

Unit 3:

Schools: Different and Alike



Topic	Language Outcomes			
	Functions	Grammar	Vocabulary & Sound System	
			Word Building	Pronunciation
Education in the World: Comparing educational Systems	- describing a process - expressing condition - expressing warnings - expressing obligation and necessity - asking for and giving advice - expressing desire and wish - comparing and contrasting - expressing Quantity	- present simple - passive - If-conditional - unless - must/ have to, mustn't - should / ought to - If I were you - would + have + be E.g. My ideal school would have/be ... - I wish I had - similar to, different from, unlike while, whereas... - comparatives of adjectives - quantifiers: most, all, etc.	- forming adjectives with -al and -ive E.g. educational, `reflexive, innovative, responsive, constructive, effective... - forming nouns: verb + ing E.g. teaching, learning, training) - forming nouns with -tion E.g. education - completion	- pronouncing the final s - weak forms of: would, should and ought to - syllable stress E.g. educate education

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes	Project outcome:
Listening and speaking	Reading and writing			
• reciting a poem • predicting • note-taking • summarizing • responding to a text • speaking from notes • making a speech about one's ideal school	• skimming • paragraphing ideas • scanning • making logical links between sentences and paragraphs • writing a descriptive essay • writing an expository article	• raising awareness about issues related to education, the choice of careers, dedication to science, citizenship, economic and social development	• comparing educational systems: past and present • raising awareness about the similarities and differences between today's educational systems in the world	

Designing an educational prospectus



LISTEN AND CONSIDER



Procedure: Use the two pictures to introduce the theme of the unit. Then ask the students what they expect in terms of project outcome. Finally, get them to skim through p.103 to check their guesses and set them thinking about the project.

Language outcomes

- Expressing condition with if
- Expressing Warnings with unless
- Expressing desire and wish ; I wish I were / I had
- Asking for and giving advice with should, ought to and If I were you
- Expressing obligation with have to and must
- Forming adjectives with suffixes -ive and -al
- Pronouncing weak forms of could, should ...
- Composing and reciting a wish poem



BRAINSTORMING

Procedure: Have the students skim through the preview before you move on to the **Getting-started** rubric.

► Getting started

10mn

Procedure: The questions in this rubric are personalized and seek to elicit opinions. The varied answers could lead to a brief discussion about the theme of the unit.

Aim: to express condition with if and when through picture study and eliciting opinion.

● Look at the pictures; then discuss the following questions.

1. What will you do when you complete your secondary education?

- When /once / if I complete my secondary education, I will attend university courses.

2. What will you study at the university if you pass the *Baccalaureate* examination?

- I will study biology at the university if I pass the *Baccalaureate* examination.

3. Do you think your parents will accept your choice? What if they don't?

- I think / As far as I am concerned, my parents will accept my choice.
- If my parents don't accept my choice, we will talk about it to find what suits me best.

4. In your opinion, what is the most important thing about education: training for citizenship, preparing people for life, or creating a workforce?

- In my opinion, the most important thing about education is training for citizenship *because students can learn about what makes a good citizen.*
- In my opinion, the most important thing about education is preparing people for life *because students can learn about autonomy so as to become autonomous in life.*
- In my opinion, the most important thing about education is creating a workforce *because students can learn about creating a labor force.-work-*

Ô IF + PRESENT SIMPLE / WILL + STEM F CONDITIONAL TYPE I

Ô WILL + STEM / IF + PRESENT SIMPLE F CONDITIONAL TYPE I

► Let's hear it

- You are about to listen to a conversation between a secondary school headmaster and a pupil's father. Before you do, study questions A-F.

Aim: to study a set of questions.

5mn

A School Child's Parent in the Headmaster's Office

Headmaster: Good morning, Mr. Harris. Do sit down. I understand you'd like to have a word with me about William.

Mr. Harris: Yes, that's right, Headmaster. I felt I should see you as soon as possible before William does anything he'll regret.

Headmaster: Regret, Mr. Harris?

Harris: Well, you see, **he's set his heart on** becoming an artist, and my wife and I think he **ought to** take up something more secure. I mean even **if** he **went** to an Art School, there **'d be** no guarantee he could get a good job afterwards.

Headmaster: He could probably teach, Mr. Harris.

Mr. Harris: He wouldn't like that. He says he **wouldn't be** a teacher even **if** it **were** the last job on earth — Oh, I beg your pardon, Headmaster, I didn't mean ...

Headmaster: Not at all, Mr. Harris. I **wouldn't have** been a teacher myself **if** I'd had my way. I **'d have been** an actor **if** my parents **had let** me. So I have some sympathy with William's problems. Now, let's see... **If** he **wants** to be an artist, he **'ll have** to decide what sort of artist he wants to be.

Mr. Harris: I don't quite follow you, Headmaster.

Headmaster: Well, what I mean is, **if** he **wanted** to be a commercial artist, graphics, cartoons, that sort of thing, he **might do** very well if he took an art course at a Technical College.

Mr. Harris: But art, Headmaster. It's so chancy. I **wish** he **weren't** so set on it.

Headmaster: I don't think you should stand in his way, Mr. Harris. **If** I **were** you, I **'d let** him decide for himself. You **'d better accept** the fact that nowadays people don't worry about security the way we did when we were young. And as I said, **unless** you **let** him make his own choice now, he **will reproach** you for any of his study failures later.

Mr. Harris: Well, I **must admit** my wife and I **would have felt** much happier **if** he **'d chosen** to do something else. Anyway thank you for your **advice**, Headmaster.

Headmaster: You're welcome.

(Adapted From *Cambridge Certificate English*, p.69)

, Now listen to the conversation and answer questions A-F above. Then summarize the conversation in your own words. **15mn**

Procedure: The summary can be made on the basis of the answers to the questions in task 1. Make sure you limit the time for the students to do the task.

Aim: to listen for specific information; to summarize a conversation.

- A. Why did Mr. Harris go to see the headmaster?
- Mr Harris went to see with the headmaster about his son in order to discuss about his son, William.
- B. What has Mr. Harris's son, William, decided to do?
- William has decided to become an artist.
- C. What do Mr. and Mrs. Harris feel William **ought to do**? Why?
- He **should/ought to** choose something more secure.
- D. What alternative job could be taken up by William according to the headmaster?
- The alternative job that could be taken up by William is that of commercial artist.
- E. Where would William study if he wanted to become a commercial artist?
- **If** he **wanted** to become a commercial artist, he **might do** very well to take an art course.
- F. What **advice** does the headmaster give Mr. Harris about William's choice?
- He **shouldn't stand** in his way.

Summary:

5 WH QUESTIONS

- Who: Child's Parent, Mr. Harris & the Headmaster.
- Where: A School / in the Headmaster's Office.
- What: Problem: The choice of William to become an artist.
- When: Future.
- Why: The headmaster / **advice** / Mr. Harris / **ought to** respect William's choice.

Around the text

Grammar Explorer I

60mn

Aim: to study sentences so as to elicit rules about conditional type I, II, and III.

Consider sentences 1-4 and do tasks A and B that follow.

1. **If** he **went** to an Art School, there **'d be** no guarantee that he **could get** a job afterwards. *Type 2*
2. He **wouldn't be** a teacher even **if** it **were** the last job on earth. *Type 2*
3. I **wouldn't have been** a teacher myself **if I'd had** my way. *Type 3*
4. **If** he **wants** to be an artist, he **'ll have to decide** what sort of artist he wants to be. *Type 1*

A. Arrange the sentences above according to the conditional type which they belong to: type 1, type 2, or type 3.

1. *Type II*
2. *Type II*
3. *Type III*
4. *Type I*

B. Explain what each conditional type expresses and draw the rules governing the forms and uses of the various conditional types.

1. *Type II IF + PAST SIMPLE / WOULD + STEM F Unreal Situation*
2. *Type II IF + PAST SIMPLE / WOULD + STEM F Unreal Situation*
3. *Type III IF+PAST PERFECT/WOULD HAVE P P + STEM F different past*
4. *Type I IF + PRESENT SIMPLE / WILL + STEM F Possible in the future*

Have another look at **if-conditional** in SE1 Grammar reference, pp.201-2

The Conditional

N **If** is a conjunction which introduces a **condition** (something which may or may not happen depending on circumstances). There are **four** main kinds of condition.

A. Type 0 conditional

Form:

If + Present Simple, Present Simple

Meaning:

This type of condition has the **present simple** in both clauses, and means that the condition **can be true** at any time. In this type of condition, **if** can be re-placed by **when** or **whenever**.

If / when / whenever he *heats* water at 100 degrees Celsius, it *boils*.

Water *boils* *if / when / whenever* he *heats* it at 100 degrees Celsius.

Note

When **if** means **if it is true that**, the present simple does not describe some thing true at any time or a general habit. So **when** **cannot** replace **if**. If = If it's true that) ~~when~~ If your mother is a doctor, you are lucky.

B. Type I conditional

Form:

If + **PRESENT SIMPLE**, + **Will (or 'll) / will not (or won't)**

If I see Abdelkader, I **will** invite him to the party.

We'll go to the beach tomorrow **if** it's sunny.

Meaning:

We use the first conditional to talk about things that are **possible in the future**. (It's possible that it will be sunny. So (likely result) we'll go to the beach tomorrow.)

Future possibility	Result
<i>If it's sunny,</i>	<i>we'll go to the beach</i>

Ó Note:

We do not use ~~will~~ in the **if-clause**, even though it refers to the future.

e.g. **If** I ~~will~~ **pass** my Brevet, I **will** celebrate.

e.g. **If** you **go** out in the rain, you **will** get wet.

{if} + {present} | {will} + {infinitive}

C. Type II conditional

Ó Form:

If + ... PAST SIMPLE ..., + would (or 'd)

Ó Meaning

We use the second conditional to talk about the present, and to imagine something totally **different from the real situation** now or in the future.

In **a**, the speaker is just **imagining** himself /herself that he is me. But he can't really be me.

In **b**, the speaker is just **imagining** that one day the Martians will invade our planet. But we know well that Martians do not exist.

a. **If** I **were** you, I **would** apologize.

b. **If** the Martians **invaded** our planet one day, they **'d** kill us all.

Note: You can use **were** for all forms of **be** in the if-clause of the second conditional.

If she / he / Karim **was / were** rich, he / she **would** travel to Australia.

D. Type III conditional

Ó Form

If + past perfect, 'd / would have + past participle

Ó Meaning

We use Type III conditional when we imagine a **different past**, i.e. **an unreal past**. In the example above, the speaker **was not a little bit taller**. So he had not joined the Army.

a. **If** I **had been** a little bit taller, I **'d / would have joined** the Army.

b. I **'d / would have joined** the army **if** I **had been** a little bit taller.

Other forms and uses of the conditional

A. **If + present simple, imperative.**

e.g. **If** you're happy, **clap** your hands.

B. **if + present + modal + verb**

e.g. **If** you **fall**, you **may / can hurt** yourself

e.g. **If** it **fails** to start, you **should / must check** the battery.

C. *If + past simple + might/could + verb*

e.g. *If it **stopped** raining, we **could go** out picnicking in the garden.*

D. *If + past perfect + might/could + have + past participle.*

e.g. *If she **had known** about your difficulties, she **might have helped** you.*

- Consider situations A- G below and write sentences with *if*.

Aim: to use given situations so as to practise conditional type I, II and III.

A. I am not tall and strong enough to be a policeman or fire-fighter.

- *If I **were** tall enough, I **d/would** be a policeman or a fire-fighter.*

B. - He **didn't get** the required marks to go on a training course to be a doctor. So he **took** a course in computer science.

- *If he **had got** the required marks, he **would have gone** on a training course to be a doctor.*
- He **wouldn't have taken** a course in computer science (instead).

C. Work hard and you will succeed.

- *If you **work** hard, you **will succeed**.*

D. Get your *Baccalaureate* and I will offer you a motorcycle.

- *If you get your **Baccalaureate**, I'll offer you a motorcycle.*

E. She failed her *baccalaureate* because she had not worked hard.

- *If she **had worked** hard, she **wouldn't have failed** her **Baccalaureate** examination.*

F. Farida is jobless. She regrets not having taken into account the job market at the time of her enrolment at university.

