

F Students will get acquainted with the language outcomes by skimming through the text of the preview.

F Introduce the theme of the unit by asking questions about the two pictures. Refer the students to the project outcome on page 193.

4 Getting started

Ô Look at the picture and answer these - **open-ended**- questions:

1. Do you know the comedians in the picture below? If yes, name them.

P The comedians in the picture below are **Biyouna, Salah, Bakhta...**

2. Do you think they are funny? If yes, is it because of their comic gestures or their verbal jokes?

P Yes, I do. They are funny because of their comic gestures or/and their verbal jokes.

3. What is comedy? Do you think that comedy teaches us lessons yes, how does it do that?

P Comedy is an entertainment - a film, play consisting of jokes and sketches intended to make an audience laugh.

P I think that comedy teaches us **UNIVERSAL MORAL VALUES** through films, plays...

4. In what ways are performances by foreign comedians similar to or different from those by Algerian comedians?

P The performances by foreign comedians are **similar** to Algerian comedians in terms of acting / performing art.

P The performances by foreign comedians are **different** from those by Algerian comedians in terms of culture.

5. Are there any situations you don't like laughing at? Why?

P Yes, there are. There are situations we don't like laughing at because they are tragic, sad, awful, dreadful, gloomy, miserable, disastrous, touching, tear-jerking, downhearted, heartbreaking, painful....-death, suffering, disease, loss of someone, failure, pain, agony, misery, melancholy, despair..-

4 Let's hear it

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 letters A-E in the boxes.

Order	1	2	3	4	5
J.Statements	C	B	A	D	E

3. A. Humour is recommended because of its good effects on our health and social behaviour.
 2. B. Comedy teaches us moral laws.
 1. C. Humour is closely linked with national characteristics.
 4. D. It is advisable to avoid 'sick humour'.
 5. E. It's up to us to avoid watching comedies which contain 'sick humour'.

2. Compare your answers to task 1 above with your partner. Then discuss the opinions expressed in the statements. Say whether you agree or disagree with them.

Students don't have to agree on the statements.

Around the text

Grammar Explorer I

Fill in each blank in the text below with *the definite*, *the indefinite*, or *the zero article*. Then explain to the class why you have used the articles.

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

See Grammar Reference pp. 211-212

GRAMMAR REFERENCE		
Articles		

Units 1 - 6

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

The indefinite article

N *The indefinite article* is /**n**/, written '**an**' before vowel sounds and /**n**/, written '**a**' in other cases. There are also stressed forms /**æn**/ and /**eɪ**/ used when the word is emphasized or pronounced by itself.

N We use *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** liter 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.

The definite article

N The definite article, written '**the**', is pronounced /ð/ *before vowel sounds*, (/ð̩/ in rapid speech, /ð/ in other cases. There is also a stressed form /ði:/ chiefly used when the word is pronounced by itself or for purposes of emphasis.

N 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. **the** 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 shared 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.)

Zero article (0)

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

E.g. (0) Money is the root of all (0) evil.

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

E.g. All nations should work for (0) peace, (0) honesty, (0) generosity and (0) courage.

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

E.g. (0) Poland, (0) Queen Elizabeth II, (0) Houari Boumediene Airport.

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

E.g. What time is (0) lunch?

What did you have for (0) 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 (0) school, I'll go to (0) 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 article before plural nouns.*

E.g. We're expecting (0) visitors.

Grammar explorer II

1. Consider sentences A-E below and discuss the meaning(s) that each of **the modals** in bold conveys.

Task 1 (p.168)

A. **must** = obligation **mustn't** = prohibition

B. **have to** = necessity

C. **don't have to** = lack of obligation

D. **Should** = advice

E. **Ought to** = advice

A. Comedy teaches us moral laws , i.e. what we **must** and **must not** do in society.

B. *Just as people **have to** get their cup of tea in the morning or in the afternoon, so they also **have to** get a hearty laughter at least once a day.*

C. *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 fall sick.*

D. Some health specialists say that we **should** have a laugh from time to time.

E. We **ought to** be more careful about the type of humor we indulge in.

2. With your partner, prepare a short dialogue between a school psychologist and a student. Ask for and give **advice** using appropriate **modals**. Help yourself with the keys to happiness below. *Start like this...*

Student: Doctor, I'm a bit stressed these days. What **should/shall** I do?

