

## UNIT THREE:

# SCHOOLS: DIFFERENT AND ALIKE

Topic : ( Education in the World : Comparing Educational Systems )

(pp.74-105)



Sequence One : LISTEN AND CONSIDER (pp.75-81)

Warming up: ( Introducing unit theme ) , p 74

- The first picture shows students sitting in an amphitheatre for a university lecture.
- The second picture shows again students preparing their courses in the library.

A- Getting Started: ( p 75 )

- 1) When I complete my Secondary Education, I will ...
- 2) If I pass the Baccalauréat examination, I will study ..... at university.
- 3) Yes, I think my parents will accept ( not oppose to ) my choice. If they don't accept, I will ...
- 4) In my opinion, the most important thing about education is ...

B- Let's hear it: ( p.76 )

Script : A School Child's Parent in the Headmaster's Office , p201.

Exercise1, p76 : ( Comprehension Questions )

- A. Mr Harris went to see with the headmaster about his son in order to discuss about his son, William.
- B. William has decided to become an artist.
- C. He should/ought to choose something more secure.
- D. The alternative job that could be taken up by William is that of commercial artist.
- E. If he wanted to become a commercial artist, he might do very well to take an art course.
- F. He shouldn't stand in his way.

Exercise 2, p76 : ( Summary of the Conversation )

William has decided to become an artist. His father, Mr Harris, thinks that something should be done to make his son change his mind because he thinks that there is no future for such a choice and the boy should (ought to) choose something more secure. Therefore, he went to see the headmaster of the school in order to discuss the matter with him. Throughout the discussion, teaching as a career seems to be rejected by everyone. The headmaster, then, tries to convince Mr Harris to respect his son's choice and not to stand in his way.

**B) Around the text :** ( pp.76-80 )



Grammar Explorer 1, p.76

**The Conditionals**



(Revise Grammar Reference in 2AS Book, pp 201-202)

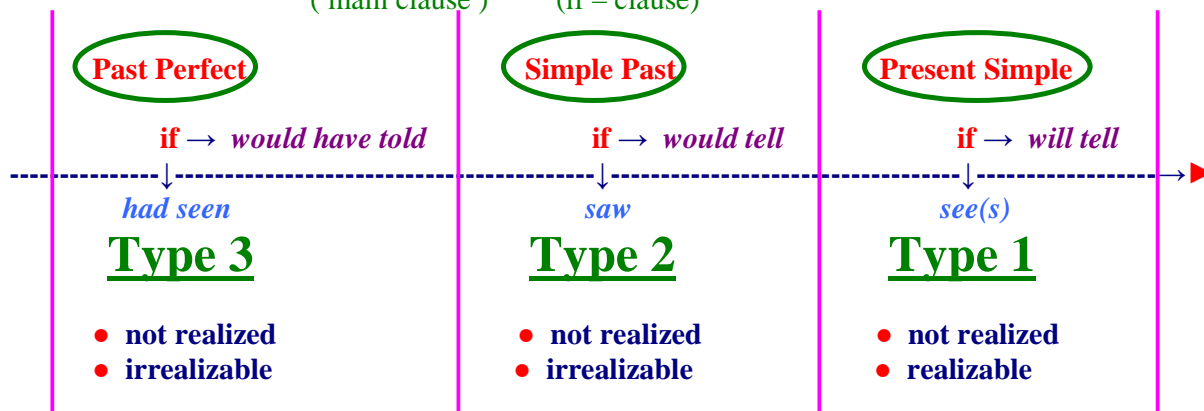
**A) The conditional types of the sentences :**

- 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 )

**B) Rules:**

Example :

- **If I see your brother , I will tell him the news.** ► ( A comma between )  
 (if - clause) ( main clause )
- **I will tell him the news if I see him .** ► ( No comma )  
 ( main clause ) (if - clause)



Type	If-Clause	Main Clause
1	If I <u>see</u> your brother (Present Simple)	I <u>will tell</u> him the news . (Future Simple)
2	If I <u>saw</u> your brother (Simple Past)	I <u>would tell</u> him the news . (Conditional Present)
3	If I <u>had seen</u> your brother , (Past Perfect)	I <u>would have told</u> him the news . (Cond. Perfect/Past Con.)

