LISTEN AND CONSIDER

In this part you will learn to:

- ask for and give advice with **should** and **ought to**
- express obligation and necessity with **must and have to**
- use articles with abstract nouns
- form verbs with the suffix **–en**
- form new adjectives and nouns with the **prefix self**

and you will:

write a letter of advice

- **Let's think about it**
- **Listen and do**
- **Language in context**
- **Writing**

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

Let's think about it

- Look at the pictures and answer the questions.






1. Do you know the comedians in the pictures above ? If yes, name them.
2. Do you think they are funny? If yes, is it because of their comic gestures or their verbal jokes?
3. What is comedy? Do you think that comedy teaches us lessons?
4. Are there any situations you don't like laughing at? Why?

http://www.onefd.edu.dz
© جميع الحقوق محفوظة

Listen and do

1. Statements A-E are not in the order in which they occur in an interview. Listen to the interview and re-order them. Write letter A-E in the boxes.

Order	1	2	3	4	5
Jumbled statements					

A. Humour is recommended because of its good effects on our health and social behaviour.

B. Comedy teaches us moral values.

C. Humour is closely linked with national characteristics.

D. It is advisable to avoid 'sick humour'.

E. It's up to us to avoid watching comedies which contain 'sick humour'.

Language in context

A/ Grammar

Definite, indefinite and zero article

Consider sentences 1-4 below then do tasks A-C .

1-**The** sense of humour is linked with national characteristics.

2-**An** American might find it hard to laugh at **a** Russian joke.

3- People around the world can't share **a** funny joke.

4- Sick humour darkens and shortens people's lives.

A. What are the words in bold in sentences a ,b, c ?
Circle the right answer.

http://www.onefd.edu.dz
© جميع الحقوق محفوظة

a. pronouns b- articles c- quantifiers

B. Read the grammar summary about 'articles' page 203,204,205 and put a cross in the column corresponding to the article to be used before the type of noun mentioned.

Type of nouns	**Indefinite article 'a/an'**	**Definite article 'the'**	**Zero article**
singular countable nouns			
plural nouns			
abstract nouns			
uncountable nouns			
names of places, people			
a noun mentioned before			
names of jobs			
names of rivers			

See grammar reference (p.200-209)

C. Fill in each blank in the text below with the **definite**, the **indefinite**, or the **zero** article.

…(1).. sense of humour is ..(2).. ability to see.. (3)..funny side of ..(4).. life. ..(5).. people who have ..(6).. sense of humour are less likely to develop ..(7).. illnesses than those who don't. ..(8).. British are said to have ..(9).. dry sense of humour. They can keep ..(10).. straight face (not smile) and let their voice sound as though they were being serious when they joke. As for ..(11).. American humour,it is usually more direct. All in all ..(12).. individual's sense of humour is influenced by many things, including his or her family environment.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

Expressing obligation, necessity and

Consider sentences 1-5 below. Then classify the modals in bold in the table that follows.

1. Comedy teaches us moral laws, what we **must** and **mustn't** do in society.
2. Just as people **have to** get their cup of tea in the morning or in the afternoon, so they **have to** get a hearty laughter at least once a day.
3. Just as we **don't have to** eat unhealthy food unhealthy food, we **don't have to** join in a laugh if we don't know that it can make us fall sick.
4. Some health specialists say that we **should** have a laugh from time to time.
5. We **ought to** be more careful about the type of **humour** we indulge in.

Advice	Obligation	Necessity	Absence of obligation	Prohibition

See grammar reference p.203

Task. Fill in each gap with a modal from the list below.

have to –mustn't –should –don't have to

1. You …. laugh, if you don't like the joke.
2. We ……hurt people's feelings.
3. "You ….. learn to see things through humour," she advised me.
4. You …… to accept people as they are otherwise you won't make any friends.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

B/ Vocabulary

1. Look at the tips below. Then do the task that follows.

TIPS

In English we can forms **verbs** by adding suffix **–en** to some adjectives.

E.g. His face **brightened** up when he heard the good news.

The verb **brighten** is formed with the adjective **bright** and suffix **–en**.

Task.

a.Turn the adjective written in bold type in the text **into verbs** by adding suffix en.

b. Rewrite the text using the verbs. Make the necessary changes. See the example below.

Example:

- Humour makes our minds **broader** because it allows us to see the funny side of Life.
- Humour **broadens** our minds because it allows us to see the funny side of Life.

TEXT

Humour makes our minds **broader** because it allows us to see the funny side of life. Moreover, it can make our emotional lives **deeper** and **wider** since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would be **shorter**, and our prospects would be **darker**. More importantly, while hardship makes our lives **rough** humour makes it **softer.**

http://www.onefd.edu.dz © جميع الحقوق محفوظة

2.Consider the list of words below. Write them in the table that follows.

Fun – stress- tragedy – humour – self-centred – self-satisfaction – sickness – happy – help- joy – comedy – thought- optimism- worry.

Positive		Negative	
Noun	**Adjective**	**Noun**	**Adjective**

3. Derive adjectives from all the nouns in the table you have filled in task 2 above.

4. Have a look at the tips below. Then do the tasks that follows.

Help – educated – satisfied - reliant- effacing – made – confident – reliance – esteem- denial – pity – sacrifice – fulfilling - assured – possessed

TIPS

We can form new adjectives and nouns by adding prefix **self-** to some **nouns** and **adjectives.**

E.g. Some people are **self-centred**

The adjective self-centred is made of prefix self- and the adjective centred**.**

The prefix **self- replaces myself**, **yourself**, **himself, herself**, **itself**, **ourselves**, **yourselves and themselves.**

Tasks.

a.Form new adjectives and nouns by adding the prefix self – to the words in the box.