- *If Farida **had taken** into account the job market at the time of her enrolment at university, she **would have got** a job. Or she **wouldn't have been** jobless.*

G. You must study harder; otherwise you won't pass your *Baccalaureate* with distinction.

- *If you **don't study** harder, you **won't pass** your **Baccalaureate**. Or **if** you **studied** harder, you **would pass** your **Baccalaureate** with distinction.*

Ó **Note:** *if* can be either in initial or mid position.

, In four sentences of your own, tell your partner what you would do to improve our educational system if you were the Minister of Education.

Procedure: Make sure the students produce a short, coherent statement. (Conditional type 2)

Aim: to use a given situation to practise conditional type II

- 1- I **would provide** white boards to improve our educational system **if** I **were** the Minister of Education.
- 2- I **would provide** the Internet to improve our educational system **if** I **were** the Minister of Education.
- 3- **If** I **were** the Minister of Education I **would provide** school books for everyone to improve our educational system.
- 4- **If** I **were** the Minister of Education I **would provide** the right educational working conditions for both the students and the teachers to improve our educational system.

Grammar Explorer II

30mn

A Consider the following sentence and answer questions A-C that follow.

Aim: To express condition using **unless** and its **equivalent** words.

- **Unless** you **let** him make his own choice, he **will reproach** you for any of his study failures later.

A. What tenses are the verbs preceding and following **unless**?

- **Unless + Present Simple + Future**

B. Which of the following can be used in **replacement** of **unless**?

a. **except if**

b. **if + not**

c. **even if**

d. **only if**

b (If you don't let him) / or c) except if.

C. What does **unless** express?

a. promise

b. wish

c. **warning**

See Grammar Reference p, 220

Unless

- The link word **unless** means **except if** or **if ...not** and introduces a condition.
(Cf. If-conditional in your SE2 Book, pp.201-202)
E.g. • I won't speak to him unless he apologizes. (= **except if** he apologizes)
Or (= if **he does not / doesn't** apologize)
• **Unless** he **apologises**, I won't speak to him.
- We often use **unless** in **warnings**.
E.g. You'll fail unless you work harder. (This means the same as you must work harder, otherwise you will fail.)

- Tense agreement in complex sentences with **unless** is the same as in sentences with if-conditional (type 1). So when you are talking about the future, do not use the **will-future** with **unless**. Use a present simple tense instead.

E.g.

{ We'll be late unless we hurry. = We'll be late if we don't hurry.
(future simple + unless + present simple = future + if...not + present simple

- **Unless cannot** replace **if ...not** in the following cases:
 - in would-(have)-conditions i.e., if the condition has unreal meaning.
E.g. *Karim would be our best student if he weren't so lazy.*
 - in indirect questions
E.g. *She promised to work harder if she wasn't expelled.*
 - when the condition is in someone's mind.
E.g. • *I'll really be surprised if they don't come back.*

What shall we do if they don't reply to our letter of complaint?

- **Task: Rewrite the sentences below using unless. Make the necessary changes.**

Aim: to introduce unless in different contexts.

- A. You must study more or you won't pass your *Baccalaureate*.
- Unless you study more, you won't pass your *Baccalaureate*.
- B. You must listen carefully or you won't know what to do in your exam.
- Unless you listen carefully, you won't know what to do in your exam.
- C. We must hurry or we'll miss the school bus.
- Unless we hurry, we'll miss the school bus.
- D. She must get more information or she won't complete her project.
- Unless she gets more information, she won't complete her project.

N.B Unless can be in mid position.

Grammar Explorer III

30mn

Consider sentences 1-5 below and answer questions A-D that follow.

Aim: to express wishes in the present, past and future.

1. I wish he weren't so set on it.

If only...

- We can use **if only** instead of **wish** to express a **stronger feeling of regret** or a **stronger wish**.
E.g. • *If only I had listened to my mother's advice!*
• *If only I could lose weight!*
• *If only he wouldn't wear that ugly shirt!*

It's time...

- When you say **It's time** (for someone) **to do something**, you simply imply that this is the **right time** to do it.
E.g. *It's (high/about) time for us to go to the station.*
- But when you say **it's time** someone **did** something you're in fact thinking that this action should have been performed earlier; you're complaining about the delay.
E.g. • *'Why are you still in bed? It's (high/about) time you got up.*
• *We think it's time the government did something about corruption.*
- When you want to make the complaint or criticism stronger, you say **It's high time** someone **did** something.
E.g. *It's high / about time Hassiba did some work for her final exam.*

Task: Fill in the wish chart below with sentences expressing a wish. Use the verb **wish**+ **were**, **had**, **could** or **would**.

Procedure: To be filled by students.

Aim: to fill in a chart using wish in the present and the future.

WISH CHART	
Physical appearance	You: I wish I were taller. Then ...
Character/personality	I wish I were more strict/decisive / audacious...
Abilities	I wish I could give better answers
Possessions	I wish I had a personal computer /a library /a Ph. D/ acquired as much knowledge as Einstein.

Grammar Explorer IV

60mn

Consider sentences A-D below and answer questions 1-2 that follow.

Aim: to express advice using to be in the simple past, ought to, should and must.

- A. **If I were you, I'd** let him decide for himself.
- B. I think he **ought to** take up something more secure.
- C. I don't think you **should** stand in his way.
- D. I **must** admit my wife and I would have felt much happier if he'd chosen something else.

1. What do the underlined words in the sentences express?

- A. **advice** B. **advice** C. **advice** D. **obligation**

2. Which modal is synonymous with **have to**? Are the two modals similar or different in meaning when they are in the negative? Explain.

- **must = have to.**
- No, they are not similar because '**mustn't**' expresses prohibition whereas '**don't have to**' expresses lack of obligation.

- **Task:** Fill in the blanks in the text below with **must, have to, should, ought to, or their negatives.** There are many possibilities.

Aim: to fill in the blanks using given modal verbs and their negatives.

In the United States most students who win a scholarship to the university **must** (1) maintain a certain grade level so as not to lose it. High school students (2) **don't have to** (not) study all the subjects in the curriculum. They decide for themselves which subjects to take. They **mustn't/must not** (3 (not) break the codes of honor and conduct of their school. They **should/ought to** (4) be very good at sports because this may earn them a place in a prestigious university.

Vocabulary Explorer

60 mn

- Rewrite the items in bold type in sentences A-D below using equivalents 1-4 from the green box that follows.

Aim: to find the equivalent meaning of certain prepositional verbs and expressions.

- A. He has **set his heart on** becoming an artist.
- He is determined to become an artist.
- B. He ought to **take up** something more secure.
- He ought to engage in something more secure.
- C. I couldn't have been a teacher myself if **I'd had my way**.
- I couldn't have been a teacher myself if I was free to choose.
- D. I don't think you should **stand in his way**.
- I don't think you should prevent him doing what he wants.

- | | |
|---|---------------------|
| 1. was free to choose | 2. is determined to |
| 3. prevent him from doing what he wants | 4. engage in |

, Read the tips below and do the task that follows.

TIPS

A collocation refers to the way in which words frequently occur together in language use. E.g. **timetable**, **school bag**, **notice-board**. Collocations may be spelt as two separate words, two words joined by a hyphen (-), or simply as a single word.

- **Task:** Look at the groups of words A- G. Keep the words and expressions that collocate with school and education and cross out the ones that don't.

Aim: to deal with collocates and odd words.

- A. **bed-and-breakfast** / boarding / co-educational / **school**
- B. **school** / mate / **colleague** / report / leaving age
- C. **assist** / attend / drop out of / **school**
- D. comprehensive / **distant** / grammar **school**
- E. public / **expensive** / state / **school**
- F. compulsory / **obligatory** / **necessary** / **education**
- G. further / **supplementary** / higher **education**

, **Fill in the blanks in sentences A-G below with suitable collocations with school and education. Refer to task 2 above for help.**

Aim: to fill in the blanks with collocates referring to education.

- A. **Comprehensive schools** are open for children over eleven of all abilities.
- B. I have lost touch with most of my former **school mates**, except for Said.
- C. The name **public school** is very illogical since it means a private school for the rich and privileged in Britain.
- D. The Algerian **educational system** provides free and compulsory education until the age of sixteen.
- E. The **school leaving age** in Britain and Australia is the same: sixteen.
- F. As every **school child** knows, oil floats on water.
- G. **Compulsory education** in Britain lasts from age five to age sixteen.

, **Replace the nouns and verbs in brackets with their adjectives so that the written speech below by a school inspector makes sense. Use suffixes **-ive** or **-al**.**

Aim: to derive adjectives from nouns and verbs using the suffixes -ive / -al.

`Ladies and gentlemen,

In order to improve our (educational) system, we should take (effective) measures. To begin with, we should make our examination system more (selective) so that both our students and teachers will work harder. Second, we should give more importance to (functional) literacy. By this I mean that we ought to make our courses more (practical) so as to enable the students to fulfill their roles outside school. Third, we ought to make our teaching more (attractive) so that students will be more (responsive) to what we teach them. In short, we must be both (innovative) and (constructive) in the training we give to our students.'

Pronunciation and spelling

60 mn

- **Task: Listen to your teacher reading aloud the sentences below and note how s/he pronounces the modals in bold. Then practise saying them.**

Procedure: Use the weak forms of the modals.

Aim: to deal with strong / weak forms of modals.

- Would you come here, please? / wəd /
- You should stop talking. / ʃt /
- You ought to respect him. / ɔ:t /
- Mind! You could hurt the teacher! / kəd /

Ø Think, pair, share ✕

- **T a s k o n e**
Writing wish poems

Aim: to write poems (stanza) using wishes related to studying, paying attention to rhyme endings.

- **Think about wishes related to studying. Write a draft stanza of four to six lines / verses on a sheet of paper. Then give it to your partner to write her / his own stanza.**

A stanza is a part of a poem. It doesn't matter if you repeat the same structures. Pay attention to your rhyme endings, i.e. the repetition of the same sound at the end of the lines / verses.

E.g.

I wish I had a computer in my **brain**
 To free me from calculating **strain**.
 I wish my teachers would stop giving us **warnings**
 I wish my parents would accept

Poem no 1:

I wish words could come to me like whispers
 And that I could compose better papers
 English is the subject I like best
 I wish it would help me pass the test.

Poem no 2:

I wish I could cope well enough
 To work a miracle that day
 Oh examiners don't be tough
 And let me just have my way.

, With your partner, review your draft stanzas. Then join a group and write a lengthier wish poem.

Aim: to work in pairs then in groups reviewing stanzas and writing longer wish poems.

f Get a group member to read the poem to the class.

Aim: Reading, listening to and appreciating poems.

● Task two

Writing a checklist of recommendations for the *Baccalaureate examination*

- Individually, prepare a checklist of tips reminding students of what they **should / ought to**, and **must do** during the *Baccalaureate* exam. Use **unless** to give warnings.

Aim: Giving warnings using **unless** to prepare a checklist.

The ten things that you should do	The ten things you must/mustn't do
- You should keep cool and relax. - You should rely on yourself. - You ought to read the questions many times and make sure you've understood what is required from you.	- You must bring all the material you need. - You must put off your mobile. - You mustn't communicate with other pp at all. - You must follow and respect examiners instructions.

, Review your tips with your partner. Then join a group and together select the most pertinent tips from your checklist. Organize your tips in the form of a leaflet and read them to the class.

Procedure: Make sure the students comply with the grammar rules and present a coherent and logical list of tips.

Aim: to work in pairs then in groups to select, organize and read each group's leaflet to the class.

READ AND CONSIDER

Language outcomes

- Expressing quantity with a lot of, a great deal of, etc.
- Using comparatives of short and long adjectives
- Expressing similarity' and difference with like, whereas,...
- Describing a process using the present simple passive
- Forming nouns from verbs by adding – ing and - tion
- Identifying syllable stress
- pronouncing the final s
- Spelling of the comparative of adjectives
- Writing: describing my school



FACT FINDING

Procedure: Instruct the students to skim through the preview so as to be acquainted with the objectives of this section.

Aim: to present objectives and skim through text to get familiar with them.

► Getting started

30 mn

Procedure:

- Activate background knowledge.
- Draw attention to the picture. It is a snapshot taken during a graduation ceremony. Focus on ceremonial dress: mortarboard and gown.

Aim: to active background knowledge concerning education in Britain and Algeria.

● Discuss the following questions.

1. What do you know about education in Britain? Have you ever heard of any famous British university or college? Which one?
- Many possible answers. (General question)
2. What do you think is the equivalent of *lycée* in Britain?
- Comprehensive school / Grammar school / High School.