Psychologist: **First of all, what makes you feel stressed?**

Student: Well... everything I reckon / think / suppose / guess / imagine.

Psychologist: **You mean family, school, relationship problems...**

Student: That's right, Doctor.

Psychologist: You **should** be positive. Evidence shows that negative emotions take their toll on us while positive ones boost the body's healing process. Happy people take steps to keep their negative emotions in check.

Student: What else, Doctor, please.

Psychologist: You **had better** give priority to close relationships. People with close friends cope better with stress.

Student: Thanks, Doctor. I'll be back in two weeks.

Psychologist: you are welcome. Don't forget that you **ought to** help yourself.

KEY TO HAPPINESS

1. Savor a moment. Live in the present & treasure the satisfaction of helping a friend, the pleasure of a good book, or a good laugh with the loved ones.
2. Take control of your time. Happy people set themselves big goals, then break them into daily duties.
3. Be positive. Evidence shows that negative emotions take their toll on us while positive ones boost the body's healing process. Happy people take steps to keep their negative emotions in check.
4. Give priority to close relationships. People with close friends cope better with stress.
5. Act happy. Experiments show that people who put on a happy face really do feel better. It seems that the facial muscles we use to smile widely trigger happy feelings in the brain.
6. Don't vegetate. Don't engage in self-absorbed idleness, or put yourself in front of the TV. Get involved in little jobs and do physical exercise to keep fit.

Vocabulary Explorer

1. Consider the list of words in the box 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
Fun	Funny	Stress	Stressful
Humour	Humorous	Tragedy	Tragic
Happiness	Happy	Self-centredness	Self-centred
Help	Helpful	Self-satisfaction	Self-satisfied
Joy	Joyful	Sickness	Sick
Comedy	Comic	Worry	Worried
Thought	Thoughtful		
Optimism	Optimistic		

2. Derive adjectives from all the nouns in the table you have filled in task 1 above. Add a **suffix** when necessary.
3. Look at the tips below. Then do the task that follows.

TIPS

*In English, we can form verbs by adding suffix **-en** to some adjectives.*

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

*The verb bright**en** is formed with the adjective bright and suffix **-en***

- **Task:** Turn the adjectives written in bold type in the text below into verbs by adding **suffix -en**. Then rewrite the text using the verbs. Make the necessary changes.

Humor makes our minds **broaden** 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**, humor makes it **softer**.

Broaden - deepen - widen - shorten - darken - roughen - soften

N Please note that **humanity** and **humour** belong to neither category.

Humour **broadens** our minds because it allows us to see the funny side of life. Moreover it can **deepen** and **widen** our emotional lives since it develops in us that capacity to laugh at ourselves. Without it, our life expectancy would **shorten** and our prospects would **darken**. More importantly, while hardships **roughens** our lives, humour **softens** them.

4. Have a look at the tips below. Then do the task follows:

F Some of the items can be figure either in the positive or negative column. It depends on how you look at things.

*PERCEPTION QUAND TU NOUS TIENS !
RELATIVITE QUAND TU NOUS TIENS !*

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 adjectives **centred**.*

*The **prefix self-** replaces **himself, myself, herself, ourselves**, etc. Hence, we can rewrite the example above as follows: Some people are **centred on themselves**.*

*** Task:** Form new adjectives and nouns by adding **the prefix self-** to the words in the box. Then arrange them in the table that follows and discuss their meaning.

help – educated – satisfied – reliant – made – effacing – confident – reliance – confidence – discipline – supporting – esteem – conscious – evident – defence – denial – pity – interest – control – deception – assertive – assured – fulfilling – possessed – portrait.

