make them because it wasn't necessary.)

COULD HAVE

We can use 'could have' to talk about something somebody was capable of doing but didn't do.

I could have gone to Oxford University but I preferred Harvard.

She could have married him but she didn't want to.

They could have bought a house here 20 years ago but chose not to.

Often, there is a sense of criticism.

You could have phoned me to let me know.

They could have helped me instead of just sitting there.

I could have done more to help you. Sorry.

We can use 'couldn't have' to talk about something we were not capable of doing.

I couldn't have managed without you.

I couldn't have got the job. He was always going to appoint his nephew.

I couldn't have enjoyed myself more. Thank you for a lovely day.

We can use 'could have' to speculate about what has happened. (We can also use 'may have' or 'might have' in these situations.)

She could have taken the earlier train.

Simon could have told her.

They could have overheard what we said.

We can also use 'could have' to speculate about something that didn't happen.

You could have broken your neck, jumping out the window like that.

He could have hurt somebody, throwing a bottle out of the window like that.

I could have done well in my exam if I'd worked harder.

You can also use 'could have' to talk about possible present situations that have not happened.

He could have been Manager now but he got involved in a big financial problem.

They could have been the market leaders now if they had taken his advice.

I could have been earning a lot as an accountant but the work was just too boring

CLAUSES OF CONTRAST

Clauses of Contrast give information that contrasts with or opposes the facts in the main clause in an unexpected way. These clauses can be introduced with conjunctions such as **although**, **(even) though**, **however**, **etc.** some of these words and phrases introduce the known or background information; others introduce the unexpected contrast.

Even though it was much too hot, I went out.

Everyone played well. **However**, we still lost the game;

While can replace although:

While I see your point, I still think you're wrong.

The prepositions **in spite of** and **despite** are followed by a noun phrase or -ing form:

In spite of the price, I've decided to buy the car.

Despite feeling dreadful, Max went swimming.

WHO , WHOM , OF WHICH

Who and whom as relative pronouns.

A relative pronoun must refer to a noun preceding it.

The man whom she most admires will be here tonight.

In this example whom is a relative pronoun to MAN.

The candidate will choose who will act as campaign director.

In this example who is a personal pronoun.

Correct usage of the who/whom pronouns presents difficulties. The following guidelines and examples may help you determine which one to use.

If a pronoun (he, she, it, they) could serve as the subject of the **who/whom** clause, use **who**.

John Smith, **who was respected by all the pupils**, was the best teacher in the school.

In the example above, who is part of a clause that modifies the subject of the sentence, John Smith. If who were replaced with he or John Smith, the clause would make sense and reinforce the idea that who not only refers to the subject of the sentence but could also replace it.

When a pronoun functions as the object of a clause, use **whom**.

John Smith, **whom all the pupils respected**, was the best teacher in the school.

In the example above, the *whom* clause modifies the subject of the sentence. It differs from the first example, however, in that *whom* functions as the object of the clause in which it exists. '*All the pupils*' is the subject in the clause, while *whom* (referring to John Smith) is the object the verb respected refers to.

When a preposition (in, of, on, without, at, from) precedes the pronoun, use whom or which.

- The anonymous donor, **of whom we speak**, gave ten million dollars to help the refugees.
- The lady **to whom I made the promise to work hard** is my English teacher.
- The book, **from which I took the information**, is a thesaurus.
- The secondary school, **to which they go**, was built in 1965.

PARALLELISM

When two elements of a sentence are similar in meaning, you should express them in parallel form. In other words, all linked words should match in form.

By using parallel structure, we both clarify the meaning of our writing and add symmetry to it. Parallel structure joins and emphasizes equally important ideas.

1. Co-ordinating conjunctions (and, or, but, for, so, yet).

She likes dancing and swimming

He wanted to buy a new car or a small apartment.

2. Correlative Conjunctions (either ...or, neither...nor, both...and, not only ...but also, whether...or)

We can either watch a film or listen to music.

Neither my mother nor my father speaks English fluently.

My brother is not only intelligent but also hard-working.

You will need both English and German for this job.

3. Words in a series

She reads novels, short stories and plays.

They bought a laptop, a webcam, a flash disk and a mouse.

4. Comparisons and contrasts using than or as (i.e., more than, as much as)

I don't like French as much as I like English.

We practise basketball more than we practise volleyball.

5. Function words:

A function word that begins one clause must begin the others.

prepositions (to, by, in, for) : They take part in debates and in forums.

articles (a, an, the) : The documentary was about the Native Americans and the Aborigines.

the infinitive (to) : She decided to be serious, to work hard and to attend all the lectures.

introductory words (that, who, which, because, when) : I believe that she is innocent and that she deserves our apologies.