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

Positive		Negative	
Noun	**Adjective**	**Noun**	**Adjective**

b. Then arrange them in the following table.

c. Fill in the blanks below with words drawn from the table you have filled in the task above.

My grandfather is my greatest hero. He is a…(1)….man .He has never been at Harvard or Oxford university .He is intelligent, but he never shows off because he is…(2)…….He keeps his…(3)….even in the worst situation. ……(4) ..is so important to him that he asks for help only when he badly needs it. He always says that unless you have ……(5)….and…(6)……, people will show you no respect and you will go down in people esteem. His sense of ……(7)..has no parallel. He always thinks about others.

C/ Pronunciation

- Read the dialogue below very quickly and pick out the words starting with **h.** Classify them in the table that follows.

Henry: Tell me Sofiane, what are your favourite TV heroes and heroines?

Sofiane: Well, my favouriteTV heroes and heroines are definitely those who are honourable, honest, and have a sense of humour.

Henry: Why do you prefer these?

Sofiane : How shall I put it? This sort of Heroes and heroines strengthen our character through the humanity and honesty they show. And furthermore, they lengthen our lives with humour.

Henry: What about yours, Lamia?

Lamia: To tell you the truth, the best TV heroes and heroines are those who make us proud of the history of our homeland, and

http://www.onefd.edu.dz © جميع الحقوق محفوظة

those who reveal to us the kinds of feelings the human heart is made of.

Sound /h/ in accented words and initial position (sounded)	**Sound /h/ in unaccented words (silent)**
E.g. his /**hɪz/**	E.g. hour/ aʊə /

WRITING

1. Suppose you were an 'agony aunt' keeping an advice column in a magazine for teenagers. Use the plan below to reply to this letter.

Dear Aunt Hillary,

I'm a secondary school student revising for my final examination. Usually, I'm quite a cheerful person, but now I feel like an underdog. I run away from the company of my friends and I have become a very irritable person. I wake up weeping at night and I no longer enjoy the simple pleasures of life as I used to. Please, tell me what I should do ?

Miserable

http://www.onefd.edu.dz © جميع الحقوق محفوظة

PLAN

- A short paragraph expressing sympathy/reassurance to *Miserable* .

E.g. I'm sorry to hear that …/ I wouldn't worry if I were you because …/ It's only natural that…..

- A short paragraph analysing the problem that *Miserable* has exposed to you.

E.g. You are probably working too hard ….

- A short paragraph giving advice/recommendations.

E.g. You should/shouldn't/ ought to/ought not to

- Correct your mistakes. Make sure you use appropriate link words in order to ensure coherence and write your final version of your letter of advice.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

READ AND CONSIDER

In this part you will learn to:

- express likes and dislikes with **like/dislike +verb + ing…**
- express preferences with **rather** and **better**
- express quantity: **a lot of**, **a great deal of**, **few** ,etc.
- pronounce **final -ed**

and you will:

write a newspaper article about feelings

- **Let's think about it**
- **Read and do**
- **Language in context**
- **Writing**

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

Let’s think about it

- Look at the pictures and answer the questions



1



2

1. What is the lady doing in picture one ?
2. Do you feel ashamed to cry or weep in public?
3. Do you feel embarrassed if you see someone crying in public?
4. Are you self-controlled or emotional?
5. Do you think that being emotional is a sign of weakness?
6. Is there a difference between emotions and feelings?

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

Read and do

1. Read the text about feelings below and answer the questions that follow.

Feelings

British and American people are similar in many ways, But in expressing feeling they haven't much in common. Nearlyall Americans believe that it is better to share what they think or feel than hide it. A great many of them expect their relatives and friends to say, "I love you" , "I care for you" , or "I'm glad to have a friend like you". Almost all of them enjoy talking about their own experiences, and a few of them will go so far as to share ideas with foreign visitors the first time they come into contact with them. When some of them are upset they prefer to cry rather than retain their tears. Few Americans consider it bad to show anger in public. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse. **(§1)**

In contrast to this is the traditional British reserve, a national tendency to avoid showing strong emotion of any kind. The British like to keep a stiff upper lip. In other words, they don't like showing or talking about their feelings. They rather prefer hiding them because people who reveal their emotions are thought to be weak and bad-mannered. For example, showing anger in public is considered to be a sign that the person hasn't much character. So few British people would dare vent even a little anger in public places. They give little attention to people who complain in public e.g., about being

http://www.onefd.edu.dz © جميع الحقوق محفوظة

kept waiting in a traffic jam or in a restaurant. They may pretend not to hear them in order to avoid getting involved. **(§2)**

This attitude is far less common today than it used to be, but a lot of British people, especially among the elderly, still take a great deal of trouble to appear strong. Most British men and women are still embarrassed to be seen crying in public. People are also embarrassed when they see somebody crying, and do not know whether it is better to pretend they have not noticed or to try and comfort them. Women are more likely to respond than men and will put their arm round the person or touch their shoulder. **(§3)**

Many British youths now show feelings of affection in public. Women sometimes kiss each other on the cheek as a greeting and people may greet or say goodbye to each other with a hug. Lovers hold hands in public and sometimes embrace and kiss each other, but many elderly people do not like to see this. However, when British people are part of a crowd they are less worried about expressing their emotions. Football crowds sing and cheer when their side scores a goal. Players now hug one another when they score. Even cricket supporters, who had a reputation for being much quieter, enjoy cheering as well as giving the traditional polite applause. **(§4)**

(From **The Oxford Guide to British and American Culture**, p.192)

1. What is the text about? Put a cross (x) next to the right answer.

The text is about:

a. how to complain in public

http://www.onefd.edu.dz © جميع الحقوق محفوظة

b. the difference between feelings and emotions

c. American and British attitude to feelings

2. Match each main idea with its corresponding paragraph.

Main ideas	Paragraphs
a-Youth's attitudes	1
b-American attitudes to feelings and emotions	2
c-British attitudes to feelings and emotions	3
d-British embarrassment to emotions	4

3. Are the following statements are true or false according to the text?

a.British and American people are alike in expressing feelings.

b.According to the British, people who show their feelings in public have a strong character.

c.British people pay much importance to people who complain in public.

d.Men are less emotional than women.

e.Elderly people are less tolerant than the youths.