Positive		Negative	
Noun	Adjective	Noun	adjective
4. Self-help	1. Self-educated	Self-pity	Self-satisfied
6. Self-reliance	Self-reliant	Self-deception	Self-conscious
Self-discipline	Self-made		Self-assertive
5. Self-esteem	2. Self-effacing		Self-fulfilling
Self-defence	Self-confident		
7. Self-sacrifice	Self-possessed		
Self-denial	Self-assured		
3. Self-control	Self-supporting		
	Self-assertive		

N **Self-evident** and **self-portrait** belong to neither category whereas some of the other items can belong to either category depending on the student's point of view.

5. Fill in the blanks in the text below with words drawn from the table u have filled in the above task.

1. **Self-educated** 2. **self-effacing** 3. **self-control** 4. **self-help** 5. **self-esteem**
6. **self-reliance** 7. **self-denial / self-sacrifice**

My grandfather is my greatest hero. He is a **self-educated** (1) man. He has never been -at Harvard or at Oxford University. He is intelligent, but he never shows because he is **self-effacing** (2). He keeps his **self-control** (3) even in the worst situations. **Self-help**(4) is so important to him that he asks for help only when he badly needs it. He always says that unless you have **self-esteem** (5) and **self-reliance** (6) , people will show you no respect and you will go down in people's esteem. His sense of **self-denial / self-sacrifice** (7) has no always thinks about others.

PRONUNCIATION AND SPELLING

1. Read the dialogue below very quickly & pick out the words starting with 'h'. Classify them in the table that follows:

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

Sofiane: Well, my TV favorite **heroes** and **heroines** are definitely those who are **honorable**, **honest**, and have a sense **of humor**.

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. Furthermore, they lengthen our lives with their humor.

Henry: What about yours, Lamia?

Lamia: To tell you the truth, the best TV **heroes** & **heroines** are those who make us proud of the **history of** our **homeland**, & those who reveal to us the kind **of** feelings the **human** heart is made **of**.

Sound /h/ in accented words (initial position)	Sound /h/ in unaccented words (silent)
E.g. his /hɪz/	E.g. hour /aʊə ^r / US /aʊr/

P Sound /h/ in **accented** words and in **initial position**:

Henry – heroes – heroines – **h**umanity – **h**istory – **h**omeland – **h**ear – **h**umour

P Sound /h/ in **unaccented** words – **silent**:

Honourable – **h**onest-

P The letter **H** is silent in the following situations:

† At the end of word preceded by a vowel, e.g. cheet**ah**, Sar**ah**, messia**h**;

† Between **two vowels**, e.g. anni**h**ilate, ve**h**ement, ve**h**icle

† After the letter 'r', e.g. **rh**yme, **rh**ubarb, **rh**ythm

† After the letters 'ex', e.g. **ex**hausting, **ex**hibition, **ex**hort.

P The letter **H** is silent in **honor**, **heir**, **ghost**, **night**

3. Listen again to your teacher and note how the cluster of '**ngth**' in stre**ngth**en & le**ngth**en /'leŋk.θən/ is pronounced. Do you notice any difference in the spelling and pronunciation of the cluster '**ngth**'? Add three words with the same cluster to the list.

P The sound-spelling link = 4 letters for two sounds: '**ng**' /ŋ/, '**th**' /θ/

4. Now listen to your teacher and note how the preposition '**of**' is pronounced in each of the underlined pairs of words in the dialogue above. Then act out the dialogue with your partner (books closed).

P Use the **weak form** of "**of**" -/ə/ except for **made of** where the strong form of '**of**' must be used.

P '**of** weak /ə/, strong /ɒ/ US /ɑ:/

Ó THINK, PAIR, SHARE Ó

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 & I've become a very irritable person. I wake up weeping at night & I no longer enjoy the simple pleasures of life as I used to. Please, tell me what I should do.

Miserable

Dear Miserable,

I'm very sorry to hear that you are having difficulty coping with stress and anxiety, due to the forthcoming final examination. I more than sympathise with your being depressed. Let me tell you however that taking a few commonsense steps would restore confidence and cheerfulness in you.

I think you are working too hard, and not taking enough time for breaks. Do you know that cramming and doing exercises endlessly produce more anxiety in you? That's **why you don't** feel you have time to spare for your friends, and to enjoy some of the pleasures of life you are entitled to.