This timeline tenses chart provides a handy reference sheet to English tenses and their relationship to one another and the past, present and future. Conjugated verbs are highlighted in bold. Tenses which are rarely used in everyday conversation are marked by an asterisk (*).

		TIMELINE		
SIMPLE ACTIVE	SIMPLE PASSIVE		PROGRESSIVE / CONTINUOUS ACTIVE	PROGRESSIVE / CONTINUOUS PASSIVE
		PAST TIME ↑		
We had already eaten when they came.	The car had been sold twice before I bought it.	PAST PERFECT ↑	I had been waiting for four hours when the doctor arrived..	
I saw him at the station last week.		PAST ↑	I was reading a book when she arrived.	
She has lived in London for many years.	The firm has been managed by Steve Watters for the last two years.	PRESENT PERFECT ↑	She has been working at the supermarket for six months.	
He attends school five days a week	Those carpets are made in Kairawan.	PRESENT ↑	I am learning English at the moment.	The work is being done by Sarah.
		PRESENT MOMENT		
		FUTURE INTENTION ↓	They are going to fly to Jerba tomorrow.	The reports are going to be completed by the secretary.
The weather will be fine tomorrow.	The books will be brought later.	FUTURE SIMPLE ↓	She will be travelling tomorrow at six o'clock.	
I will have completed the revision by the end of next week.	The research will have been finished by tomorrow afternoon.	FUTURE PERFECT ↓	She will have been working here for two months by the end of next week.	
		FUTURE TIME ↓		

COLLOCATIONS, METAPHORS AND IDIOMS

COLLOCATIONS

1. What is collocation ?

Collocation is the way in which particular words tend to occur or belong together.

We say that words that occur together frequently « collocate ». Words that do not collocate almost never occur together. If we try, they sound unnatural and wrong :

Time speeds / travels / rides / moves (= they don't collocate).

Time flies / goes by / wears on / passes (= they collocate).

There are no rules or logical explanations for why some words collocate and others don't. For example, we can talk about an academic year but not a studying year. Discussions can be productive or fruitful but not prolific.

METAPHORS

A metaphor is a combination of vocabulary items used in an imaginative way to describe something or someone , in order to show that the 2 things have the same qualities and to make the description more powerful.

For example, **her sunny smile, have a big head, purr with delight, a sun drenched beach, pull strings.**

1- Words used metaphorically:

Here are some examples of words being used metaphorically:

I hope this will have cushioned your loss.

Seeing him on stage fired my enthusiasm.

She just froze when she saw her ex-boyfriend.

He's always trumpeting his own successes.

2- Compound adjectives and nouns as metaphors:

Some compounds are always metaphorical - they have a meaning that each part of the compound doesn't have a bloodbath is never 'a bath full of blood'; the compound has only the meaning of 'a massacre'. Other examples of compounds that are always metaphorical include:

**mind games mind-reader narrow-minded warm-hearted bone-dry
hard-bitten**

IDIOMS

An idiom is a group of words whose meaning is different from the meanings of the individual words.

Examples :

The life and soul of the party: the most amusing or interesting person at a party.

Make it to the top: be successful.

Meeting of minds: a close understanding between people with similar ideas.

All of a sudden: quickly and unexpectedly.

IRREGULAR VERBS

3 IDENTICAL FORMS

BASE FORM	PAST	PAST PARTICIPLE
bet	bet (betted)	bet (betted)
burst	burst	burst
broadcast	broadcast (-ed)	broadcast (-ed)
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
set	set	set
shut	shut	shut
split	split	split
spread	spread	spread

2 IDENTICAL FORMS

BASE FORM	PAST	PAST PARTICIPLE
bend	bent	bent
lend	lent	lent
send	sent	sent
spend	spent	spent
smell	smelt / smelled	smelt / smelled
spell	spelt / spelled	spelt / spelled
burn	burnt / burned	burnt / burned
learn	learnt / learned	learnt / learned
build	built	built
spill	spilt / spilled	spilt / spilled
spoil	spoilt / spoiled	spoilt / spoiled
have	had	had
lay	laid	laid
make	made	made
pay	paid	paid
say	said	said
deal	dealt	dealt
dream	dreamt / dreamed	dreamt / dreamed
lean	leant / leaned	leant / leaned
leap	leapt / leaped	leapt / leaped
mean	meant	meant

read	read	read
lead	led	led
leave	left	left
bleed	bled	bled
breed	bred	bred
feed	fed	fed
flee	fled	fled
speed	sped / speeded	sped / speeded
creep	crept	crept
keep	kept	kept
sleep	slept	slept
weep	wept	wept
feel	felt	felt
meet	met	met
dig	dug	dug
stick	stuck	stuck
win	won	won
cling	clung	clung
string	strung	strung
swing	swung	swung
wring	wrung	wrung
hang	hung / hanged	hung / hanged
strike	struck	struck / stricken
seek	sought	sought
teach	taught	taught
bring	brought	brought
think	thought	thought
catch	caught	caught
buy	bought	bought
fight	fought	fought
sit	sat	sat
spit	spat	spat
stand	stood	stood
lose	lost	lost
shoot	shot	shot
light	lit / lighted	lit / lighted
slide	slid	slid
bind	bound	bound
find	found	found
wind	wound	wound
shine	shone	shone
get	got	got
sell	sold	sold
tell	told	told
hold	held	held
hear	heard	heard
run	ran	run
	came	come