3. The abbreviations below are academic qualifications / degrees. In which order do you think they are conferred?

Master of Arts/Science (M.A/M.Sc) - Doctor of Philosophy (Ph.D) - Bachelor of Arts/Science (B.A/B.Sc) - Master of Philosophy (M.Phil.) - General Certificate of Secondary Education (GCSE)

- GCSE, BA/B.Sc, M.A/M.Sc, M.Phil, Ph.D.

3. What are some of the equivalents of the academic qualifications above in your country?
- T is to compare with respect to the French system of Education.

► Taking a closer look

60 mn

- Read the text below to answer these questions.

Aim: to read for specific information

- A. Why are politicians who promise little money for education less popular than the ones who promise a lot?
- ... because education has a lot of importance for the British people.
- B. Do British children receive the two stages of their primary education in the same schools?
- , not all of them. Some of them receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two.
- C. Which of the following adjectives best describe **access to university** in Britain and the United States?
- a. difficult b. easy c. **selective** d. free
- D. What school performance tables published annually for?
- School performance tables are published annually in order to show how well individual schools have done in tests and exams.

- , Explain in what ways the current British educational system is similar to and different from the Algerian educational system. Refer to the text.

Aim: to compare and contrast educational systems.

.....

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Education in Britain

No subject has as **much** importance for the British people as that of education. Most citizens believe that the state should provide education free of charge and to a high standard as well. At election time, politicians who promise to spend **a great deal of** money on education are more popular than those who promise only a little. Recently there has been **a lot of** talk as to whether students must pay their own fees at university or not. **A lot of people** are afraid that Higher Education might be reserved for the privileged few because poorer students would not receive enough financial help from the government. This is the reason why private education is less accepted in Britain than it is in the United States. (§1)

Children are required to be in full-time education between the ages of 5 and 16. Some receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two. At about 11, they begin their secondary education at a comprehensive school, a grammar school or a high school. Secondary schools are much larger than primary schools and students may have to travel longer distances by school bus or public transport. The students take the Standard Assessment Tests (SATs) at 14, then work towards the

General Certificate of Secondary Education (GCSEs) in as **many** subjects as they can manage, usually eight to ten. Afterwards, some students will start work while a few others will stay on at school, or go to a sixth-form college to study for Advanced (A) Levels in two, three, or four subjects in order to enter university. This requirement is more or less similar to what is required by American universities. (§2)

A National Curriculum was introduced in 1988. It has made the current British educational system different from the previous ones in at least two major aspects. First, unlike the old system, the present system sets the same subjects for all state schools. Children have to study the core subjects of English, mathematics and science, and also the foundation subjects of technology, geography, history, art and physical education. Second, in contrast to the old practice, standards at individual schools are watched closely by parents and the government. Schools are visited regularly by inspectors, and school performance tables are published annually to show how well individual schools have done in tests and exams. These 'league' tables enable parents to compare one school with another. Schools which do not make adequate progress run a high risk of being closed. (§3)

(From Guide to British and American Culture, p. 66)

/ɪm'pɔ:tns/
/bɪ'lɪ:v/
/prə'vaɪd/
/pɒlɪ'tɪʃnz/
/'pɒpjələ/

/ˌju:nɪ'vɜ:səti/
/ˌedʒu'keɪʃn/

/ɪ'nʌf/
/æk'septɪd/

/rɪ'kwaɪəd/
/'praɪməri/
/'dʒu:nɪə/
/kəm'beɪnz/
/ˌkɒmpri'hensɪv/
/'sekəndrɪ/
/'sku:lz/
/'dɪstənsɪz/
/ə'sesmənt/

/sə'tɪfɪkət/
/'mænɪdʒ/

/'kɒlɪdʒ/

/rɪ'kwaɪəmənt/

/kə'rɪkjʊləm/
/'kʌrənt/
/'meɪdʒə(r)/

/ˌmæθə'mætɪks/

/dʒɪ'ɒgrəfi/
/ˌɪndɪ'vɪdʒʊəl/
/'peərənts/
/'vɪsɪtɪd/
/'pʌblɪʃt/
/ɪ'neɪbl/

/ˌædɪkwət/

Grammar Explorer I

30 mn

u Pick out from the text the sentences that contain quantifiers. Then answer questions A-D below.

Aim: to sort out **countable** and **uncountable nouns**.

- No subject has **as much** importance for the British people **as** that of education.

q **Most** citizens

q **A great deal of** money, **a little** (money)

q **A lot of** talk

q **A lot of** people

q The privileged **few**

q **Some** of them

q **Some** students

q **A few** others

A. Which quantifiers are used with countable nouns only?

- The quantifiers which are used with countable nouns only: **most, a lot of, some, few**

B. Which quantifiers are used with uncountable nouns only?

- The quantifiers which are used with uncountable nouns only: **a great deal of, a little, much**

C. Which quantifiers are used with both countable and uncountable nouns?

- The quantifiers which are used with both countable and uncountable nouns: **a lot of, most**

D. Which two quantifiers do we usually use to ask questions about quantity?

- **The two** quantifiers we usually use to ask questions about quantity are: **much** and **many**

, Rank the quantifiers in the sentences you have picked out from the text on the lines on the next page. Add any other quantifier you know of. Then give examples of your own to illustrate their use.

Aim: - to classify quantifiers according to the degree they represent.

- To elicit more quantifiers from pp background knowledge.

Quantifiers going with countable nouns

No / any not many few some a few many a lot of / lots of

_____ All

Quantifiers going with uncountable nouns

No / any not much little a little some much a great deal of / a lot of All

See Grammar Reference, pp.216-217.

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.

There are **no** people in the restaurant!

+++++++
+++++
+++++
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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.

I have got **much** money in my pocket.

I have got **some** money in my pocket.

I have got **a little** money in my pocket.

I have got **little** money in my pocket..

I haven't got **much** money in my pocket.

I haven't got **any** money in my pocket.

I have got **no** money in my pocket.

+ + + + + + + + +
+++++
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0

some = a little

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

- 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).
- We often use **much** in negative sentences (not in positive ones).
- **Little** and **few** (without **a**) are **negative**. They mean **not much, not enough**. The speaker is not happy about it.

enough - too much - too many

- 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.
- 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.

A Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative form
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 Small has **the most** money. He has a part-time job.

Note

- **More** and **the most** are also respectively the comparative and superlative forms of **much** with **uncountable** nouns.
- **More** and **the most** are respectively the comparative and superlative forms of **many** with **countable** nouns.
- **Examples: The comparatives and the 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.
 - Our school has even **fewer** boy students. It has only 50 boys in a total of 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 form of **little** is **less**, not ~~littler~~

- 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.
- The superlative forms 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.

Grammar Explorer II

30 mn

f Read the text again and pick out the sentences which contain comparatives of adjectives. Arrange the sentences in the table below.

Aim: - to read for specific information:

- 1- To sort out comparatives of adjectives from the text.
- 2- To classify arrange comparatives in a table.

Comparatives of	Sentences
superiority	1- At election time, politicians who promise to spend a great deal of money on education are more popular than those who promise. 2- Secondary schools are much larger than primary schools. 3- Students may have to travel longer distances by school bus or public transport.
equality	For the British, no subject is as important as that of education.
inferiority	This is the reason why private education is less accepted in Britain than it is in the United States.

f Consider the comparatives in the table you have filled in task 1 above and explain how they are formed. Draw the rules.

Procedure: Refer the students to Grammar reference in SE2 textbook p.193.

Aim: to study how comparatives are formed and draw rules.

Have an another look at the **Comparatives** in SE1 Grammar Reference p.193

Comparatives of adjectives

I. Comparatives of equality

- A. Comparative of positive equality:** **as + adjective + as** Your house is **as big as** your neighbour's.
This exercise is **as difficult as** the one we did yesterday.

B. Comparatives of **negative equality**: **not + as / so + adjective + as**

The Thames is **not as / so long** as the Nile.

(= The Nile is longer than the Thames.)

2. Comparatives of **superiority**

To compare two things, two animals, two people etc., we use the following comparative forms: **Adjective + er + than / More + adjective + than**

A. We use **adjective + er + than** in the following cases:

a. **Adjectives of one syllable** :

The Nile is longer **than** the Thames.

It is hotter **than** in the Sahara desert **than** in the Gobi desert.

b. **Adjectives ending with -y, -w, or -le.**

My satchel is heavier **than** yours.

This street is narrower **than** that one over there.

Your teacher is **more** gentle **than** mine. = Your teacher is gentler **than** mine.

⓪ Note:

In adjectives with **one** syllable ending with a **vowel followed by a consonant** (e.g. **hot** or **big**) we **double** the consonant (**hotter**, **bigger**).

- We add **-er** to adjectives ending with **w** and **y**, even if they have **more than one** syllable.

- We transform **-y** into **i** in adjectives ending in **-y**.

- We can use either **more + adjective** or **adjective + er** with adjectives ending with **le**.

- **Good** and **bad** have the following irregular comparative forms of superiority.

Good → **better**

bad → **worse**

B. We use **more + adjective + than** with adjectives which have **more than two** syllables.

A meal in a restaurant is **more expensive than** a sandwich.

III. Comparatives of inferiority

We use **adjective + less + than** with all adjectives

A sandwich is **less** expensive **than** a meal in a restaurant.

Short adjectives may have other adjectives as their opposites.

Wool is **less light than** stone. → Stone is **heavier than** wool.

Comparatives of adverbs

The rules for the formation of comparatives of **adverbs** are **the same** as those for the formation of adjectives.

e.g., Becky came to school **sooner than** Paul yesterday.

The tortoise runs **less quickly than** the hare.

f Write a paragraph of four to five sentences comparing primary school or middle school with secondary school in Algeria. Use the three types of comparatives and the cues in the table below.

Aim: to compare different school levels in Algeria / to introduce the three types studied.

Procedure: Many possible answers. Provide topic sentences for the students.

Points of comparison	Adjectives
• classes • classrooms / tables ... • teachers'/ students' characters • students' age / build • subjects • cost of school furniture	➡ large, small, crowded ... ➡ large, big, small, good, functional... ➡ lenient, funny, happy, patient ➡ old, young, short/tall ... ➡ easy, difficult ... ➡ expensive, cheap, available

The middle school and the secondary school **are different** / **differ** in many of their aspects.

Topic sentence	connectors	comparisons

Grammar Explorer III

30 mn

f Read the text again and pick out the sentences describing similarities and differences.
Leave out the sentences with comparatives and superlatives.

Aim: to sort out sentences expressing comparison (similarities) & contrast (differences).

Comparison / contrast	Sentences
Similarities	This requirement is more or less similar to what is required by American universities.
Differences (contrast)	It has made the current educational system different from the previous ones in at least two major aspects. Unlike the old system, the present system sets the same subjects for all state schools. In contrast to the old practice, standards at individual schools are watched closely by inspectors.

f Consider the sentences in the table you have filled in task 1 above and identify the: link words expressing similarity and difference. Do you know of any other link words expressing similarity and difference? Use them in sentences of your own.

Aim: to identify link words in sentences / to elicit other link words from pp background knowledge.

See Grammar Reference pp. 226-227.

Link words (discourse connectors)

Whether you speak or write, you need to help people make sense of what you say by signalling them how one idea leads on to another. The words and phrases which have this connecting function are called link words or discourse connectors. They generally come at the beginning of a sentence. Their most important functions are as follows :

enumerating:

Beginning a list: **first, to begin with, to start with, first of all**, etc. E.g.

To begin with, I suggest you get yourself a job.

Continuing a list: **second (or secondly), next, then, after this**, etc. E.g.

Next you look for a convenient place to live in.

Finishing a list: **lastly, at long last, finally, eventually, in the end**, etc. E.g.

Finally she managed to escape.

re-inforcing:

Besides, furthermore, moreover, what is more, in addition, etc. are used to reinforce an argument in a situation where a preceding argument is considered insufficient.

E.g. *I won't be attending the lecture this afternoon. I have some work to complete. Besides, the lecturer stammers so much that one can hardly understand what he says.*

explaining: You can explain a point already made in three ways :

by clarifying its meaning : **that is, that is to say** (often written **i.e.**)

by giving a more precise description : **namely, viz, in other words, to put it more simply, rather**, etc.

by giving an illustration: **for example, E.g., for instance**, etc.