Type	If-Clause	Main Clause	
1	If I <u>see</u> your brother (Present Simple)	I <u>will tell</u> him the news . (Future Simple)	( + )
	If I <u>do not see</u> your brother ,	I <u>will not tell</u> him the news .	( - )
	If I <u>see</u> your brother	<u>will</u> I <u>tell</u> him the news ?	( ? )
2	If I <u>saw</u> your brother (Simple Past)	I <u>would tell</u> him the news . (Conditional Present)	( + )
	If I <u>did not see</u> your brother ,	I <u>would not tell</u> him the news .	( - )
	If I <u>saw</u> your brother ,	<u>would</u> I <u>tell</u> him the news ?	( ? )
3	If I <u>had seen</u> your brother (Present Simple)	I <u>would have told</u> him the news . (Cond. Perfect/Past Cond.)	( + )
	If I <u>had not seen</u> your brother ,	I <u>would not have told</u> him the news .	( - )
	If I <u>had seen</u> your brother ,	<u>would</u> I <u>have told</u> him the news ?	( ? )

Exercise 1, p77 :

- A. If I were tall enough, I d/would be a policeman or a firefighter. ► ( T 2 )
- B. 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). ► ( T 3 )
- C. If you work hard, you will succeed. ( T 1 )
- D. If you get your Baccalauréat, I'll offer you a motorcycle. ► ( T 1 )
- E. If she had worked hard, she wouldn't have failed her Baccalauréat examination. ► ( T 3 )
- F. 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. ► ( T 3 )
- G. If you don't study harder, you won't pass your Baccalauréat. ► ( T 1 )
- Or: If you studied harder, you would pass your Baccalauréat with distinction. ► ( T 2 )



## Grammar Explorer II , p 77

### Unless



(See Grammar Reference, p 220 )

#### Example:

- Unless you **let** him make his own choice , he **will reproach** you later. (A comma between)  
(present simple) (future simple)
- He **will reproach** you later **unless** you **let** him make his own choice. (No comma)  
(future simple) (present simple)

unless = if ... not = except if → (warning)

**If** you **do not let** him make his own choice , he **will reproach** you later  
**Except if** you **let** him make his own choice , he **will reproach** you later.

#### Exercise 1, p77 :

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



CONJUNCTION	CONDITION	RESULT
If Unless	I <b>do not wear</b> glasses , I <b>wear</b> glasses ,	I <b>cannot</b> see . I <b>cannot</b> see .
If Unless	I <b>felt</b> tired , I <b>felt</b> tired ,	I <b>would see</b> a doctor . I <b>would not see</b> a doctor .

- **Unless** I wear glasses , I cannot see. ▶ ( A comma between )
- I cannot see **unless** I wear glasses. ▶ ( No comma )

#### More Examples:

- A) a) If you **don't start** at once , you **'ll be** late.  
- Unless you **start** at once , you **'ll be** late.
- b) If you **hadn't** a permit , you **couldn't get** a job .  
- Unless you **had** a permit , you **couldn't get** a job .
- c) If we **don't trust** computers , we **will not use** them everyday .  
- Unless we **trust** computers , we **will not use** them everyday .

- B)**
- d) If she **is** courageous enough , she **can be** a stewardess  
 - Unless she **is** courageous enough , she **can't be** a stewardess
- e) If you **study** hard , you **will get** a scholarship  
 - Unless you **study** hard , you **will not get** a scholarship
- f) If we **finish** work early , we **can play** tennis .  
 - Unless we **finish** work early , we **can't play** tennis .
- g) If they **use** high- quality materials , they **can build** a good house .  
 - Unless they **use** high- quality materials , they **can't build** a good house

**Rules:**

	<u>Change</u>	▶	<u>No Change</u>
A)	If -----(not)-----	,	-----(+)(-)-----
	Unless -----(+ )-----	,	-----(+)(-)-----
	<u>No Change</u>	▶	<u>Change</u>
B)	If -----(+ )-----	,	-----(+)(-)-----
	Unless -----(+ )-----	,	-----(-)(+)-----



### Grammar Explorer III , p78

## Wish



( See Grammar Reference, pp.218-219 )

**A) Wish about the present :** (sentences 1, 2, 4) ▶ ( Simple Past / Subjunctive )

- 1- I wish he **were** not so set on it .
- 2- I wish there **were** an art school in my neighbourhood .
- 4- I wish I **could help** you with the maths lesson .