So, as I said, you **should** relax and sleep regularly, meanwhile leaving your brain to process the hardest points of lessons and activities. You **should** go out for walks or practise some sport everyday to help you relax. You **ought not to** worry constantly about the time when your exam occurs, because you would lose your concentration on the appointed day.

Think that after all, you have reached a good level of competence, and that you have enough strategies at this stage to decide how to organise your work. Let me tell you again that when the exam comes, always start with the things you can do easily and leave time for the most tricky parts.

I'm sure that when the time comes, you will be able to overcome your stress and perform quite successfully.

I wish you all the best.

Aunt Hillary

Reading and writing (pp.173-178)

Language outcomes (p.173)

Let students skim through the preview to get them acquainted with the objectives of the section.

Getting started

1. The lady is comforting the weeping child. You can take the opportunity to ask other questions. E.g. Who is the lady?

Questions 2-6 are open-ended questions.

Taking a closer look (p.174)

Tasks 1 and 2 (p.174)

1. Nearly all of them.
2. 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.
3. They give little attention to people who complain in public.
4. They hug one another when they score a goal.

5. The American people are extrovert because they show their feelings whereas the British are both introvert and phlegmatic. The British tend to hide their feelings and are not easily moved. This is not necessarily the way students will formulate the answer.

N.B Let students check up the meaning of the words (extrovert, introvert and phlegmatic) if necessary.

Make sure you give students the necessary time to think over the second part of task 2 before you set them to task.

Around the text (p.175)
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Grammar explorer (p.175)

Sentences expressing likes and dislikes:

q Almost all of them **enjoy talking** about their own experiences.

q (...) a national tendency to **avoid showing** strong emotion (...)

q The British **like to keep** a stiff upper lip.

q Many elderly people **do not like to see** this.

Sentences expressing preferences:

q Nearly all Americans believe that **it is better to share** what they think or feel.

q When some of them are upset they **prefer to cry rather than retain** their tears.

q 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.

q They **prefer hiding** them (their feelings).

A. The form of the verbs are: -ing , the to-infinitive or the infinitive without to.

B. and C. The verbs **enjoy**, **dislike**, **don't mind** and **avoid** are always followed by a **gerund** whereas **like**, **love**, **hate** and **can't stand**, **prefer** can be followed by either a **gerund** or an **infinitive**.

D. **It is better** is followed by the to-infinitive whereas **rather** is followed by an infinitive without **to**.

Tasks 2 and 3 (p.176)

Students follow the model provided in the textbook. Provide context to make the task more communicative. E.g. Making students play the role of journalist/ interviewer (conducting a survey about spare time activities) and that of interviewee.

Grammar explorer II (p.176)

Task 1 (p.175)

q Women sometimes kiss each other on the cheek as a greeting.

q Players now hug one another when they score.

A. They are double/compound pronouns used as object .

B. They express reciprocity.

C. **One another** is used with the same meaning as **each other**. The former is used in preference to each other when reference is made to more than two persons.

D. Give names to the players and the women in the sentences which the students have picked up to make the reciprocal relationships more explicit.

E.g. Jane and Maud kiss each other on the cheek.

q Jane kisses Maud. Maud kisses Jane. (repetition of the structure)

Task 2 (p.177)

1. each other 2. each other 3. each other 4. one another 5. one another 6. one another

Grammar explorer III

Task 1 (p.177)

q Nearly all Americans believe ...

q A great many of them expect ...

q Almost all of them enjoy talking ...

q When some of them are upset ...

q Few Americans consider it bad to show...

q Few British people would dare venture even a little anger ...

q Many British youths now show feelings ...

Elicit other quantifiers before students move to the second part of the task.

See Grammar Reference pp. 216-217.