4. Match each word or phrase with its corresponding definition

http://www.onefd.edu.dz © جميع الحقوق محفوظة

Phrases / words	Definitions
a- to bottle up one's emotions b- to keep a stiff upper lip c-Extrovert d-Introvert	1-a lively and confident person who enjoys being with other people 2-a person who is more interested in their own thoughts and feelings 3- to keep calm and hide one's feelings when in pain or in a difficult situation 4-to hide / not to show one's feelings

5. Answer the following questions according to the text.

a. How many Americans believe that it is better to express feelings rather than hide them?

b. What would they do rather than retain their tears?

c. Which of the following terms best summarizes what the author says about British and American people: extrovert, introvert, phlegmatic? Complete the sentences.

- British people are ……
- American people are …….

Language in context

A/ Grammar

Expressing likes, dislikes and preference

1. Pick out from the text all the sentences which express likes, dislikes and preferences. Write them in the table below.

Likes	Dislikes	Preferences

2. What forms are the verbs which follow the verbs

http://www.onefd.edu.dz © جميع الحقوق محفوظة

expressing likes, dislikes and preferences? Complete the following table.

Verbs +gerund only	Verbs + either gerund or infinitive	Verbs which follow rather and it is better

See grammar reference (p.200-209)

Task. Read the dialogue below and write the correct form of the verbs in brackets.

Salim : By the way Rashid, what do you like (do) in your spare time?

Rashid : Well, I enjoy (read) or (watch) films.

Salim : Do you like horror films?

Rashid : No, I don't. I prefer (watch) comic films. They make me feel relaxed.

Salim : Shall we go and see a Woody Allen film then?

Rashid : No,I' drather (stay)at home and (read) a book.

Quantifiers (revision)

Pick out from the text the sentences that contain quantifiers. Then complete the table below with the quantifiers used in each case.

with countable nouns only	with uncountable nouns only	with both countable and uncountable nouns	to ask questions

http://www.onefd.edu.dz © جميع الحقوق محفوظة

See grammar reference (p.200-209)

Task. Fill in the blanks in the text below with appropriate quantifiers from the table above. Sometimes there is more than one possibility.

Anger has ..(1).. sources. It is often the result of ..(2).. other remote emotions like fear, guilt, or relief. Indeed, ..(3).. stress or ..(4).. trouble after a hard day's work at school can cause anger to flare up once you are back home. ..(5).. of us if not ..(6).. of us can't keep cool because anger is often a way to deal with other problems. The ..(7) .. of us who really manage to keep cool are those who are lucky enough to have inherited 'cool' genes and to have been brought up in a calm and serene environment. ..(8).. researchers think that too ..(9)..anger is as bad to our health as too ..(10).. of it. Recent studies show that women who constantly suppress their anger have a higher rate of mortality than those who don't. Another study shows that the ideal way to deal with anger is to turn it into love through that mysterious art of living called humour.

B/ Pronunciation and spelling

Read Princess Diana's life story very quickly and classify the verbs in bold type in the table below according to the pronunciation of the **–ed** ending.

/t/	/d/	/ɪd/

http://www.onefd.edu.dz © جميع الحقوق محفوظة





Diana Frances Spencer was born in 1961. Diana **married** Prince Charles at St Paul's Cathedral, London in 1981. For two or three years, her life **looked** like a fairy tale. The British citizens **admired** her. They never **missed** her appearance in official parades or on TV. However,in 1992 she **separated** from Charles and **devoted** her life to helping charities. Four years later, the royal couple **divorced** and Diana's official title was **changed** to Diana the Princess of Wales. Though she **loved** her two sons William and Harry very much, she **preferred** leaving them under the charge of their father.

Following her divorce, Diana **resigned** as the patron of many British and Commonwealth charities and **reduced** her workload to just six charities of her choice.

Diana became deeply **committed** to the anti-landmine campaign . She **succeeded** in rallying public opinion against landmines worldwide.

Diana **died** in a car crash in Paris on 31 August 1997. Her funeral **proved** to be the biggest British **televised** event in history. A record 31.5 million people – three quarters of British adults- **watched** the ceremony. The BBC's coverage of the funeral was broadcast in 185 countries.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

WRITING

- Write a short newspaper article describing Algerian women's and men's reactions to death. Help yourself with the guidelines that follow and the useful language.

1.Study the notes in the table below and add details to support your arguments.

Men	Women
-Tend to hide their grief over a eath.They * Hold back/ retain their tears. * Hold their feelings in. *……	-Shows their emotions more openly.They: * express their sadness and mourning, cry…… * lose self - control. *……

2.Now write a short draft article describing men's and women's reactions in response to death. Organise your arguments from the most to the least important starting with this opening:

When coping with a death, you may go through all kinds of emotions. The intensity of grief may be related to how sudden or predictable the loss was and how you feel about the person who died. But there is definitely a difference between the way men and women grieve.