3 DIFFERENT FORMS

BASE FORM	PAST	PAST PARTICIPLE
begin	began	begun
drink	drank	drunk
ring	rang	rung
sing	sang	sung
sink	sank / sunk	sunk
spring	sprang / sprung	sprung
stink	stank	stunk
swim	swam	swum
freeze	froze	frozen
speak	spoke	spoken
steal	stole	stolen
break	broke	broken
choose	chose	chosen
rise	rose	risen
drive	drove	driven
ride	rode	ridden
write	wrote	written
bite	bit	bitten
hide	hid	hidden
draw	drew	drawn
blow	blew	blown
grow	grew	grown
know	knew	known
throw	threw	thrown
fly	flew	flown
shake	shook	shaken
take	took	taken
forget	forgot	forgotten
tread	trod	trodden
bear	bore	borne / born
tear	tore	torn
swear	swore	sworn

VOCABULARY STRATEGIES

Tips for understanding unfamiliar words

Guessing unknown words can be achieved through:

a- Using word parts

example: un / believ(e) / able



The meaning I get is approximately: something I do not believe.

The word parts (un + verb + able) represent clues of the meaning of the whole word.

b- Suffixes indicate what type of word it is. (noun, adjective, adverb, etc...)

Example: (verb) motivate, (noun) motivation, (adjective) motivating/motivated

Suffixes	Meaning	Sample words
-age	act of	passage
-ance	action	resistance
-er	one who	teacher
-dom	quality	freedom / kingdom
-en	make / made of	darken / soften / golden
-ese	language of/ native of	Chinese / Japanese
-fy	make	simplify
-ion	state of	reflection / inspection
-sion -tion	act of	
-ty	state of	
-less	without	
-ness	conditions	
		creativity
		fruitless
		darkness

c- Prefixes also indicate the meaning of unfamiliar words based on the root word.

Prefixes	Meaning	Sample words
bi-	both, double	bilateral, bicycle
co-	together, with	coexist
dis-	not, reverse	dissatisfied
dia-	between	dialogue
extra-	beyond	extraordinary
mis-	incorrect	misuse
un-	not, reverse	unkind

WORD LIST

Lexical Items	Unit	Lesson
A.		
accountable	3	5
accurate	2	8
acronyms	2	2
acute	2	8
addictive	4	1
admission	1	6
affluent	4	Arts 8
alien	Intro.	
alienating	4	4
alliteration	3	8
anguish	2	Arts 3
appeal	2	3
appliances	4	5
approach	4	7
assess	2	6
assets	4	8
attachment	3	1
at the expense of	3	5
B.		
badly-off	4	Arts 8
banish	3	Arts 6
beg	1	9
be broke	4	Arts 8
be keen on	4	8
bill	4	5
billionaire	1	2
biodata	4	9
biographer	2	9
blessed	4	Arts 10
blessing	3	2
blisters	4	2
bloom	4	Arts 10
booming	4	6
browser	3	1
bullying	2	3
bustle	2	3
C.		
cancelled	4	7
casualty	4	7
check in	1	6
cite	3	5
collocation	Intro.	
commitment	3	4

Lexical Items	Unit	Lesson
confined	2	7
constituent	1	5
consumerism	4	4
contentious	3	6
contest	1	6
convene	1	4
cosmopolitan	1	5
coward	4	2
creativity	3	4
crippled	4	7
crumble	2	Arts 3
culprit	4	8
cuppa	Intro.	
curriculum vitae	4	9
cybertrip	1	8
D.		
daffodils	3	8
deadline	4	9
deal (n.)	1	2
decade	4	6
dedication	3	7
delay	3	3
depicted	2	8
deposit	1	7
dietician	4	1
disguise	3	2
distinction	3	4
drizzle	4	7
dumped	4	7
E.		
ecodriving	4	5
embrace	4	4
emerging	1	2
emission	4	5
emoticon	3	1
enrolment	2	2
entrance	3	Arts 6
entrepreneur	3	4
evil	1	9
envision	3	3
envy	4	2
executives	4	8
exhibition	1	6
exit	3	Arts 6
expertise	3	6
exodus	4	6