E.g. *Cheating at exams, namely asking your classmates to help you, is punishable.*

comparing: **in comparison with, like, likewise, similarly, compared with, both ... and ..., neither ...nor...**, etc.

E.g. *The doctor advised him to stop smoking. Similarly, he recommended him to eat much less and take plenty of exercise.*

contrasting: **But, however, and yet, while, whereas, conversely, on the one hand, on the other hand** express contrast.

E.g. *Living in the country is quite healthy; and yet it can be rather boring at times.*

conceding: **Admittedly, despite (the fact that), in spite of (the fact that), though, naturally, certainly, of course, nevertheless, this being said**, etc. express concession.

E.g. *I agree with you that work is the key to success; this being said, there is no reason why you should stay awake all night studying.*

expressing cause / reason: **Because, as, since, for, due to, owing to**, etc. signal cause or reason. E.g.
She has to stay in bed as she is ill.

expressing effect / result / consequence:

So, and so, thus, as a result, as a consequence, consequently, therefore, so + adjective + that, noun + noun (Noun Phrase) + that etc.

E.g. *He was involved in a car crash yesterday; as a consequence, he had to be taken to hospital.*

Expressing purpose: *So that, to, in order to, so as to, in order that*, etc. are used to express purpose.

E.g. *You must cross that bridge **in order to** reach the other bank of the river.*

Intensifying: *In fact, as a matter of fact, actually, indeed*, etc.

E.g. *John was sulking; **in fact** he didn't say a word for the whole evening.*

Referring: *If not, otherwise, then, in that case, that implies*, etc.

E.g. *You must get some more petrol. **Otherwise**, we won't have enough to get us to the next town.*

Expressing time: *After, before, when, while, since, meanwhile, shortly afterwards, later, earlier, from...to, at the same time*, etc.

E.g. *Saïd came back home at 5 p.m. **Shortly afterwards**, his father arrived.*

Indicating transition: *As far as ...is concerned, now, as for, as regards, to turn to, incidentally, by the way, with reference to*, etc.

E.g. *We can leave most of the details of the proposal until the next meeting. **As far as money is concerned**, this needs careful consideration.*

Summing up/concluding: *In a word, to sum up, in short, on the whole, to conclude, all in all, in conclusion*, etc.

E.g. ***In conclusion**, I feel confident that she will make the best of her stay in your establishment.*

f Now compare and contrast the primary school or middle school with secondary school using the link words in the table you have identified in task 1 above. Refer to the items of comparison that you have already used with the comparatives.

Aim: to compare and contrast the different school levels using link words.

Topic sentence	connectors	comparisons

Grammar Explorer IV

30 mn

Consider sentences 1 and 2 below and answer questions A-D that follow.

Aim: to study sentences in the passive voice / to answer qqs and give explanations using pp prior knowledge.

- Standards at schools are closely watched by parents.
- Schools are regularly visited by inspectors.

A. How do we know that the verbs in sentences 1-2 are in the passive voice?

- The form of the verb (auxiliary be + past participle) + by + agent.

The active and passive voice

Voice is a grammatical category. It expresses whether the subject of the verb is the agent of the action (the active voice) or whether the subject of the verb is the object of the action (the passive voice).

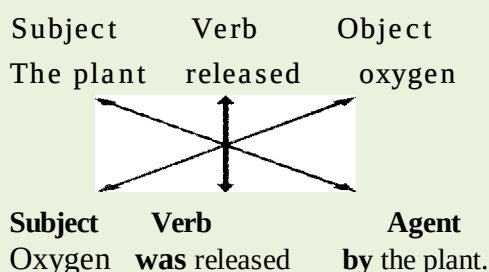
In the sentence *A lot of chemical industries pollute the rivers*, the verb (pollute) is in the active.

If you turn it round and say *The rivers are polluted by a lot of chemical industries* the verb (are polluted) is in the passive. You can use the passive only with transitive verbs.

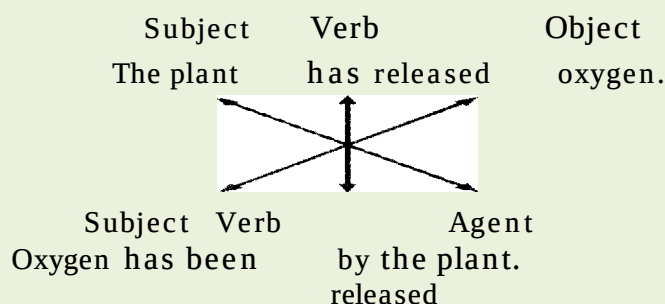
Form: How to change the active voice to the passive one.

A. Affirmative

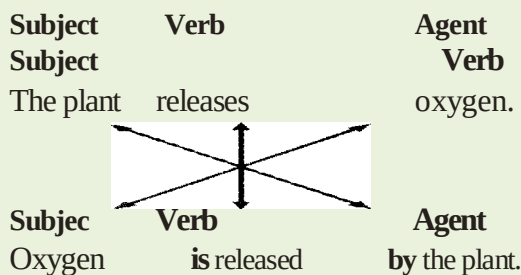
Past simple



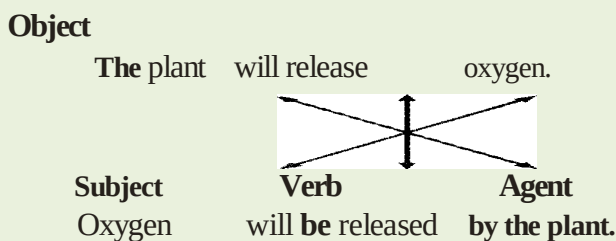
Present perfect



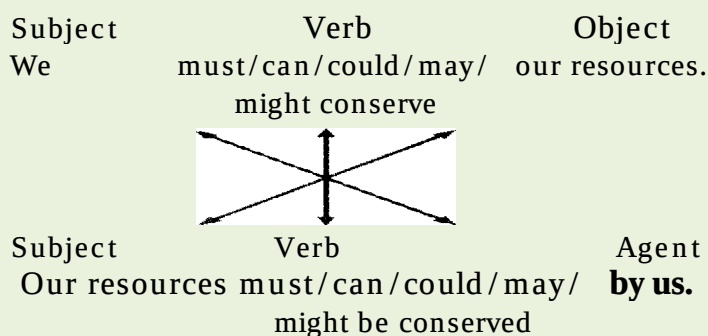
Present simple



future simple



Modals



When we **turn an affirmative active sentence into a passive one**, we go through important steps:

1. Move the subject of the active verb to the end of the sentence, and put **by** in front of it.

2. Move the object of the active verb to the front of the sentence, so that it becomes the passive subject.

3. Turn the verb from active to passive. You do this by adding a form of the auxiliary verb **be** and the past participle of the main verb.

B. Interrogative

[Wh]	Auxiliary	Subject	Verb	Agent
When	was	the Kyoto Protocol	signed ?	
Who	has been		arrested	by the police?
How	is	oxygen	produced?	
Where	will	the conference on global warming	be held?	
What	should must can could		be done to protect the environment?	
	Was Has Is Will	the treaty on gas emissions the treaty on oil shipping the Amazon rainforest the next conference	signed been signed protected be held	by all countries? by all the parties? by the government? in Algeria?

Uses

We **use the** passive voice when

a. We focus on the action rather than the performer/doer of the action.

e.g. *The next meeting on the conservation of animal species will be held in Algiers.*

b. Describing a process or how something works. Here we are interested in actions and results.

e.g. *Carbon dioxide is absorbed and oxygen is released by the plant during the day. At night the process is reversed.*

c. The performer of the action is unknown, uninteresting, unimportant or obvious. e.g.,

Thousands of acres of forest trees were burned.

e.g. *The world's first geothermal plant was built in Italy in 1904.*

d. We want to avoid beginning a sentence with a complex subject.

e.g. ~~Timber companies which look for easy money fell most trees~~

*Most trees are felled **by timber companies which look for easy money.***

Note: When we want to say who does the action of the verb in a passive sentence, we use **by** and then say who does it.

e.g. *The fire was started **by** children who were hiking in the forest.*

B. How can we turn the verbs into the active voice?

- First, move **the subject of the active verb** to the **end of the sentence**, and **put by in front of it**. Then, **move the object of the active verb to the front of the sentence**, so that it becomes the passive subject. Finally, **turn the verb from active to passive**. You do this by adding a form of the auxiliary verb “**be**” and the **past participle** of the **main verb**.

C. Why do you think the passive is used instead of the active?

- ***The use of the passive is more tactful. We are more interested in the action than the agent of the action.***

D. Is it always necessary to use the preposition **by? Why or why not?**

- ***It is not always necessary to use the preposition by.***

Have another look at the passive in SE1 Grammar Reference pp.199-200

- , Turn the sentences with the items in bold type into the passive so as to get a coherent description of the process of writing a composition. Start the sentences with the items in bold type.

Aim: to turn sentences from active to passive.

Educationists regard **writing** as a process. They require **students** to examine closely **the teacher's instructions** so as to understand the sort of composition s/he expects **them** to produce. Students brainstorm **the topic** for ten to fifteen minutes in order to generate ideas. They jot down **these ideas** in the form of diagrams such as network trees and spidermaps. Once they finish **the brainstorming**, they select **the most relevant ideas**. Students organise **the selected ideas** in a plan. They write **a first draft composition** to flesh out the plan. As soon as they do **this**, they revise **the draft** to correct errors in spelling and grammar. They also review **it** in order to see whether it is coherent or not. Educationists advise **students** not to hand their compositions to the teacher before they correct **all mistakes**.

Writing is regarded as a process by educationists. **Students** are required to examine closely the teacher's instructions so as to understand the sort of composition **they** are expected to produce. **The topic** is brainstormed (by the students) in order to generate ideas. **These ideas** are jotted down in the form of diagrams such as network trees and spidermaps. Once **the brainstorming** is finished, **the most relevant ideas** are selected. **The selected ideas** are organised in a plan. **A first draft composition** is written to flesh out the plan. As soon as **this** is done, **the draft** is revised to correct errors in spelling and grammar. **It** is also revised in order to see whether it is coherent or not. **Students** are advised not to hand their compositions to the teacher before **all mistakes** are corrected.

- , Insert sequencers (**first, then, next, after that, finally**) in the text you have obtained in task 1 above to mark clearly the stages of the process of writing.

Aim: to insert sequencers in a text so as to clarify the different stages of the writing process.

Writing is regarded as a process by educationists. **First**, students are required to examine closely the teacher's instructions so as to understand the sort of composition they are expected to produce. **Then**, the topic is brainstormed (by the students) in order to generate ideas. **After this**, these ideas are jotted down in the form of diagrams such as network trees and spidermaps. **Once** the brainstorming is finished, the most relevant ideas are selected. **After that**, the selected ideas are organised in a plan. **Next**, a first draft composition is written to flesh out the plan. **As soon as** this is done, the draft is revised to correct errors in spelling and grammar. It is also revised in order to see whether it is coherent or not. **Finally**, students are advised not to hand their compositions to the teacher before all mistakes are corrected.

Vocabulary Explorer

60 mn

f Transform the verbs in brackets into nouns by adding suffixes - **ing** and -**ion** / -**ation** so as to get a meaningful text.

Aim: to derive nouns from verbs by adding suffixes: “-ing”, “-ion” and “-ation”.

(Educate) is the process of (develop) intellectual capacity, manual skills, and social awareness, especially through (instruct). At the (begin), (learn) takes place mainly in the home. At the age of 5 or 6, children start (go) to school. This compulsory (school) lasts for nearly 10 years. It helps to complete the process of (socialize), and it provides the minimum (train) and (inform) for (function) normally in society.

Educ**ation** is the process of develop**ing** intellectual capacity, manual skills, and social awareness, especially through instruct**ion**. At the begin**ning**, learn**ing** takes place mainly in the home. At the age of 5 or 6, children start go**ing** to school. This compulsory school**ing** lasts for nearly 10 years. It helps to complete the process of socializ**ation**, and it provides the minimum train**ing** and inform**ation** for function**ing** normally in society.