Useful language

Expressing differences: unlike - in contrast – while – whereas
Expressing preferences: would rather / better
Expressing concession : although- though– in spite of

3. Correct your mistakes and write the final version of your article.

http://www.onefd.edu.dz
© جميع الحقوق محفوظة

LISTENING

In this part you will :

- recognize the structure of a lecture
- predict the sequencing of ideas
- use link words such as : **first**, **then** …
- listen for gist
- make inferences
- recognize conclusion

and you will:

write a coherent formal speech

- **Let's think about it**
- **Listen and do**
- **Writing**

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

Let's think about it





- Here are some words that indicate degrees of friendship in English culture. Look them up in the dictionary. Then answer the questions that follow.

Stranger – acquaintance- good friend- close friend best/closest friend

1. Consider the following situations, then answer the questions.
   a. At work there is a woman who you see a few times a week. You don't remember her name, but you talk about football and the weather. Is she a stranger, an acquaintance, or a friend?
   b. You are standing in line at the store. You have never seen the person in front of you, but she starts talking to you. Is she a stranger, an acquaintance, or a friend?
   c. Your neighbour is in hospital. You go out to lunch with him once a month, you go to the cinema or some other activity a few times a year, and you feel that you can tell him personal things about your life. You want to visit him. Is he a stranger, an acquaintance, or a friend?
2. Do you make friends easily or with difficulty? Why?

جميع الحقوق محفوظة ©

3. What qualities do you expect to find in your friends?
4. It is often said that 'A friend in need is a friend indeed'. To what extent is this true for you? Why?
5. Have you ever fallen out with a friend? Why?

Listen and do

1. Statements A-D are not in the order in which they occur in the lecture about friendship. Listen to the lecture and re-order them. Write letters A-D in the boxes.

Order	**1**	**2**	**3**	**4**
Jumbled statements				

   A. How to make friends
   B. Characteristics of likeable people
   C. Friends and acquaintances
   D. Difference between friends and acquaintances

2. Listen again to the lecture about friendship and answer the following questions.
   A. Which link words does the lecturer use to structure the introduction? Write them.
   B. What do the link words you have identified indicate: concession, sequencing of ideas or transition?
   C. Restore the introduction using the link words and the notes in task 1 above.
   Star like this: *Today, I'm going to talk about*……

http://www.onefd.edu.dz © جميع الحقوق محفوظة

3. Match statements 1-6 with the definitions/explanations A-F.

Statements	Definitions/Explanations
I'm …….	**This means that …..**
1. independent	A. people can trust me.
2. positive	B. I don't rely on other people to help me all the time
3. honest and reliable	C. I'm always ready to help when a friend needs me.
4. considerate	D. I have an optimistic attitude to life.
5. available	E. I help people rather than criticize them
6. supportive	F. I think about the feelings of other people.

4. Read summaries A-C below . They are some of the possible inferences that can be drawn from the last part of the lecture about friendship. Study them then listen to the lecture again and choose the best summary.

A. A recent analysis shows that people who do not have affinities can't become friends. The reason for this is that everyone is attracted to a person that resembles him/her most.

B. The best way to make friends is to change your behavior in order to become more likeable. To do this, you have to do some self-analysis.

C. You can't change your behavior – just be yourself. Analysis proves that making friends is natural. Friends should like you for what you are and not for what you look like.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

Writing

- Imagine you are the chairman of a young people's fair play association. You have been asked to make a speech about the need to eradicate violence in sports. Develop the statement in italics into a public address (formal speech) using the guidelines that follow.

There are ---------- kinds of violence that should never be tolerated on our sports grounds. These are : ---------- ----------

1. List down:
   a. the kinds of violence that should not be tolerated.
      Example: *throwing bottles on a football pitch*
   b. the kinds of behavior supporters should have

2. Select the ideas that are relevant to your writing situation and organize them. Then write a first draft of your public address.

3. Revise your draft. Pay attention to punctuation, grammar and spelling. Make sure that your public address is coherent (an idea per paragraph, transitions…). Then write your final version.

© جميع الحقوق محفوظة

READING AND WRITING

In this part you will :

- Predict text content from the introduction and the conclusion
- make inferences
- distinguish between facts and opinions
- demonstrate critical thinking and judgment
- respond to a text
- Discuss the organizational pattern of a text

and you will:

write a book/film review article.

- **Let's think about it**
- **Read and do**
- **Writing**

http://www.onefd.edu.dz

جميع الحقوق محفوظة ©

Let's think about it

- Answer the questions below.

1. Of the beasts listed in the box below which ones are real, and which ones are mythical?

Horse, dragon, ogre, cow, unicorn, sheep, Loch Ness monster

2. In what type of stories do we generally find the mythical beasts represented in pictures 1 and 2 below? Name some of these stories.





3.Do you like reading these stories? Why or why not?

Read and do

1. Read the story about The Unicorn in the Garden and answer questions A-F that follow.

The Unicorn in the Garden

Once upon a sunny morning, a man who sat at his breakfast table looked from window and saw a white unicorn with a golden horn quietly cropping the roses in the garden.
The man went up to the bedroom where his wife was still asleep and awoke her. "There's a unicorn in the garden, «he said", "eating roses." She opened one unfriendly eye and looked at him. "The unicorn is a mythical beast," she said, and turned her back on him. The man walked slowly downstairs and out into the garden. The

http://www.onefd.edu.dz © جميع الحقوق محفوظة

unicorn was still there; he was now browsing among the tulips. “Here, unicorn,” said the man, and he pulled up a lily and gave it to him. The unicorn ate it gravely. With a high heart, because there was a unicorn in the garden, the man went upstairs and roused his wife again. “The unicorn,” he said, “ate a lily”. His wife sat up in bed and looked at him coldly. “You are crazy,” she said “ and I am going to have you put in a mental institution.” The man who had never liked the words “crazy” and “mental institution,” and who liked them even less on a shining morning when there was a unicorn in the garden, thought for a moment. “We’ll see about that,” he said. He walked over to the door. “ He has a golden horn in the middle of his forehead,” he told her. Then he went back to the garden to watch the unicorn; but the unicorn had gone away. The man sat down among the roses and went to sleep. **(§1)**