Lexical Items	Unit	Lesson
F.		
face-off	1	2
Fahrenheit	4	7
faith	1	4
FAQs	3	1
farewell	Intro.	
fate	1	4
feel tense	4	1
fit in	4	3
flee	3	Arts 6
foes	4	3
foolish	4	4
foothold	1	2
former	3	Arts 6
founder	3	4
foyer	1	3
frugally	4	Arts 8
G.		
gaze	3	8
giant	3	3
give way to	4	3
glance	3	8
global warming	4	5
go green	4	8
go on strike	4	8
greenhouse effect	4	5
grieve	4	Arts 8
H.		
hampered	4	7
have credit for	3	7
heading to	1	8
hint	4	4
hire	4	Arts 8
holy	3	Arts 6
homograph	Intro.	
homophone	Intro.	
honouring	3	4
host	3	8
hypertext	3	1
I.		
ICT	3	1
ignore	4	1
illuminate	4	5
immortality	1	4
impact	3	2
impediments	2	9
impostor	4	3
impoverished	4	Arts 8
incentive	3	6
ingredient	3	4
initial	3	3

Lexical Items	Unit	Lesson
inspiration	3	7
interactive	1	3
intrusive	3	2
inventive	3	4
iron-fisted	3	2
issue	4	1
J.		
jail	2	Arts 3
jar	4	1
K.		
kettle	Intro.	
L.		
landscape	2	8
life-and-death	4	1
life expectancy	4	6
lifeless	4	1
lifelike	4	1
lifelong	4	1
lifestyle	4	1
limp	4	Arts 9
loathe	4	3
log on	2	3
M.		
magnify	3	7
make allowance for	4	3
make ends meet	4	7
manslaughter	2	Arts 3
maturity	2	7
maybe	3	3
merely	2	7
metaphor	3	8
misfortune	2	9
mist	4	7
mistaken for	4	1
mortgage	1	4
myth	4	4
N.		
naturalness	3	8
netiquette	1	1
newscast	3	7
nostalgia	1	4
numeracy	4	6
nutritious	2	1
O.		
occur	2	2
oil refinery	3	3
omnipresent	4	4
on the calendar	4	4
outlive	4	4
outstanding	2	2
	2	2

Lexical Items	Unit	Lesson
P.		
pace	3	6
package holiday	1	7
package tour	1	6
palpable	2	8
panic-stricken	4	Arts 9
patent	3	7
path	3	5
peak	4	6
penniless	4	Arts 8
penurious	4	Arts 8
per annum	4	9
pinpoint	3	2
plummet	4	7
portal	3	1
potential	4	9
primetime	3	2
priority	2	1
proficient	4	9
profound	4	2
prowess	1	4
Q.		
queer	2	Arts 3
quit	4	1
R.		
race (v.)	4	Arts 8
rationally	2	Arts 3
realm	3	2
reap the harvest	4	Arts 8
reckon	4	8
recognition	3	4
refund	1	7
release	3	3
relief	4	7
renown	1	4
S.		
sacred	4	Arts 10
sag	4	2
scheduled	1	7
search engine	3	1
shallow	4	4
shamefully	1	9
shiver	4	7
shortage	3	6
shuttle	1	2
sightseeing	1	8
significant	3	5
simile	3	8
smoothly	4	5
soles	4	2

Lexical Items	Unit	Lesson
sonnet	3	Arts 5
sorrow	1	4
soul	1	4
spaceport	1	2
spaceship	1	2
spamming	3	1
sparingly	4	5
sparkle	3	8
spectacular	1	5
staff	4	8
stage	1	8
staggering	Intro.	
standby	4	5
stanza	3	8
stardom	1	4
steam	4	1
stream	2	6
stroke (n)	4	1
superb	1	7
supply	3	6
switch	2	6
T.		
tablespoon	4	1
tackle	2	6
texting	2	3
thesaurus	Intro.	
threatened	4	7
throne	3	Arts 6
tight of	4	Arts 8
timeless	2	9
tough	4	1
trends	3	6
tribute	3	4
triumph	4	3
twinkle	3	8
typhoon	4	7
U.		
ultimate	3	2
unfaithfulness	2	9
unforgettable	2	8
unseasonably	4	7
unwilling	3	Arts 6
usurped	3	Arts 6
utterly	4	8
V.		
valiant	4	2
valued	3	5
venture	2	7
venue	1	5
via	3	3

Lexical Items	Unit	Lesson
vibrant	4	6
vice	4	3
virtue	4	3
W.		8
wander	3	Arts 9
wear out	4	Arts 9
wearily	4	2
well-to-do	1	2
whistle	4	
Y.		
year round	1	5