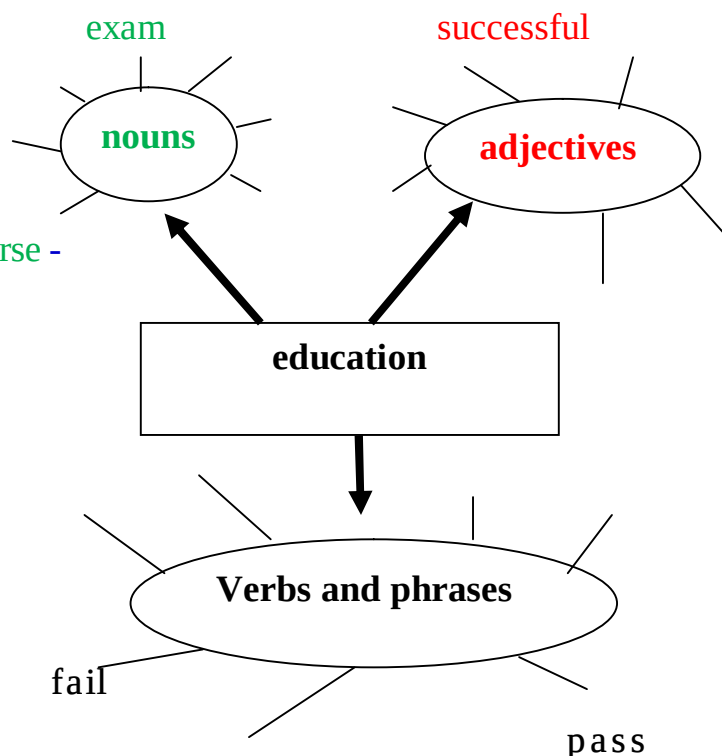
f Put the items on the left around the appropriate heading in the mindmap on the right. Then, in pairs, add three more items to each category.

Aim: to classify items related to education into nouns, adjectives, verbs and phrases into a map / To add more items to each category of allocates.

Procedure: Have the students fill in the map and add some items of their own.

|

- fail - pass – **successful**
- do **a course** - to get **a recommendation**
- be up to **standards** - take up **a graduate course** -
succeed - take (**exams**)
- **hardworking**- **qualified** – assess
- evaluate - **assessment** - to fall **behind**
- to hold **a degree** - **school fees** – **timetable**
- **skills** - **training** - go to **university**



NOUNS	An examination	A test	A quiz
VERBS	To succeed	To test	To graduate
ADJECTIVES	skillful	trained	recommendable

f Fill in the blanks in the text below with appropriate items from the mind map you have completed in task 2 above.

Aim: to fill in the blanks using appropriate items from the mind map in a previous task.

Karim _____(1) his *Baccalaureate* exam last June. If he _____(2) it with distinction, he will _____(3). But if he _____(4), he will _____(5) in a vocational training school to become either a plumber or an electrician.

Karim **took** his **Baccalaureate** exam last June. If he **passes** it with distinction, he **will go to university**. But if he **fails**, he will **take up a course** in a vocational training school to become a plumber or an electrician.

Pronunciation and spelling

60 mn

- Go back to the text and pick out all the words ending in s and classify them in the table below.

Aim: to classify plural nouns and present third person singular verbs according to the pronunciation of their final “s”.

Phonetic Symbols

/s/	/z/	/ɪz/
Students United States Tests Subjects Aspects Sets	Citizens Politicians Combines Schools Towards Others Standards Tables exams	Ages

See Grammar Reference pp. 236-237.

The consonant sounds of English are:

/p/ as in **p**artner

/b/ as in **b**ut

/t/ as in **t**wo

/d/ as in **d**o

/k/ as in **c**ar

/g/ as in **g**o

/tʃ/ as in **ch**in

/dʒ/ as in **j**oke

/f/ as in **f**ood

/v/ as in **v**oice

/θ/ as in **th**ree

/ð/ as in **th**is

/s/ as in **s**ea

/z/ as in **z**oo

/ʃ/ as in **sh**e

/ʒ/ as in mea**s**ure

/h/ as in **h**as

/m/ as in **m**at

/n/ as in **n**ote

/ŋ/ as in **ng**

/l/ as in **l**uck

/r/ as in **r**ed

/j/ as in **y**es

/w/ as in **w**ill

The vowel sounds of English are:

long vowels

/i:/ as in **ea**t

/ɑ:/ as in **car**

/ɔ:/ as in **more**

/u:/ as in **too**

/ɜ:/ as in **word**

short vowels

/ɪ/ as in **it**

/e/ as in **ten**

/æ/ as in **bat**

/ʌ/ as in **much**

/ɒ/ as in **not**

/ʊ/ as in **put**

/ə/ as in **again**

/ɪ/ as in **happy**

diphthongs (2 vowels)

/eɪ/ as in **day**

/aɪ/ as in **buy**

/ɔɪ/ as in **boy**

/əʊ/ as in **no**

/aʊ/ as in **now**

/ɪə/ as in **ear**

/eə/ as in **there**

/ʊə/ as in **sure**

triphthongs (3 vowels)

/ɔɪə/ as in **soya**

/aɪə/ as in **fire**

/aʊə/ as in **flower**

/eɪə/

/əʊə/

player

mower

Pronunciation rules for final -ed and -s

Pronunciation rules for final -ed and -s

Pronunciation rules for final -ed

- If an infinitive ends in **-t** or **-d** the final **-ed** is pronounced / **ɪd** /
- If an infinitive ends in a voiceless consonant (/**p**/, /**s**/, /**k**/, /**f**/, /**ʃ**/, /**tʃ**/, or /**θ**/ the final **ed** is pronounced /**t**/
- If an infinitive ends in a voiced consonant (/ **b**/, /**g**/, /**l**/, /**m**/, /**n**/, /**ŋ**/, /**v**/, /**z**/, /**ð**/, /**ʒ**/ or /**dʒ**/) or a vowel sound, the final **-ed** is pronounced /**d**/.

Pronunciation rules for final -s

- You pronounce the final **-s** as /**ɪz**/ if the word ends in one of the following sounds
/ **s** / E.g. miss - / **z** / E.g. buzz - /**ʃ**/ E.g. washes - /**tʃ**/ watches /**dʒ**/ E.g. manages - /**ʒ**/ E.G. garages.

- If a word ends in any other voiceless consonant sounds (/p/, /k/, /θ/, /t/) you pronounce the final **-s** as /s/
- If a word ends in any other voiced consonant sound (/b/, /d/, /g/, /l/, /m/, /n/, /ŋ/, /v/, /z/, or /ð/ or a vowel sound, you pronounce the final **-s** as /z/.

- Listen to your teacher reading the pairs of words in the table below. Put a stress mark on the syllable you hear most in each word. What do you notice?

Aim: to put the stress mark on the most prominent syllable.

Verb	Noun	Verb	Noun
educate instruct	education instruction	form transform	formation transformation
Verb	Noun	Verb	Noun
'educate In 'struct	Edu 'cation Ins 'truction	'Form Trans 'form	For 'mation Transfor 'mation

f Draw the rule for stress in words ending with **-tion**.

Words ending with **-tion**  **STRESS BEFORE LAST SYLLABLE**

Aim: to study the stress shift and draw the rule for the stress in words ending with -tion

POLLYSYLLABIC WORDS: MAIN STRESS ON THE PENULTIMATE /---20/

3.1. The strong suffix /--IC/

Ô The main stress falls on the **syllable preceding the suffix /--IC/**

Ô The number of the irregular words (exceptions) does not exceed 16. The most common are: 'Arabic, a'rithmetic, 'arsenic, 'catholic, 'heretic, 'lunatic, 'politic (s)

NOTE : when we add a **weak ending** to these irregular word (i.e. endings like **-al**, **-ism** , **-ally** , etc) **they follow the genral rule** (i.e. become regular words) and the stress falls on the syllable preceding the /-- IC / ending .

E .g . 'politic + **al** = po'litical ; 'catholic + **ism** = ca'tholicism etc .

Exercise 1: Read out the following pair words, paying attention to the stress–shift.

'Atom / a'tomic, 'drama / dra'matic, 'strategy / stra'tegic, a'rithmetic / arith'metical
'Sympathy / sympa'thetic, 'Rhetoric/ rhe'torical 'politic / po'litical

„ Seven of **the comparative adjectives** in the text below contain spelling mistakes.
Identify them and correct the mistakes.

Aim: to identify and correct spelling mistake.

Ô Wahiba and Sadia are classmates and friends. They are taller, **funnyer**, and **youngger** than the other classmates. They usually get **beter** marks in exams. In comparison with Sadia, Wahiba is friendlier, **niceer** and **quieter**. She is **thiner** in build but **strongger** in character. ...

Ô Wahiba and Sadia are classmates and friends. They are taller, **funnier**, and **younger** than the other classmates. They usually get **better** marks in exams. In comparison with Sadia, Wahiba is **more friendly**, **nicer** and **quieter**. She is **thinner** in build but **stronger** in character. ...

See Grammar Reference pp. 234-235

Spelling rules

Nouns, verbs, and adjectives can have the following endings / suffixes :

- | | | | |
|--|----------|----------|-------------|
| • Noun+ -s -es (plural) | books | ideas | matches |
| • Verb + -s -es (after he, she, it etc) | works | enjoys | flourishes |
| • Verb + -ing | working | enjoying | flourishing |
| • Verb + -ed | worked | enjoyed | visited |
| • adjective + -er (comparative) | cheaper | higher | narrower |
| • adjective + -est (superlative) | cheapest | highest | narrowest |
| • adjective + -ly (adverb) | cheaply | highly | narrowly |

When we use these endings, there are sometimes changes in spelling.

Nouns and verbs +s -es

- The ending is **-es** when the word (noun or verb) ends in **-s, -ss, -sh, -eh** or **-x**:
 E.g. match(n) → matches bus (n) → buses
 teach (v) → teaches search (v) → searches

Note also hero → heroes, go → goes, do → does etc.

Words ending in -y

If a word ends in a **consonant + y**

- y** changes to :
 – **ie** before **-s**,
 E.g., city -'cities , carry -+ carries

– **i** before **-ed**,

E.g., apply **y** → app **li**ed

– **i** before **-er** and **-est**,

E.g., easy → eas**i**er → eas**i**est

– **i** before **-ly**,

– E.g., easy → eas**i**ly

• **y** **does not** change

• before **-ing**,

E.g., study → stud**y**ing

• if the word ends in a **vowel + y** (**-ay**, **-ey**, **-oy**, **-uy**)

E.g., play → play**s**, play**e**d, monkey → monkey**s**

Note say → sa**i**d, pay → pa**i**d, lay → la**i**d

Words ending in **-ie**

If a **verb** ends in **-ie**, **-ie** changes to **-y** before **-ing**

E.g. die → dy**y**ing, tie → ty**y**ing, lie → ly**y**ing

Words ending in **-e**

• If a **verb** ends in **-e**, we leave out **-e** before **-ing**.

E.g. write → writ**e**ing

Exceptions: be → be**e**ing, see → see**e**ing, agree → agree**e**ing

• we add **only -d not -ed** for the past (of regular verbs).

E.g., hope → hop**e**d, dance → danc**e**d.

• If an adjective ends in **-e**,

- we add respectively **-r** and **-st** for the comparative and the superlative.

E.g. wide → wid**e**r → the wid**e**st

- we keep **e** before the **adverb** ending in **-ly**.

E.g. polite → polit**e**ly

• If an adjective ends in **-le**, we leave out **e** and add **-y** for the adverb.

E.g. probabl**e** → probabl**y**, possibl**e** → possibl**y**

Doubling consonants

• If a verb or an adjective ends in **consonant + vowel + consonant** (CVC), we double the final consonant before **-ing**, **-ed**, **-er** and **-est**

E.g. plan → plan**n**ing → plan**n**ed, big → bigg**e**r → bigg**e**st

• If the word has **more than one syllable**, we double the final consonant **only if the final syllable is stressed**.