As soon as the husband had gone out of the house, the wife got up and dressed as fast as she could. She was very excited and there was a gloat in her eye. She telephoned the police and she telephoned a psychiatrist; she told them to hurry to her house and bring a straight- jacket. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her, with great interest. “My husband,” she said, “saw a unicorn this morning”. The policemen looked at the psychiatrist, and the psychiatrist looked at the policemen. “He told me he ate a lily,” she said. “He told me he had a golden horn in the middle of his forehead,” she said. At a solemn signal from the psychiatrist, the policemen leaped from their chairs and seized the wife. They had a hard time subduing her, for she put up a terrible struggle, but they finally subdued her. Just as they got her into the straight- jacket , the husband came back into the house. **(§2)**

“Did you tell your wife you saw a unicorn?” asked the police. “Of course not,” said the husband. “A unicorn is a mythical beast.” “That’s all I wanted to know,” said the psychiatrist. Take her away. I’m sorry ,sir, but your wife is as crazy as a jaybird.” So they took her away, cursing and screaming and shut her up in an institution. The husband lived happily ever after. **(§3)**

http://www.onefd.edu.dz © جميع الحقوق محفوظة

A. What happened when the man was having breakfast?
B. Are the husband and wife in love with each other?
C. What does the husband mean when he says: “We’ll see about that”?
D. Whom did the wife phone in order to have her husband put in a mental institution?
E. What did the policemen and the psychiatrist do when they arrived?
F. Why did the psychiatrist and the policemen look at the wife with great interest?

2. Study the following interpretations of the story. Then choose the one you think is the best.

A. The man tricked his wife into believing he was insane.
B. The man was dreaming and sleepwalking. After he woke up he remembered nothing of what happened.
C. The wife was mad and imagined the whole incident.
D. The story is just a bad dream recounted by the wife to her husband.

WRITING

- Write a review article of a film or a book of your choice.

Ideally, it will be a recent comedy, tragedy, or love story. Your review should include the following:

1. An introduction to tell the readers about the theme and the storyline.

E.g. The book/film is about ……

2. A developing paragraph giving information about the characters, the setting, the action ….

E.g. It was written/directed/produced by …….

It is set in ……

http://www.onefd.edu.dz © جميع الحقوق محفوظة

The main characters are……

The main actors are ……

3. A paragraph giving your viewpoint about the film/book

E.g. The story/acting/photography is ….. excellent/not very good. Explain why.

4. A paragraph to say what you liked and didn't like about it.

E.g. The thing I liked best about it was …….

Another thing I really liked was……

The thing I didn't like much was ……..

5. A conclusion to give recommendations/advice

E.g. You should/shouldn't/ought/oughtn't to ……..

http://www.onefd.edu.dz

جميع الحقوق محفوظة ©

GRAMMAR REFERENCE SECTION

- ARTICLES
- Must/Mustn't- Have to/ Don't have to
- Expressing Preferences
- Quantifiers
- ENOUGH- TOO MANY - TOO MUCH
- Comparative and superlative forms of quantifiers

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

ARTICLES

There are two articles in English: the definite and the indefinite. Sometimes require **no** article at all, in which case the term zero **(0)** article is used.

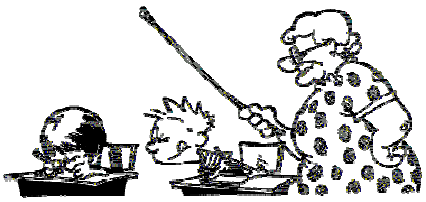
The indefinite article

* We use the in ***a/an in*** the following ways:

1. **before singular countable nouns which we know nothing about.**
   E.g. *My father works in **a** factory.*
2. **with the names of professions and occupations.**
   E.g. *She is **an** executive and he is **a** waiter.*
3. **in expressions of measurements**.
   E.g. We hired this tractor for DZD 3,000 **an** hour
   Olive oil costs DZD 300, 00 **a** litre this year.
4. **before a noun which means all things of the same kind.**
   E.g. **A** detective is **a** man/woman whose job consists in investigating crimes
   A friend in need is **a** friend indeed.

http://www.onefd.edu.dz
© جميع الحقوق محفوظة

The definite articl



* We use the in ***the*** following ways:

1. **When it is clear from the context what particular person, animal, thing or place we're talking about.**

E.g. I'll meet you in front of ***the*** post office.

2. **Before a noun that we have mentioned before.**

E.g. He had a villa and a yacht, but he sold ***the*** villa a month ago.

3. **Before adjectives to specify a category of people or things.**

E.g. ***th***e rich, ***the*** poor, ***the*** unemployed, ***the*** Welsh, ***the*** World Wide Web.

4. **When the object or group of objects is the only one that exists or has existed.**

E.g. ***the*** stars, ***the*** sun, ***the*** pyramids, ***the*** human race.

5. **When we talk about an institution share by the people as a whole.**

E.g. ***the*** radio, ***the*** television, **the** telephone

6. **When we refer to what is general or typical for a whole class of objects or animals.**

E.g. ***The*** tiger is a beautiful animal. (We mean here all tigers)

7. **Before names of oceans, seas and rivers.**

E.g . **the** Nile , **the** Gange, **the** Pacific, **the** Mediterranean …

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

ZERO ARTICLE (Ø)

1. **We do not put an article before uncountable or (mass) nouns used in general statements.**

E.g. (Ø) Money is the root of all (Ø) evil.