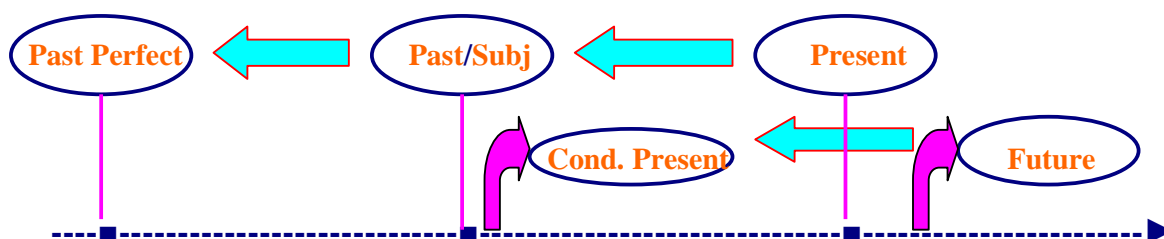
**B) Wish about the past :** (sentence 3) ▶ ( past perfect )

- 3- I wish I **had taken** your advice six months ago .

**C) Wish about the future:** (sentence 5) ▶ ( Conditional Present )

- 5- I wish William **would change** his mind soon .

	SITUATION		WISH	
1) Present Wish ( Regret about a present situation )	• I <b>have not</b> a car. ( Present Simple )	(-)	• I wish I <b>had</b> a car. ( Simple Past )	(+)
	• I <b>do not play</b> the flute ( Present Simple )	(-)	• I wish I <b>played</b> the flute ( Simple Past )	(+)
	• I <b>am</b> poor. ( Present Simple )	(+)	• I wish I <b>were not</b> poor. ( Subjunctive )	(-)
2) Past Wish ( Regret about a past situation )	• I <b>went</b> to see him. ( Simple Past )	(+)	• I wish I <b>had not gone</b> to see him. ( Past Perfect )	(-)
	• I <b>did not write</b> to him. ( Simple Past )	(-)	• I wish I <b>had written</b> to him. ( Past Perfect )	(+)
	• I <b>was</b> sick. ( Simple Past )	(+)	• I wish I <b>had not been</b> sick . ( Past Perfect )	(-)
3) Future Wish ( Desire for a change in the near future )	• He <b>will stay</b> in France. ( F. Simple )	(+)	• I wish he <b>would not stay</b> in France. ( Conditional Present )	(-)
	• She <b>will quit</b> school. ( F. Simple )	(+)	• I wish she <b>would not quit</b> school. ( Conditional Present )	(-)
	• They <b>will not find</b> it. ( F. Simple )	(-)	• I wish they <b>would find</b> it. ( Conditional Present )	(+)



**Deductions:**

- 1) To move backwardly to the previous tense departing from the initial situation.
- 2) A wish is always the opposite of the initial situation in terms of affirmation and negation.

## Grammar Explorer IV , p78

### Advice - Obligation - Lack of Obligation - Prohibition

#### Examples :

##### Expressing advice :

- A) **If I were you** , I'd let him decide for himself .
- B) I think we **ought to** take up something more secure .
- C) I don't think you **should** stand in his way .



##### Expressing obligation :

- D) I **must** admit my wife and I would have felt much happier if he'd chosen something else.

#### Notes :

1) **must = have to** ▶ ( Synonyms )

- I **must** stay . ( I **am obliged to** stay ) ▶ ( **Obligation** )
- I **have to** stay . ( I **am obliged to** stay ) ▶ ( **Obligation** )

2) **mustn't ≠ don't have to** ▶ ( **Not** synonyms )

- I **must not** go . (It is **prohibited** to go, no other choice ) ▶ ( **Prohibition** )
- I **don't have to** go . ( I **am not obliged** to go, I **can** stay if I want ) ▶ ( **Lack of obligation** )

(When they are **negative** they are **not similar** because **mustn't** expresses **prohibition** whereas **don't have to** expresses **lack of obligation** .)

#### Exercise 1, p 79 : ( **Gap-filling** )

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

**Rubric :**                      **Vocabulary Explorer**                      (p.79)

**Exercise 1, p.79 :** ( **Equivalents = Synonyms** )

<b>Items</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Equivalents</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>3</b>

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

**Exercise 2, pp.79-80 :** ( **Collocation** )

- A. **Boarding school** - **co-educational school**
- B. **school mate** - **school report** – **school leaving age**
- C. **attend school** - **drop out of school**
- D. **comprehensive school** - **grammar school**
- E. **public school** - **state school**
- F. **compulsory education**
- G. **further education** - **higher education**



**Exercise 3, p.80 :** ( **Collocation** )

- 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 says , Maths is difficult .
- G. Compulsory education in Britain lasts from age five to age eleven.