E.g. pre**F**ER → preferr**rr**ing → prefer**rr**ed, be**G**IN → begin**nn**ing

- If the final syllable is **not** stressed, we do not double the final consonant.
E.g. **V**isit → visting → visited , de**V**elop → developing → developed
- If the final syllable is not stressed, and the last consonant is **l**, the consonant may be left single or double.
E.g. travel**l** → traveling → traveled **or** travelling → travelled
- If a word ends in a cluster of two consonants (**-rt**, **-rn**, **-ck**, etc.), we do not double the consonant.
E.g. start**rt** → starting → started, turn**rn** → turning → turned, thick**ck** → thicker
- We do not double the final consonant if it ends with two vowels + a consonant (**oil**, **-eed**, **-ain**, etc.). E.g. boil → boiling → boiled, cheap → cheaper → cheapest, Explain → explaining explained
- We do not double **y** or **w** at the end of words if they are preceded by a vowel.
E.g. stay → staying → stayed , new → newer → newest → grow → growing

Ø Think, pair, share ✕

60 mn

Aim: to work individually, then in pairs and finally in groups

F Follow the guidelines below to write a letter to a friend of yours describing your school/classroom.

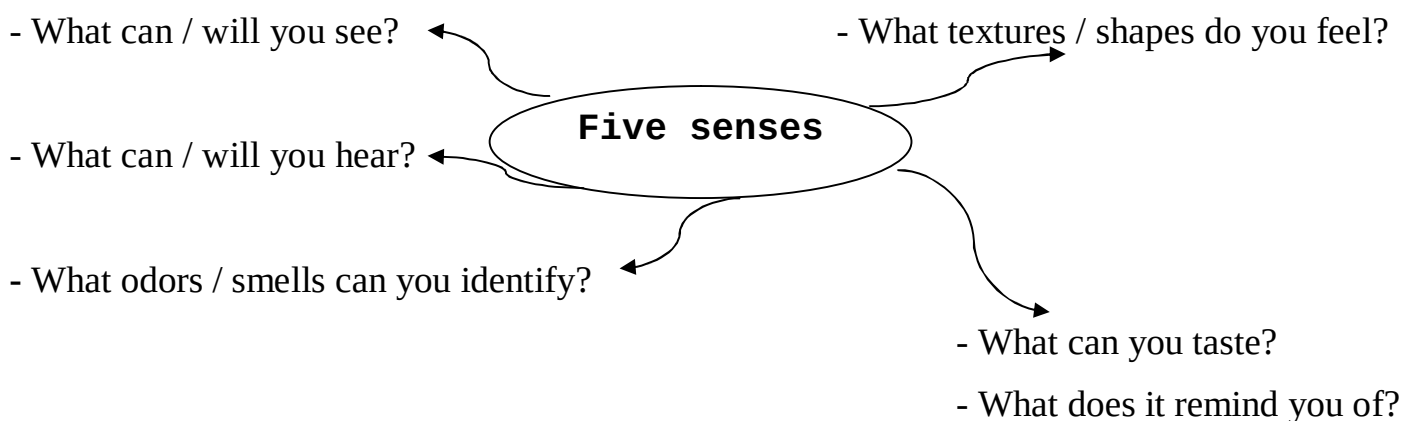
- When we describe things/people we generally express **personal feelings**. So start with an interesting topic sentence.

Aim: to express personal feelings in topic sentences while writing letters (descriptive letters)

E.g. School is the only place in the world where I feel free.

, Descriptive writing relies on an appeal to **the five senses**. Use the clustering below to list what you can see, smell and what these sensations remind you of, etc.

Aim: to list things related to the senses.



f **Details** are very important in descriptive writing. So indicate exactly the **location** of objects, their **shapes**, their **colors** and most importantly the **feelings** they evoke by using **similes**, i.e. comparisons with **like** or **as**.

Aim: to introduce details about location, shapes, colours, feelings by using similes in a piece of writing.

Useful language

- Prepositions: close to, near, next to, inside, outside, on the left, on the right, above, below, under, over, behind, at the back of, in front of, in the upper left-hand /lower right-hand corner, etc
- Present simple (passive and active)
- Adjectives and their comparatives
- Phrases such as **there is**, **there are**, **it has**, **it reminds me of**, etc.

„ Write a draft letter of your ideal school. Then exchange drafts with your partner for error checking.

Aim: to write a draft letter of one's ideal school / to invest the vocabulary concerning education into contextual situations.

n Write a final version of your letter taking into account your partner's remarks. Then hand it to your teacher.

Aim: to exchange, check errors, correct, write a final version of a letter taking into account the given remarks before presenting one's final work.

Dear Linda,

Today, I'll write to you about my school. And the least I can say is that I feel quite happy and comfortable in it.

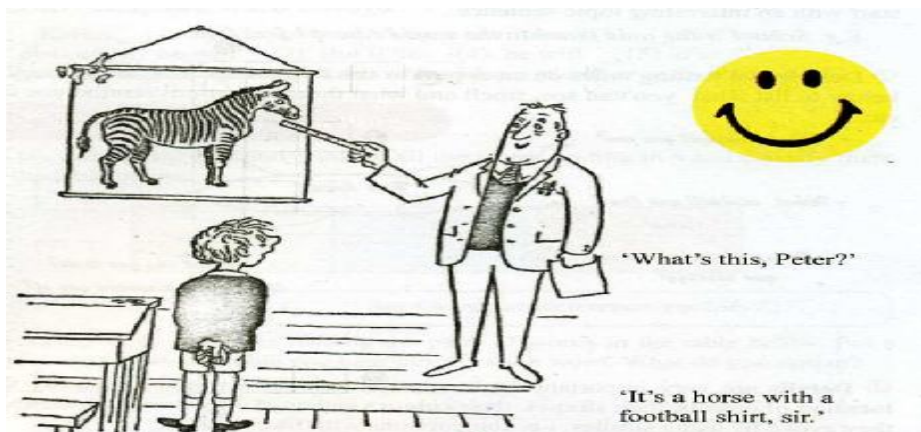
First, let me mention its old stone building, surrounded by a nice flower garden. The flowers are carefully arranged, and in spring, they give off a nice scent when we head for the classes through the garden. Further back, there are two large courtyards with enough space and benches to play or relax. There are also big, ancient olive trees near the walls, where birds perch and nest. We can hear them warble and chirp all year round.

Let me also describe my classroom. It is large and well decorated, with old-fashioned brown desks, and posters and pictures all over the walls. And then, there are those cabinets full of books which smell of old paper. Actually, I like borrowing a book from to time and dream of all the adventures and mysteries I read about.

I'll finally say a few words about my teachers. I'm lucky to have such good and considerate people around me. They are so keen to see the students do well. They are always

prepared to answer our questions, and they really want to make sure we understand the hard parts of the lessons and exercises. I like the way teachers get us involved. They surely have children of their own at school, which explains why they understand how we feel.

So if there is one good reason why I like my school, it surely is because the teaching staff is so caring, and so friendly. I can't dream of a better school!



TAKE A BREAK

60 mn



4 School crossword

Aim: to fill in a grid by ordering the letters given as clues in italics.

– The clues for this crossword are funny questions and answers exchanged in various classes. Take the letters *in italics* and put them in the correct order. They will spell out the school subjects taught in each of these classes. Write the subjects in the grid.

1. Stephen, I asked you to *draw* a cow eating grass, *but* you've only drawn a cow.

Yes. The cow's eaten all the *grass*.

3. *Peggy*, what can *you* tell me about *the* Dead Sea ?

Nothing *really*. I didn't even know it *was* ill.

5. Edward, you've written 'rabbit' with two Ts at the end.

There *should* only be *one* only.

- Which *h* T is the wrong one?

7. Who can tell me something *important* that *didn't* *exist* a hundred *years* ago?

- Me!

2. *Emma*, if I cut *two* apples *into* ten *pieces* and two *pears* into ten pieces, what would I *have*?

- A fruit *salad*.

4. Rebecca, give me the name of a *liquid* that won't freeze.

- Boiling *water*, sir?

6. *Graham*, what is the opposite of 'Nein'?

- Six?

KEYS: Take a break

2. Mathematics 3. Geography, 4. Science, 5. English, 6. German, 7. History

Designing a homepage for your lycée

Aim: to make a research and present a report in the form of a leaflet or a homepage containing detailed information about one's school.



ORGANISING

• Your home page should include information about the following:

- the location
- the curriculum of studies
- regulations
- exams
- discipline
- sports
- extra-curricular activities
- staff
- The parents-teachers association (P.T.A.)

, Illustrate your homepage with pictures and maps.

Aim: to use pictures and maps to illustrate one's information.

f Bring out print-outs of your homepage for class presentation.

Aim: to present print-outs of one's homepage.



A secondary school in Britain



Skills and Strategies outcomes

- Predicting
- Note taking.
- summarizing
- Responding to an oral text
- Speaking -from notes.
- Speaking about ideal schools
- Speaking and writing about one's ideal school



WRITING UP

► Before listening

15 mn

- The picture and the caption in italics on the right illustrate a life story. Look at them closely and guess the answers to questions 1-5 on the left.

Aim: to predict / anticipate / guess / by studying pictures and captions that illustrate a biography

The Discoverer of Radium
(by J.Walker McSpadden)

1. Who do you think the lady is?
– Marie Curie.
2. Where was she born?
– In Warsaw, Poland.
3. What nationality is she ?
– Polish.
4. Where is she and what is she doing?
– in her laboratory, experimenting.
5. Do you think her education has prepared her for the kind of work she is doing?
– Yes, I do.



- Listen to the **first part** of the lady's life story and check your answers to the questions on the previous page.

Aim: to listen to a passage (first part) taken from a text and check one's answers.

First Part of the Life Story

A shy, frightened child stood before a government school inspector in a Polish school room. "Name the Czars of Russia," he barked. The girl did so in a voice which she tried to keep steady. "Who governs us?" The child hesitated. Her teacher and her schoolmates looked anxious. "Answer me!" came the sharp command. "His Majesty, Alexander the Second, Czar of all the Russias," came the clear, low voice of the student. The inspector glanced quickly around the room to check up on the others. All the girls were bending low over their tables, and he could not see their faces. "Very well, then; remember!" he said to all in general, and walked out of the room. Later, when the inspector left, the teacher called, "Come here, my little soul." And the child sank down beside her and burst into tears.

Warsaw, the birthplace of Manya Sklodovsky, was then ruled by Russia. Russian inspectors made sudden visits to the unhappy country roundabout, seeking to spy out possible trouble. Even the schools were watched. Manya had been chosen for examination that day, as often because she was bright and dependable.

At home, as well as at school, she was called Manya. Her father was a professor of physics. She grew up helping him at his work, busily washing bottles and test tubes and learning to love science. Her mother died when Manya was very young and Dr Sklodovsky tried to be both father and mother to his four girls and one boy. All of them were good students. They spent many of their evenings before the fire, as their father told them stories or helped them with their lessons. Dr Sklodovsky was skilled in arts and languages as well as in science. "He knew everything or nearly everything," his children said of him later.

However, before his children were grown, Dr Sklodovsky had difficulties with the Russian rulers. He lost his position and had to take a humbler teaching job. From the time she was ten until she reached middle age, Manya faced struggle and hardship.

When she was eighteen, she went to work as a teacher in a private home. She saved as much as she could of her small salary and went to Paris for further study. There she was known as Marie. One reason for her choice of Paris was that an older sister, Bronya, had married and moved to that city. Another reason was the excellence of the universities. She has attended a chemistry course.

- , A student has taken notes on the same part of the life story but has got some notes wrong. Can you correct them?

Aim: to correct wrong notes and make sure one's information are precise and correct.
police inspector interrogating girl - Russian school room

Manya Sklodovsky born - Moscow - colonial Poland
Father : doctor *lost job - faced hardship*
started teaching 16 - *saved money* - went London further studies

f Have a look at the coping box below. Then listen to the second part of the story and take notes.

Aim: to train pps in note-taking. What is it? And what to concentrate on or neglect?

Procedure: Have the students skim through and discuss the text in the Coping box before setting them to task. Read the script paragraph by paragraph and try to have the students guess what comes next after each pause. You can help the students with a diagram containing **wh**-words: who, what, where, when, how, why because the listening script is a narrative.

N.B. Note taking can be supplemented by note making i.e., briefly jotting down one's reactions and ideas about the text.

Coping

When you take notes, write down only **important words** and **specific details**, such as dates, which you are not likely to remember. Taking notes is not the same as writing from dictation. So

leave grammar words such as pronouns (E.g. **he**, **she**);

q use abbreviations (E.g. USA, UK, Feb.);

q use figures instead of letters when you write numbers;

q omit words and phrases which are repeated.

Second Part of the Life Story

At first she lived in her sister's home, but it was so far from the university that she took a single room and lived alone. Her small savings were soon gone, and her father was able to send her only very little money. For some reason, she did not want her sister to know that **she was living from hand to mouth**. She never missed her beloved classes until the day when she tainted in the street.