2. **There is no article before abstractions. (Abstract nouns)**

E.g. All nations should work for (Ø) peace, (Ø) honesty, (Ø) generosity and (Ø) courage.

3. **There is no article before names of places and people.**

E.g. (Ø) Poland, (Ø) Queen Elizabeth II, (Ø) Houari Boumediene Airport

4. **We do not normally use *the* *with* the names of meals.**

E.g. What time is (Ø) lunch?

What did you have for (Ø) breakfast?

5. **There is no definite article before *prison, school, hospital, university* when these institutions are used for the purpose for which they exist.**

E.g. When I leave (Ø) school, I'll go to (Ø) university.

6. **But when these institutions are not used for the purpose for which they exist, we use the definite article.**

E.g. Mr. Chaib went to the school to meet his daughter's teacher.

7. **There is *zero* articles before *plural nouns*.**

E.g. We're expecting **(Ø)** visitors

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

Must/Mustn't- Have to/ Don't have to

MUST - HAVE TO = Obligation/Necessity

We use must+ verb and have to+ verb when we say it is necessary to do something or to express

obligation.

Examples:

- In England, you **must** drive on the left , but in Algeria, you **must** drive on the right.
- Peter **must** clean his parents'car before they give him any pocket money.
- I **have to** give the book back to the library on Tuesday.
- To get to school on time, I **have to** leave home by 7.30.

MUSTN'T = Prohibition

We use mustn't + verb to say that something is not allowed.

Examples:

- You **mustn't drive** fast here. The road sign says that the speed limit is 50 kms per hour.
- We **mustn't** walk on the grass here. It's forbidden.

DON'T HAVE TO = Absence of obligation

We use don't have to say something is not necessary.

Examples:

- You **don't have to** do this exercise. It's optional.
- You **don't have to** go to England to learn English.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

Expressing Preferences

1. When you talk about what you prefer to do in general, you can use either **prefer to do**, or **prefer doing**.

Example: *I don't like cities. I prefer **to live / living** in the country.*

This rule also applies to such verbs as l**ike**, **love** and **hate**.

2. When you make a choice between two things, two courses of action, or two activities in particular, you can use anyone of the following structures, as the case may be:

* Prefer something to something else.
  E.g. *Most people **prefer** trains **to** buses.*
* Prefer doing something to something else.
  E.g. *Habib **prefers driving to travelling** by train.*
* Prefer to do rather than (do) something else.
  E.g. *I prefer **to live** in the country **rather than (live)** in a city.*

3. When you want to say what someone wants to do in a specific situation (not in general), use the following structure.

Subject+ { **would prefer to** do something rather than do something. **'d prefer**

E.g. **I** { ***would prefer*** *to stay at home tonight **rather than** go to the cinema.*
'd prefer *to stay at home tonight* **rather than** *go to the cinema.*

© جميع الحقوق محفوظة

4. In the same situation as above **would prefer /'d prefer to do** can be replaced by **would rather /'d rather do.** In this case, we use **the infinitive without to.**

E.g. *'Shall we go by bus?' 'Well I**'d rather** take a taxi.'*

5. The negative form is structured as follow:

E.g. - *I'm tired. **I'd rather not walk** to work this morning.*

- *'Do you want a glass of hot milk?' **'I'd rather not,** it would make me sleep.'*

6. When you want someone else to do something, you can say:

- *I **would rather**/ I**'d rather** you **did**/ she **did**/ they **did**.*

Note

Even though we use the past, the meaning is **present** or **future**.

Examples:

A: *'Shall I tell her the bad news?'*

B:*Well, I **would**/ I**'d rather** you didn't. She might have a heart attack.'*

A:*'shall I stay home?'*

*B:'Well, I **would rather/ I'd rather** you came with us.'*

A:'Do you mind if I open the window?'

*B:'I **would rather/ I'd rather** you didn't. It's cold outside.*

http://www.onefd.edu.dz © جميع الحقوق محفوظة

Quantifiers

Countable and uncountable nouns

Countable nouns **Uncountable nouns**

a glass	water
an apple	milk
a pound	money
people	crowd

Asking and answering questions about quantity using countable nouns.

1. Question: *How **many** people are there in the restaurant?*

- Possible answers:

*- There are **a lot of/ lots of** people in the restaurant.*
*- There are **many** people in the restaurant.++++++*
*-There are **a few** people in the restaurant +++++ --*
*- There are **some** people in the restaurant. +++++ --*
*- There are **few** people in the restaurant. ++++ --*
*- There aren't **many** people in the restaurant.++++--*
*- There aren't **any** people in the restaurant. 0 --*
*- There are **no** people in the restaurant.* 0

Some = a few

Asking and answering questions about quantity using uncountable nouns.

2. **Question**: How much money have you got in your pocket?

- Possible answers:

*- I have **a lot of/ a great deal of** money in my pocket.*

http://www.onefd.edu.dz
جميع الحقوق محفوظة ©

- *I have **much** money in my pocket.* ++++++++++
- *I have **some** money in my pocket.* ++++- -
- *I have **a little** money in my pocket.* ++++- -
- *I have **little** money in my pocket.* +++- -
- *I haven't got **much** money in my pocket.* ++++ -
- *I haven't got **any** money in my pocket.* 0--
- *I have got **no** money in my pocket.* 0--

Note

a. We use **many** (countable nouns) and **much** (uncountable nouns in questions about **quantity.**

b. In spoken English, we usually use **a lot of/ lots of** (with countable and uncountable nouns) in positive sentences, but in written English we often use **many** (countable nouns).

c. We often use **much** in negative sentences (not in positive ones)

d. Little and **few** (without **a**) are negative. They mean **not much, not enough.** The speaker is not happy about it.

a. **A little** and **a few** are positive. They mean **some**, **quite enough**. The speaker is happy about it.