**Exercise 4, p.80:** ( **Formation of adjectives with the suffixes “ive” and “al”** )

educational - effective – selective – functional - practicalal  
attractive - responsive – innovative – constructive



**Rubric :**                      Pronunciation and Spelling,    p.81

Exercise 1 , 81 : ( Weak forms )

- Would you come here, please ?      ▶ would = wəd      ▶ ( Weak form )
- You should stop talking.              ▶ should = ʃəd      ▶ ( Weak form )
- You ought to respect him.              ▶ ought to = oʊtə      ▶ ( Weak form )
- Mind ! You could hurt the teacher !      ▶ could = kəd      ▶ ( Weak form )

**Rubric :**                      Think, pair, share ,    p.81

Exercise 1 , p 81 : ( Wish Poems/Stanzas )

Poem ( Stanza ) 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 ( Stanza ) 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.*

Exercise 2 , p 81 : ( Checklist recommendations for the BAC Exam )



**Things you  
should/ought to/must  
do during the Bacallaureate exam**

- ✓ You **should** bring your own school furniture ( pens, pencils, eraser, ruler, calculator with enough batteries, etc. ) so that you 'll not be obliged to borrow from others.
- ✓ You **should** also bring a watch with you so that you can better pace yourself.
- ✓ You **must** double check to make sure that you put your first and last name on the test.
- ✓ You **must** keep a positive attitude throughout the whole exam and try to stay relaxed. If you start to feel nervous take a few deep breaths to relax.
- ✓ You **must** keep your eyes on your own paper if you don't want to appear to be cheating and cause unnecessary trouble for yourself.
- ✓ When you first receive your test, you **ought to** do a quick survey of the entire tasks so that you know how to efficiently budget your time.
- ✓ You **should** do the easiest tasks first; don't stay on a problem that you are stuck on especially when time is a factor.
- ✓ You **should** begin with the tasks that have the greatest point values first.
- ✓ You **must** write legibly, if the grader can't read what you wrote they'll most likely mark it wrong.
- ✓ You **should** always read the whole question carefully, don't make assumptions about what the question might be.
- ✓ If you don't know an answer, you **should** skip it and go on with the rest of the test and come back to it later, for, maybe on another part of the test there'll be something that will help you out with that question.



**Things you  
shouldn't/mustn't  
do during the Bacallaureate exam**

- ✓ You **mustn't** write your name or serial number inside the answer sheet.
- ✓ You **mustn't** bring any prohibited kind of calculators or other stuff with you **unless** they are allowed to be used.
- ✓ You **shouldn't** rush. Pace yourself, read the entire question and look for keywords.
- ✓ You **shouldn't** be worried if others finish before you; focus on the test in front of you.
- ✓ You **mustn't** talk during the exam **unless** you ask the watcher for some break.

**Sequence Two :                    READ AND CONSIDER                    (pp.82- 90)**

**Passage :** *Education in Britain* , p83.



**A) Getting started : (p.82)**

- 1) Famous British Universities and Colleges :  
Oxford University - Cambridge University - Eton College - Harrow School
- 2) Lycée ( in French ) = Comprehensive school/ Grammar school/High school ( in Britain )
- 3) Order of academic qualifications/degrees:
  - a) GCSE = General Certificate of Secondary Education ▶ ( Baccalaureate )
  - b) BA/B.Sc = Bachelor of Arts / Bachelor of Science ▶ ( Bac + 4 = Licence )
  - c) M.A/M.Sc = Master of Arts / Master of Science ▶ ( Bac + 6 = Magistère )
  - d) M.Phil = Master of Philosophy ▶ ( Bac + 6 = Magistère )
  - e) Ph.D. = Doctor of Philosophy ▶ ( Doctorate = Doctorat )

**The picture:** It is a snapshot taken during a graduation ceremony showing British students wearing ceremonial dresses : mortarboard and gown.



**B) Taking a closer look : (p.83)**



**Exercise 1, p.83: ( Comprehension Questions )**

- A) Politicians who promise little money for education are less popular than those who promise a lot because education has a lot of importance for the British people.
- B) No, not all of them. Some of the British Children 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) The adjective that best describes access to university in Britain and in the United States is :  
a) difficult - b) easy - **c) selective** - d) free
- D) School performance tables are published annually in order to show how well individual schools have done in tests and exams.