Her sister's husband was a doctor. He came on the run. Marie was taken to her room. His keen eyes took in the bare furnishings. He could not find even the makings of a cup of tea.

"What did you eat today?" he asked.

"Today? Why, I can't seem to remember."

"Yesterday, then?"

"Oh, yesterday... why, I had some cherries — and all sorts of things."

He bundled her up and took her home in a cab to her sister Bronya. "Take care of the little one," he called from the bottom of the steps. "I'm off to get a prescription filled." The "prescription" was a large steak and some French fried potatoes.

The next day, rested and fed, she returned to her cold attic room, promising to take better care of herself. She longed to get back to the laboratory. She liked even the smells of the chemicals. She wanted to take not one but two degrees — both a master's and a doctorate of science. Then armed with these she could return to her beloved Poland and work side by side with her father.

But in the meantime, she became acquainted with a young professor. His life was also devoted to science. He was French, and of good family, and his name was Pierre Curie. He was so underpaid and so deep in his work that he had decided never to marry. But in spite of himself he became deeply interested in this Polish girl with the intense grey eyes and delicate features, who was as keen on test tubes as he himself was.

Weeks and months passed by. At last Marie wrote to her father that she was not coming back to Warsaw; she was going to marry Professor Pierre Curie. They were poor; but they had the same tastes, and could continue their work together. For a wedding trip they rode out into the country on bicycles.

When they got back to their little apartment, Marie made a humiliating discovery. She couldn't cook! For years she had done her most delicate work in the laboratory, but now she had no idea of how to prepare string beans! She bought a cookbook and followed it as carefully as if she were doing an experiment in physics. Pierre never complained. His thoughts were so taken up with his work that he didn't pay much attention to what he ate....

- „ Use the notes you have taken in task 3 above to make a short oral summary of the life story you have listened to.

Aim: to use already taken notes to make a short oral summary of the life story in the listening passage.

N.B. Taking notes is essential in order to remember what one listens to or reads, but it has a further use: when taking notes, **it is necessary to establish the structure of the text and its key ideas** and to learn to leave out unessential information.

In making summaries, too, minor details must be omitted, but

q a summary is usually written in one's words.

q it does not necessarily imply outlining the structure of the text, as note-taking usually does.

q it should be an accurate and objective account of the text, leaving out our reactions to it whereas note taking (as mentioned above) can be supplemented by note making.

Possible summary

This story recounts the life of Marie Curie, born Manya Sklodovsky in Poland occupied then by Russia. Curie experienced many hardships during her childhood. She lost her mother at an early age, and her father, a professor of physics, had problems with Russian rulers. Though she was close to her father, she left him and went to Paris. She made heavy sacrifices to pursue her further studies. Marie obtained a doctorate from the university (Paris) and married Professor Curie. Both of them were attracted to each other because they had similar interests in physics.

N.B. Make sure you limit the time devoted to the oral presentation of the summary (2 to 3 minutes).

► **After listening**

30 mn

- Have a look at the coping box below. Then complete the blanks in the commentary that follows.

Aim: to grasp the content of a coping box and to complete the blanks in the commentary that follows.

Procedure: Give the coping box first and then the text with the blanks.

Coping

Life stories or biographies are written to teach lessons for life. So when you read or listen to them, you should try to draw the lessons they want to teach you. You should also respond to them by saying whether you like them or not, and why.

I find Marie Curie's life story very moving. It reminds me of_____. The thing I liked best about it was_____. Another thing I liked about it was_____. What I didn't like was_____. I think the lesson that the author wanted to teach us was.....

Possible answer

I find Marie Curie's life story very moving. It reminds me of colonial education in Algeria. The thing I liked best about it was the courage that Marie showed in her pursuit of knowledge. Another thing I liked about it was the dignity that Marie maintained in spite of all the problems she faced in Paris. What I didn't like was the behaviour of the Russian school inspector. I think the lesson that the author wanted to teach us was that women are as dedicated to science as men.

- , The notes below are taken by a student during a lecture about education in India. Reconstitute the lecture using both the notes and your background knowledge about the history of India.

Aim: to use given notes and previous background knowledge to reconstitute a lecture.

Start like this

Lecture notes: *Education in India*

Independence : *Aug. 15, 1947*

primary schools: *12,843 - colleges 636 - univ. 17*

Literacy: *14 %*

Total edu. expenditure : *570 m rupees*

Edu. Census *1996*

Primary schools: *600,000*

literacy for age groups :*6-11 , 94%*

211 univ. - 7000 colleges - 3.5 m students

Overall literacy: *52,11 %*

Edu. Expenditure: *200,000 m rupees = 6 % of Gross National Product (GDP)*

Possible answer

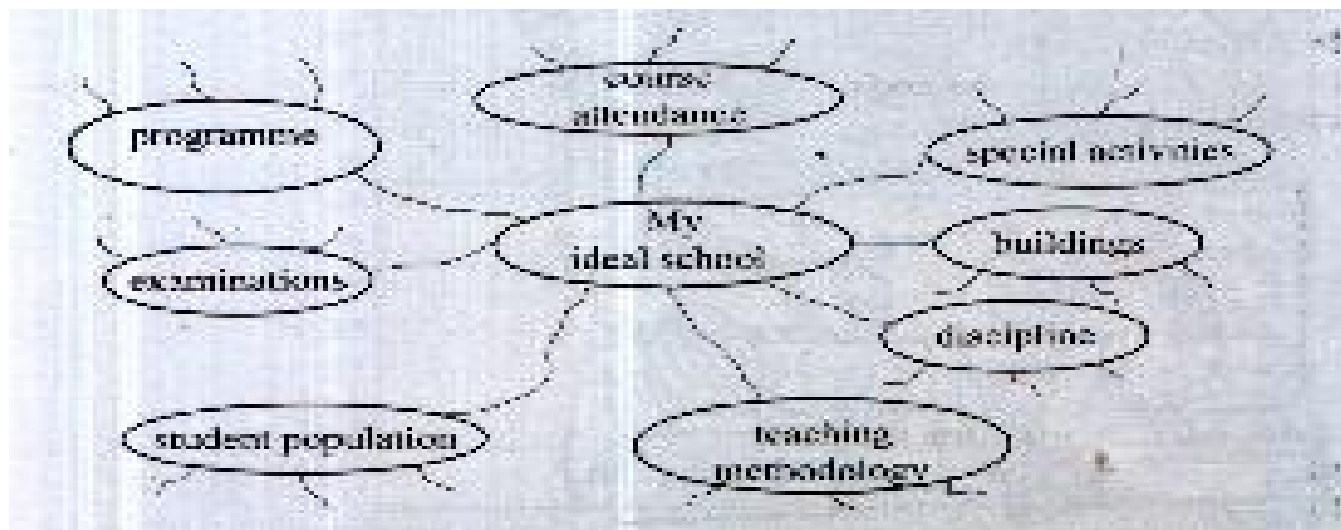
Today's lecture is about education in India. India was a British colony. It re-gained its independence on August 15, 1947. At independence, it had 12,843 primary schools, 636 colleges and 17 universities. Only 14 % of its population were literate. The total expenditure on education did not go beyond 570 million rupees then. Education in India has witnessed a tremendous improvement since independence. According to the education census of 1996, the number of primary schools reached 600,000, that of colleges 7,000 and that of universities 211. The literacy for age groups between 6 and 11 was 94% whereas the overall literacy stood at 52,11 %. Education expenditure was 200,000 million rupees. ...

► Saying it in writing 60 mn

Aim: to imagine an ideal school using the already learnt vocabulary to write a brief point of view.

- Imagine that you could plan an ideal school. Decide what sort of school it would be. Then describe it in detail. Follow the procedure below.
- Brainstorm ideas about your ideal school using the following spidermap. Explain your decisions.

Aim: to brainstorm ideas in a spidermap and explain justify one's decisions.



- , Synthesize orally the information in your spidermap in two or three minutes using link words such as because, since, for, in order to, so that, first, next, etc.

Aim: to orally synthesize information from a spidermap using the necessary link words /

Start like this

My ideal school **would be** one which/ where/. It **would be** _____. It would have _____. But it wouldn't be _____. It wouldn't have _____.

- f** Select the best ideas from the class presentations to write a draft description of twenty lines about your ideal school.

Aim: to select ideas, to write a draft

- „ Exchange drafts with your partner for error checking. Then write a corrected version of the description of your ideal school and hand it to your teacher.

Aim: to check and write a final description.



Possible answer

You tell me to decide what my ideal school **would** be like if I could plan one. Well, I say my ideal school **would** be a school where students **would** be free to choose what they like to study. It **would** have many classrooms, and each classroom **would** be equipped with computers....

READING AND WRITING

–Skills and strategies outcomes

- Skimming
- Paragraphing ideas
- Scanning
- Making logical links between sentences and paragraphs
- Writing an expository article



15 mn

ASSESSING

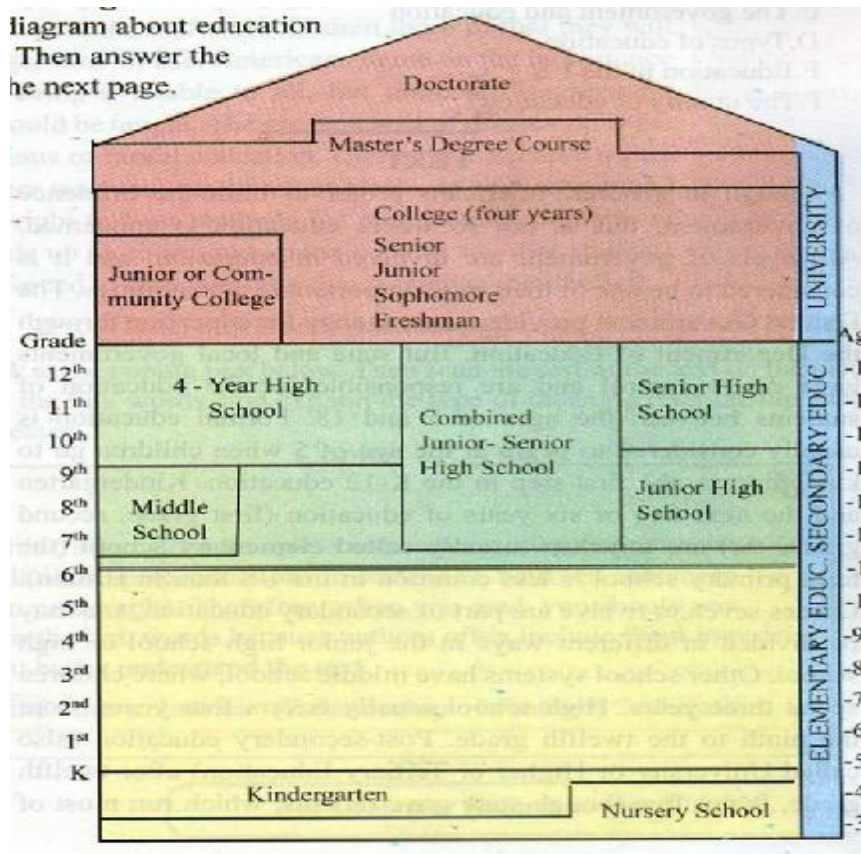
Procedure: the students will go through the preview so as to get acquainted with the objectives of the section.

► Before reading

- Study the diagram about education in the U.S.A. Then answer the question on the next page.

Aim: to study a diagram to find similarities and differences / to discuss one's decisions.

Procedure: Access background knowledge. Pay more attention to secondary and postsecondary education. Encourage the students to use link words **to express comparison and contrast**.



– In what ways is the Algerian educational system similar to and different from the American one? Discuss as a class.

<i>Algerian educational system</i>	<i>American educational system</i>
P Less frequent: Nursery schools + kindergarten P Algerian children start school at the age of 6 P4 Divisions + Years: F Primary /Elementary / Secondary / University P Algerian students finish secondary school at the age of 18 P Algerian Secondary Education divided: 1. Lycée 2. Technicum P Algerian Post-Secondary Education / University: F ‘Licence’ Bachelor of Art F Master / Doctorate	P Nursery schools + kindergarten P US children start school at the age of 5 P3 Divisions + Grades: F Elementary / Secondary / University P US students finish secondary school at the age of 17 P US Secondary Education divided: 1. Junior High School / Senior High School 2. Combined Junior High S + Senior High S 3. Middle School / High School P US Post-Secondary Education / University: F Freshman / Sophomore /Junior / Senior F Master / Doctorate

► As you read

45 mn

- Skim through the block text below and divide it into **five** paragraphs. Don't write on your book. Use square brackets to indicate the beginnings and endings of the paragraphs.