ENOUGH- TOO MANY - TOO MUCH

a. When we want to say that we have a sufficient quantity of something, i.e. **as much as needed**

or **as many as needed**, we use **enough**.

E.g. *There's **enough** (= as much food as needed) food for everybody*.

*There are **enough** (as many as needed) books for everybody.*

b. When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many.**

E.g. *You put **too much** sugar in your tea.*

*You have made **too many** mistakes*

http://www.onefd.edu.dz © جميع الحقوق محفوظة

Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative
Many	more – as many as	the most
Much	more – as much as	the most
Little	less – as little as	the least
Few	fewer – as few as	the fewest

Examples :

The comparatives and the superlatives of **many** and **much.**

- *I haven't got **many** books. I mean I haven't got **as** **many** books **as** my sister.*
- *My sister has got **more** books than I, but **most** of her books are old.*
- *I haven't got **much** money. I haven't got **as much** money **as** Said.*

*Said has **more** (money) than I, but our friend Smail has **the most** money. He has a part-time job.*

Note

a. **More** and **the most** are respectively the comparative and superlative forms of **many** with countable nouns.

b. **More** and **the most** are **also** respectively the comparative and superlative forms of **much** with **uncountable nouns.**

The comparatives and superlatives of little and few.

*- There is **little** rain this year. Yes but there was even **less** rain last year.*

*- Our school has **few** boy students. It has 70 boys in a total of 800 students.*

http://www.onefd.edu.dz © جميع الحقوق محفوظة

- *Our school has even **fewer** boy students. It has only 50 boys in a total o 810 students.*

- *My friend's school has **the fewest** boy students. You know, it has only 20 in a total of 850.*

Note : The comparative of **little** is **less**, ~~not~~ littler.

a. We can also use adjectives like **a smaller + quantity/ amount** to replace **less**.

E.g. *There is **a smaller quantity** of water in this well **than** in that one over there.*

b. The superlative form of **little** is **the least**, but we can also use **the smallest + quantity**.

E.g. *Kader has **the smallest amount of** money in his pocket.*

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

LISTENING

SCRIPTS

- **Script 1 : Listen and consider**
- **Script 2 : Listening**

http://www.onefd.edu.dz

جميع الحقوق محفوظة ©

Unit 4, Script 1 : Listen and consider

You are going to listen to a radio interview with John Doe an American humourist.

Journalist: John Doe, it is often said that the fun in joking largely depends on where you have been brought up. What do you have to say about this as a humourist?
John Doe: That's right. The sense of humour is mysteriously linked with national characteristics. An American, for instance, might find it hard to laugh at a Russian joke. Similarly, a Russian might fail to see anything amusing in a joke which would make an Englishman laugh to tears.
Journalist: Am I correct then in saying that people around the world can't share a funny joke?
John Doe: Absolutely not. Most funny stories are based on typical comic situations. So in spite of national differences some funny situations provoke the same reaction. For example, no matter where you live, you would find it difficult not to laugh at, say, Charlie Chaplin's films.
Journalist: Let's talk about the virtues of comedy. Woody Allen once said that it was hard to be taken seriously as a humourist, that humourists (I quote) 'should be seated at the children's table' (end of quote)
John Doe: I don't think the 'children's table' is all that right. That kind of talks ignores the moral standard,I mean the moral laws behind comedy. Comedy does not just give us a gratuitous laugh. If you look at it closely, comedy teaches us moral laws: I mean what we must and mustn't do in society. Perhaps just because we don't want to be taught lessons, we say that humourists are there for children only and not for adults.
Journalist: Are there any other virtues that can be drawn from comedy?
John Doe: Yes, some health specialists say that we should have a laugh from time to time. They consider laughter as the best medicine for getting rid of stress. As far as I am concerned, I regard it as one of the necessities of life in society. So I say, just as people have to get their cup of tea in the morning or in the afternoon, so they have to get a hearty laughter once a day at least.
Journalist: Another question if you don't mind.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

John Doe: Yes, please go ahead.
Journalist: Would you say the same positive things about comedies based on tragic situations like violent death and serious accidents?
John Doe: That type of humour is called 'sick humour'. Indeed, we ought to be more careful about the type of humour we enjoy. Just as we don't have to eat unhealthy food, so we don't have to join in a laugh if we know that it can make us sick.
Journalist: Your last word, John Doe.
John Doe: Well, let me tell the public that I'm not proud of self-centred humourists. I mean those humourists who feed us with "sick humour". If "healthy humour helps us brighten and lengthen our lives, "sick humour" darkens and shortens it.

(Adapted from the ***Reader's Dige*****st**, 2002**)**

Unit 4, Script 2 : Listening

How do we make friends? Some people seem to find it easy. They have lots of friends. Other people seem to find it difficult. Why? What is the secret of making friends?

First, I will talk about two words that are often used together- friends and acquaintances. Then, I will identify the key difference between the two words. After that, I'm going to talk about how an acquaintance can become a friend. Finally, I will give you a list of characteristics that people with lots of friends have in common.

First, we must understand the difference between friends and acquaintances. Acquaintances are people we know. We know them from the clubs we go to, from the places where we work or from our local neighbourhood. We meet them on family occasions. We see them around in the high school playground and we say 'hello, how are you?'