Task 2 (p.178)

1. many/ a great many 2. some 3. a little 4. a little 5. most / nearly all 6. all 7. few 8. many/some 9. much 10. little

Vocabulary explorer (p.178)

Task 1 (p.178)

A. Let all of it out: to air / express one's feelings angrily

B. bottle it up: to hide/not show one's feelings

C. to show no emotion, sign of fear or anxiety

D. to show even a little anger

E. to avoid interfering with other people's problems/business

Task 2 (p.178)

Adjectives	Adverbs	Nouns
Bitter	Bitterly	Bitterness
Friendly		Friendship/friendliness
Happy	Happily	Happiness
Lonely		Loneliness
Sad	Sadly	Sadness
Tender	Tenderly	Tenderness
Humorous	Humorously	Humour
Kind	Kindly	Kindness
Peaceful	Peacefully	Peace
Graceful	Gracefully	

Generous Courageous Selfish Pessimistic Chauvinistic Enthusiastic Faithful	Generously Courageously Selfishly Pessimistically Chauvinistically Enthusiastically Faithfully	Grace Generosity Courage Selfishness pessimism Chauvinism Enthusiasm Faith
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Pronunciation and spelling (p.179)

Task 1 (p.179)

/d/	/ɪ d/	/t/
Admired changed, loved preferred, resigned died, happened pursued, caused proved, involved, televised	Separated/married Devoted Committed Succeeded Concluded Assassinated	Looked missed divorced shocked watched

Think, pair, share (pp.180-181)

Though not necessarily applying to Algerians, the text below could be used as a model.

The death of a close friend or a relative, the occurrence of a natural disaster or an accident, and other fatalities are likely to generate different feelings and emotions in people.

Actually the difference in reaction is more particularly a question of gender. Men will tend to hide their grief over the death of somebody they know, or their awe when they witness a tragedy; during a natural disaster, they will try not to panic and control their emotions; instead, they will react by taking steps to protect their families and neighbours. Women will show their emotions more openly. They will express their sadness and mourning, and cry profusely when they learn about a relative's death. Likewise, they will be rather shocked and terrified when they see an accident in which there are casualties. Finally, they are likely lose their self- control, and fail to take the right decisions to protect themselves in an emergency.

The difference in response regarding the expression of love and affection will most likely follow the same pattern. Men always try to avoid excessive sentimentality. They generally avoid showing in verbal manner too much emotion and feelings to their families and friends; they will express their care in a different way; for instance by showing concern, offering help or

giving presents. Women are again prone to showing their feelings more openly. They would more often than not use terms of endearment, and they often hug and kiss family members, especially children.

The differing levels of sensitivity between men and women concerning the facts of life is probably the reason why their marks of sympathy and affection are dissimilar. But the male and female attitudes are complementary, and both necessary for good human interaction.

TAKE A BREAK (p.181)

Tasks 1 and 2

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

Try to elicit the humorous/sarcastic dimension of the cartoon before setting students to task.

Provide some useful language to students if necessary.

E.g. Do you know the one about the two lumberjacks who...?

One day, ...

RESEARCH AND REPORT (p.182)

Tasks 1 and 2

As suggested in task 2 the FAQ web page can be presented in the form of a class wallsheet. The pronunciation of FAQ is /ef ei kju'/. .

LISTENING AND SPEAKING (p.183)

Skills and strategies outcomes (p.183)

Let students skim through the text in the preview to get acquainted with the objectives of the section.

Before listening (p.183)

All the questions in this rubric are open-ended questions meant to activate background knowledge and trigger off interest in the topic of the follow-up reading passage.

As you listen (p.184)

Task 1 (p.184)

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

Task 2 (p.184)

A. Introduction: (Rhetorical questions to attract attention) How...? Why...? Then link words : first, then, after that, finally.

B. The link words are also called sequencers. They indicate the order in which the lecture will be delivered.

C. Students won't reproduce the lecture verbatim.

D. S/He won't talk about anything. S/He will simply wait for her/his audience to hand in the handouts (filled in) and comment upon them.

Tasks 3 and 4 (p.184)

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

Task 5 (p.185)

Summary B is the best one. It states both the main idea (how to make friends) and the lecturer's attitude.

After listening (p.185)

- A. The lecturer has not explicitly stated what he thinks is the ideal way of making friends. But he has implied it through the use of her/his own words.
- B. The adjectives in task 3 (As you listen) refer to the six values that s/he considers as important for making friends.
- C. This is an open-ended question.