E.g. [Although _____] (§1)

Aim: to skim and divide a block text into five paragraphs / to deal with the components of a paragraph.

[Although in general Americans prefer ... between the ages of 5 and 18.] §1

[Formal education is usually considered ... the cost for people who live in the state.] §2

[By some standards are illiterate.] §3

[Most educational institutions are public... so that they will have advantages later in life.] §4

[Americans agree on the importance of education...their beliefs.] §5

- , Match the paragraphs you have identified in task 1 above with 5 of the jumbled ideas A-F below. One of the ideas is the title of the text.

Aim: to match paragraphs with jumbled ideas paying attention to the title (the odd one out).

Ideas	Paragraphs
A. The school system	§2
B. Points of conflict	§5
C. The government and education	§1
D. Types of education.	§4
E. Education in the US	X-title-
F. The quality of education	§3

TEXT

Although in general Americans prefer to limit the influence of government, this is not so where education is concerned. All levels of government are involved in education, and it is I considered to be one of their most important responsibilities. The Federal Government provides some money for education through the Department of Education. **But** state and local governments have direct control and are responsible for the education of students between the ages of 5 and 18. Formal education is usually considered to begin at the age of 5 when children go to kindergarten, the first step in the K-12 education. Kindergarten and the next five or six years of education (first grade, second grade, etc) are together usually called elementary school (the term primary school is less common in the US than in Britain). Grades seven to twelve are part of secondary education, and may be divided in different ways in the junior high school or high school. Other school systems have middle school, where children spend three years. High school usually covers four years, from the ninth to the twelfth grade. Post-secondary education (also called University or Higher or Tertiary Education) after twelfth grade, is not free though state governments, which run most of the educational institutions, subsidize the cost for people who live in the state. By some standards, American education seems very successful. **Although** young people must attend school until they are 16, over 80% continue until they are 18. About 45 % of Americans have some post-secondary education and over 20% graduate from a college or university. **However**, 20% of adults, about 40 million people, have very limited skills in reading and writing, and 4% about 8 million, are illiterate. Most educational institutions in the US are public (run by the government), but there are some private schools for which students have to 'pay a lot of money to attend. Many private schools have a high reputation, and parents send their children there so that they will have advantages later in life. Americans agree on the importance of education' being available to all, but there is disagreement about what should be taught. The greatest area of dissension is the place of religious or moral education. Commonly debated topics include whether teachers should ask students to say prayers and whether it is right to beat students for punishment. Sometimes the debate ends up in court, and courts usually say that students shouldn't be forced to do something that is against their beliefs.

(From D.K. Stevenson, American life and Institutions, USIA)

f Have a look at the coping box below. Then scan the rest of the text on the next page. Spot all the link words and explain the type of meaning relationship each of them expresses.

Aim: to study a coping box, understand what a link word is, scan a text, spot link words and explain the type of meaning relationship each of them expresses.

/pɪ'fɜːl/
/kən'sɜːnd/
/ɪn'vɒlvd/
/kən'sɪdəd/
/'federal/

/edʒu'keɪʃn/

/'kɪndəɡɑːtn/

/'elɪ'mentri/

/'ɡreɪdz/
/dɪ'vaɪdɪd/

/'kavəz/

/'tɜːʃəri/

/'sʌbsɪdaɪz/
/'stændəd/

/'ə'merɪkənz/
/'ɡrædʒueɪt/

/'raɪtɪŋ/

/'praɪvɪt/
/ə'tend/

/əd'væntɪdʒɪz/
/ə'verɪəbl/

/'rɪ'lɪdʒəs/
/'preəz/
/'pʌnɪʃmənt/

Coping

Link words (also called discourse connectors) are words that establish logical relationships/connections in sentences, between sentences, or between paragraphs. Therefore, when you read, you should pay attention to the link words because authors often include them in order to help you better understand the text.

E.g. **Unlike** other countries (Relationship of contrast) ...education, ↑

See Grammar Reference, pp.226-227.

(**Unlike** other countries, the United States does not have a national system of education...
contrast)

(**Although** there is a Federal Department of Education... **concession**)

(**Since** the Constitution does not state that education is a responsibility of the Federal Government... **cause**)

(**As a result**, each of the 50 states is free to determine ...**effect**).

In turn, **however**, state constitutions give actual control... **concession**)....

By contrast to other countries ... **contrast**),

there is, **therefore**, (**consequence**) a very large amount of local control over education in the United States.

However (**contrast**) in relation to the first paragraph),

because local and state taxes support the public schools,**cause**)

there are significant differences in the quality of education (**effect**).

States and communities that are able or willing to pay more for schools, buildings, materials, and teachers almost always have better educational systems than those that cannot or do not.

Thus (deduction) **for example** (**exemplification**), the average expenditure per pupil for secondary education in the U.S. was \$4,000 in 1986.

But (**contrast**) some states such as Alaska, New Jersey, and Wyoming spent more than 5,000 per pupil.

In order to reduce the differences in the quality of education, (**purpose**) the Federal government sometimes provides special funds to poorer areas and school districts.

But (**contrast**) in general Americans are worried that more Federal help could eventually lead to less independence and less control in state education.

(From D.K. Stevenson, *American life and Institutions*, USIA)

► After reading

30 mn

Aim: to spot link words using a eye-catching colour.

- Now discuss the following questions.

Aim: to discuss, give more synonyms (equivalent) link words and modify the form by adding (replacing).

- A. Have the link words you have identified in the **As-you-read** rubric helped you in any way to better understand the text above?
- Yes, because they make the inter-sentence and inter-paragraph relationships more explicit.
- B. Which other link words can you use in replacement for those in the text?
- **Unlike**= contrary to / in contrast to/by contrast to
Since= because / as
As a result= as a consequence/consequently / so, thus / hence
By contrast= contrary to /unlike
However= yet
Thus= So
For example= for instance
In order to= to, so as to
But= yet / however
- C. Are there any link words that **are not needed** to understand the logical relationships (between the sentences and between the paragraphs) in the text? Which ones?
- Mind the students that it is not necessary to use link words when the meaning relationship between sentences and paragraphs is explicit. Apart from **but, and, so, yet** and **however**, the other link words should be used sparingly. For example, **As a result** in the clause ‘As a result, each of the 50 states is free to determine its own system for its own public schools is not really needed.’ We can have two independent clauses instead. The other link words that can be omitted are: **therefore, however, thus, and for example**.
- D. What link words can you add to make the meaning clearer to the reader?
- We can link the first sentence with the second sentence of the paragraph with **because**.
- , The sentences below are not in order. Re-order them to get a coherent text. Then use link words to make the relationship between the sentences more explicit.

Aim: to read, comprehend, find the logical flow of ideas, reorder and introduce the necessary link words between sentences.

- A. This idea is more or less accepted all over the world.
- B. The job market is changing rapidly as a result of technological advance.
- C. Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing.
- D. The idea of continuing or lifelong education has become more important than ever before.
- E. People are afraid of losing their jobs if they don't keep Upgrading and updating their occupational skills.
- F. In the near future, all of them will return to school mostly for occupation reasons.

The order of the sentences depends on whether the emphasis is on cause or effect.

I- Cause:

(D) The idea of continuing or lifelong education has become more important than ever before **because** (B) the job market is changing rapidly as a result of technological advance. (A) This idea is more or less accepted all over the world (E) **as** people are afraid of losing their jobs

if they don't keep upgrading and updating their occupational skills. (C) Today, many adults go back to school to broaden their knowledge and learn something they enjoy doing. (F) **But** in the near future, all of them will return to school mostly for occupational reasons.

II- Effect:

(B) The job market is changing rapidly **as a result of** technological advance. **That is the reason why/so/consequently/as a consequence** (D) the idea of continuing or lifelong education has become more important than ever before. This idea is more or less accepted all over the world **because** (E) people are afraid of losing their jobs if they don't keep upgrading and updating their occupational skills. If, (C) today many people go back to school to broaden their knowledge and learn something they enjoy doing, (F) in the future, all of them will return to school mostly for occupational reasons.

► Writing development

120 mn

Aim: to write an expository article on the cause and effect of exams stress on students.

- Write an **expository article** for a school magazine **analyzing the causes and effects of examination stress on students**.
- Go to the next page and study the ideas written down in the network tree. Then jot down details of your own. Feel free to cross ideas in the network and replace them by your own ideas; or reshuffle the ideas.

Aim: to study ideas in a network tree, jot down one's own details, cross, replace, reshuffle ideas.

- *The causes of examination stress on students.*
- *The effects of examination stress on students.*
- *The causes and effects of examination stress on students.*

, **Select** three to four ideas and develop them. Write your draft article. Each time you mention an **effect** try to support it with **evidence**, illustrations and examples.

E.g. - Generally, students who do not cram perform better than those who do in the *Baccalaureate* examination.

- According to statistics by the Ministry of National Education, 2 out of 10 *lyceum* students who take crash courses suffer from stress.

Aim: to select and develop ideas, to mention effects and support them with evidence, illustrations and examples from real life.

- *The effects of examination stress on students.*

P Lower test scores / unmotivated

P Interfere with the process learning / psychological difficulties to keep on learning

P Engender students' health problems. E.g. nervousness + aggressiveness + violence

P Lead to school failure / school rejection

P Result in mental breakdown in particular the students who cram. E.g. Mental disorder

- Sts neglect their body's abilities (lack of sleep+poor eating habits+lack of recreation)

Introduction

Examinations have an important role to play in any system of education. Indeed, it is impossible to imagine a school which does not set exams for students to measure their progress and to evaluate their qualifications. However, if exams are necessary, they sometimes put students under pressure and can cause stress-related conditions.

One major factor/consequence of stress ...

Project Outcome

Designing an educational prospectus

- Carry out a research into the British and the Algerian educational systems. Choose a level (preferably Secondary Education or Higher' Education) and find information about such aspects as:

- **Organisation**
- **Curriculum**
- **school year / holidays**
- **types of exams and qualifications**

- , Compare the two educational systems.

Get help from the web sites of the Ministries of National Education and of Higher Education. www.meducation.edu.dz / www.mesres.dz

- State education in Britain www.dfes.gov.uk
- Private education in Britain www.isis.org.uk

f Draw diagrams (E.g. statistics) to illustrate the information.

,, Synthesize the information in a prospectus and give an oral presentation of 3 to 4 minutes comparing and contrasting the two systems.

Alternative project outcomes

- A leaflet for University Open Day
- A portfolio of academic correspondence (university registration forms, advertising leaflets, college regulations, school charters, school reports...)
- A short educational guidebook for foreign students

www.unesco.com

www.wallacefoundation.org

www.developmentgateway.org

www.koubida.fr

www.espacefr-education.com

www.informat.net

ASSESSMENT

Language assessment

- Show what you really can do with the language items checklisted in the learning log below by using them in illustrative sentences of your own.

Aim: to assess one's acquired knowledge (income), to give illustrative sentences, to prove one's level of performance.

I can	very well	fairly well	A little
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A. use the present simple passive voice to describe a process. B. use in order to and so that to express purpose. C. use the verb wish with appropriate tenses to express present, future and past wish. D. use unless and if with appropriate tenses to express warnings and condition. E. use appropriate link words to express cause and effect. F. use comparative adjectives (to compare things and people). G. give advice with should, ought to and If I were you. H. express obligation using must and have to. I. form adjectives from nouns by adding suffixes -al and -ive. J. form nouns by adding -ing and -tion to verbs. K. pronounce final s and mark the stress in words ending in -tion. L. pronounce the weak forms of ought to, should, would and could.		ü —	
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, Tick (ü) next to each item in the learning log to show what you think is your level of performance. Then hand a copy of the learning log with your examples _ on a separate sheet to your teacher.

Aim: to check one's progress in terms of learnt skills and strategies.

Skills and strategies assessment

Take the test that your teacher will assign to you on one of the texts in the **Resource Portfolio** at the end of this book so as to check your progress in terms of skills and strategies.