But there is a big difference between an acquaintance and a friend. What is the key difference? It is simply this. Friends are people we like a lot. Perhaps we don't like everything about them, but we feel positive about most of their characteristics.

http://www.onefd.edu.dz © جميع الحقوق محفوظة

So what makes us like an acquaintance? What makes us like someone so much that he or she becomes a friend? In English, we talk about 'making friends'. This suggests that you have to do something positive. It is not always enough just be yourself. You sometimes have to make yourself more likeable. It is possible to change your behavior or your attitude, to become more likeable. But what should you change? Ask yourself these questions. What do you like about other people? What do you dislike? Or to put it in another way, would you like to be your own friend? Look at the handout I have given you. As you can see, there is a list of statements. Psychologists suggest likeable people can answer yes- honestly- to most or all of these statements. Perhaps some of the adjectives in the list of statements are new to you. Let's work through them. Then, I'm going to ask you to answer the statements for yourself.

First statement, 'I am independent'. This means that you live your own life. You don't rely on other people to help you out all the time. Second statement, 'I am positive'. This means that you have an optimistic attitude to life. You do not expect things to go wrong, and even when they do, you do not give up. 'Honest and reliable' means that people can trust you- they can entrust you with money and things. They can also trust you to do things when you promise them. 'I am considerate'. This means you consider other people. You think about their feelings, perhaps more than about your own. Statement 5 is interesting: 'I am available'. This means that you are always ready to help when a friend needs you. Finally, 'I am supportive'. Of course, this comes from the verb support, meaning that you help people rather than criticize them.

So, to sum up, likeable people make friends easily. Are you a likeable person? Work through the statements on the handout and thick those which apply to you. Check your answers with someone who knows you well. If you have ticked the 6 statements you are very likeable, but if you ticked less than 6 then you need to change something about your behaviour. (Adapted from ***Skills in English***, level 3)

http://www.onefd.edu.dz © جميع الحقوق محفوظة

KEY TO ACTIVITIES

- LISTEN AND CONSIDER
- READ AND CONSIDER
- LISTENING
- READING AND WRITING

http://www.onefd.edu.dz

© جميع الحقوق محفوظة

UNIT FOUR: FEELINGS AND EMOTIONS

LISTEN AND CONSIDER

- **Listen and do**

1. 1.C 2.B 3.A 4.D 5.E

A/ Grammar

Definite, indefinite and zero article

A.b

B. Indefinite article: singular countable nouns- names of jobs

Definite article: a noun mentioned before and names of rivers

Zero article: plural nouns, abstract nouns, uncountable nouns, names of places and people

C. 1.the 2.the 3.the 4. Zero article 5.zero article 6.a 7.zero article 8.the 9.a 10.a 11.zero article 12. An

Expressing obligation , necessity and giving advice.

Advice	obligation	necessity	Absence of obligation	Prohibition
ought to	must	have to	don't have to	mustn't

Task. 1. Don't have to 2. Mustn't 3.should 4. Have to

B/ Vocabulary

1. Task. Humour broadens our minds…. /Moreover, it deepens and widens our emotional lives …./Lack of humour would shorten our life expectancy and darken our prospects./…while hardship roughen our lives, humour softens it

2.

POSITIVE		NEGATIVE	
Noun	**Adjective**	**Noun**	**Adjective**
Fun-humour-self-satisfaction Help-joy-comedy-thought-optimism	happy	Stress-tragedy-sickness-worry	Self-centred

3. Funny-stressful-tragic-humourous-self-satisfied-sick-helpful-joyful-comic-thoughtful-optimisyic-worried

http://www.onefd.edu.dz © جميع الحقوق محفوظة

4.

POSITIVE		NEGATIVE	
Noun	**Adjective**	**Noun**	**Adjective**
Self-reliance Self-esteem Self-sacrifice	Self-reliant Self-made Self-confident Self-assured	Self-pity	Self-satisfied

C/ Pronunciation

Sound/h/ sounded	Sound/h/ silent
Heroes-heroines-have-humour-humanity-history-homeland-human-heart	Honest-honesty-honourable

READ AND CONSIDER

- **Read and do**

1.c **2**.§1=b §2=c §3=d §4=a **3**.a.F b.F c.F d.t e.T

4. a.5 b.4 c.1 d.3

5. a.Nearly all Americans believe that it is better to express feelings rather than hide them.

b. Rather than retain their tears American people would cry.

c. British people are introvert- American people are extrovert.

A/ Grammar

Expressing likes, dislikes and preferences

2. Verbs followed by gerund only = enjoy,avoid,

Verbs followed by either a gerund or the infinitive = love, like, hate prefer

Rather and It is better are followed by the infinitive

Task. Doing-reading-watching-watching-stay-read

Quantifiers

With countable nouns only= many- few/afew

With uncountable nouns only= a great deal of- much- little

With both countable and uncountable nouns = a lot of- some- any-noTo ask questions = how much- how many

Task. 1.many 2.many/a lot of 3.much 4.much 5.many 6.all/most

http://www.oneid.edu.dz جميع الحقوق محفوظة ©

7. few 8. Some/many 9.much 10.little

B/ Pronunciation and Spelling

/t/	/d/	/ɪd/
Looked-missed-divorced-reduced-watched	married-admired-changed-loved-preferred-resigned-died-proved-televised	Separated-devoted-committed-succeeded

LISTENING

- **Let's think about it**

a. an acquaintance b. a stranger C. a friend

- **Listen and do**

1. 1. a 2. c 3. d 4. b

2. A. first, then, after that and finally B.sequencing

3. 1.B 2.D 3.A 4.F 5.C 6.E

4.B

READING AND WRITING

- **Read and do**

1. A. He saw a white unicorn with a golden horn quietly cropping the roses in the garden

B. No, they aren't .

C. He means he is going to have her put in a mental institution.

D. She phone the police and a psychiatrist.

E. They sat down in chairs and looked at her with great interest.

F. They thought she was insane.

2. a. A

http://www.onefd.edu.dz © جميع الحقوق محفوظة