Task 2 (p.185)

- B. Introduction
- F. Body §1
- A. Body §2
- C. Body §3
- E. Conclusion

The irrelevant paragraph is D.

Task 3

- A. Repetition of the words **love, knowledge** and **pity**
- B. The key words , **pride, national anthem** are not included in the introduction.
- C. The answer is yes. Introduction: **Three passions** : longing for love – search for knowledge – pity for the suffering of mankind.
We can deduce from this that the technique of developing the speech is by listing. We can expect that the speaker will develop the three passions in the order in which they are listed.
- D. We can add link words such as **In the first place, To begin with, To start with, Next, Also, In addition, Moreover ...**
E.g. In the first place, I have sought for love. I have sought for it **first** because it brings happiness – happiness so great that I would often have sacrificed all the rest of life for a few hours of this joy. **Next** I have searched for it because it helps me not feel alone. **Finally**, I have search for it because in the union of love, I have seen the vision of the heavens that saints and poets have imagined.
I have also searched for knowledge. ...
To sum up /in short/ in conclusion/to conclude/ this has been my life. ...

Saying it in writing (p.187)

The students will use Bertrand Russel's text as a model.

Reading and writing (pp.188-192)

Skills and strategies outcomes (p.188)

Students will skim through the preview to get acquainted with the objectives in the section.

Before reading

1. The horse, the cow and the sheep are real whereas the dragon, the unicorn and the Loch Ness monster are mythical.
2. Mythical beasts are generally found in folk tales.
3. This is an open-ended question. It may lead to a discussion of readers' emotional/intellectual responses.

As you read (p.189)

- A. While he was having breakfast, he looked from the window and saw a white unicorn in the garden. (Reference question)
- B. They are not. (Inference question) This answer can be inferred from the following sentences: She opened an unfriendly eye . She turned her back on him.
- C. This means the same as ' we shall see who will put the other in a mental institution'. (Inference)
- D. The police and a psychiatrist (Reference)
- E. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her. (Reference)
- F. They looked at her with great interest because they thought that it was she who was mad. She was probably talking excitedly about her husband.
- G. (Inference) The moral that the author wants to illustrate through his story could be something along these lines.

- q If you set a trap, you could be caught by it;
- q Seemingly naive people may prove more clever than you think;
- q Don't shout 'victory!' before you bring your opponent to the ground.
- q Don't count your chickens before they are hatched, i.e.,

It is a mistake to assume that because your hen is sitting on a dozen eggs you will have twelve chickens, since some, perhaps all of them, may be bad and not hatch. So never be too optimistic about anything; wait till your difficulties are over before you boast of success. The wife is too triumphant. She thought that she could easily put her husband in a madhouse, but the situation was completely reversed at the end of the story because it was she who was taken to the asylum.

The other proverbs which can illustrate the story are:

- 1 Catch your bear before you sell its skin.
- 2 Do not halloo till you are out of the wood.
- 3 First catch your hare
- 4 Never spend your money before you have it.
- 5 There's many a slip 'twixt the cup and the lip.

After reading

Task 1 (pp.189-190)

- A. D and E .See the answers to the questions in task 1 above.
- C. Reference questions are easier to answer because they refer directly to the text.

D. By ‘reading between the lines’, by expliciting what is just implied. Refer to the text in the coping box on page 189.

Task 2 (p.191)

A. He starts and ends his story as if it were a folk/fairytale. It starts with “once upon time” and ends it with “lived happily ever after”.

B. Traditional fairy tales usually shows young characters in love with each other whereas Thurber’s story represents a middle-aged couple. The **theme** of traditional fairytales is that of love and marriage while that of Thurber is separation. The language used is modern, colloquial English whereas the language used in traditional fairy tales is rather archaic.

C. The question is open to debate. Students can differ in their opinions.

D. and E. There are open-ended questions.

F. The best two answers are **fantastic** and **comic**. But opinions may differ.

Task 3 (p.192)

What matters in this task is the justification. All choices can be justified.

Writing development (p.192)
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Follow the procedure in the textbook.

Project outcome (p.193)

Assessment (p.194)

Time for... (p.195)