**Exercise 2, p.83: ( British Versus Algerian Educational System)**

Features	British	Algerian
Preschool Education	Infant School = 1 year	Nursery School = 1 year
Elementary Education	Junior School = 5 years	Primary School = 5 years
Presecondary Education	Comprehensive/Grammar/High School = 4 years	Middle/Intermediate School = 4 years
Degree	Standard Assessment Tests (SATs)	Brevet d'Enseignement Moyen (BEM)
Secondary Education	Secondary School = 2 years	Secondary School = 3 years
Full Time/Compulsory Education	5 – 16	6 - 18
Fees	Free of charge	Free of charge
Private Education/Schools	Less accepted	Under experimentation

C) Around the text: ( pp 84-88 )

Grammar Explorer I (p.84)



Quantifiers



( See Grammar reference pp.216-217.)

Examples:

- No subject has as much importance for the British people as that of education.
- Most citizens • A great deal of money, a little (money) • A lot of talk
- A lot of people • The privileged few • Some of them • Some students • A few others

1) Countable Nouns : ( citizens - people - them - students - others - tables - books ... )

■ Asking about quantity :

- How many pupils are there in the classroom ?

■ Answering about quantity:

- There are ( a lot of/lots of - many - a few/some - few - not many - not any/no )  
pupil(s) in the classroom . ( Degradation from + to - )

2) Uncountable Nouns : ( money - love - food - fat - sugar - friendship - education - ... )

■ Asking about quantity :

- How much money have you got in your pocket ?

■ Answering about quantity:

- I have ( a lot of/a great deal of - much - some/a little - little - much - not any/no )  
money in my pocket . ( Degradation from + to - )

Grammar Explorer II (p.85)

Comparatives of Adjectives



Exercise 1, p 85 :

A) Comparatives of 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.

**B) Comparatives of Equality : (with quantifiers)**

- 1) No subject has **as much importance** for the British people **as** that of education.  
= For the British, no subject is **as important as** that of education.

**C) Comparatives of Inferiority :**

- 1) This is the reason why private education is **less accepted** in Britain **than** it is in the United States.



**Exercise 2 (p.85) : (Reminder)**

(Revise: Grammar reference in 2AS textbook p.193.)

**I- Equality:**

**A) Positive :**

- Your house is **as big as** mine. ▶ ( Short Adj )
- The Japanese language is **as difficult as** Chinese. ▶ ( Long Adj )

**B) Negative :**

- The Thames is **not as(so) long as** the Nile. ▶ ( Short )

**II- Superiority :**

- The Nile is **longer than** the Thames. ▶ ( short )
- Chinese is **more difficult than** English. ▶ ( Long )

**III- Inferiority :**

- The Thames is **shorter than** the Nile. ( ≠ longer ) ▶ ( Short )
- A bicycle is **less expensive than** a car. ▶ ( Long )

**Exercise 3 (p.85) : ( Comparing Primary and Secondary Schools )**

Classes in primary school are **as crowded as** in secondary school but tables in the former are **smaller** and **less functional**. Teachers in secondary school are **funnier than** in primary school but these are **more patient** because the pupils are **younger** in age and **smaller** in build. The subjects in secondary school are, of course, **more difficult** and the cost of school furniture in primary school are **as expensive as** in secondary school and most of the time unavailable in both cycles.

**Grammar Explorer III, (p.86)**

**Expressing Similarity and Contrast**

**Exercise 1 (p.86) : ( From the text )**

**A) Similarities :**

- 1) This requirement is more or less **similar to** what is required by American universities.

**B) Differences/Contrast :**

- 1) It has made the current educational system **different from** the previous ones in at least two major aspects.

- 2) **Unlike** the old system, the present system sets the same subjects for all state schools.
- 3) **In contrast to** the old practice, standards at individual schools are watched closely by inspectors.

**Exercise 2 (p.86) :** ( Other words expressing similarities and contrast )

( See Grammar Reference / Comparing – Contrasting pp.226-227 )

- A) **Comparing** : ( in comparison with – like – likewise – similarly – compared with – both...and – neither...nor - etc. )
- B) **Contrasting** : ( but - however - and yet - while - whereas - conversly - on the one hand - on the other hand - etc. )

**Exercises 3, p85 + 3; p86 ( Combined ) :** ( Comparisons )

**Examples:**

- 1) **Unlike** the primary schools, the secondary school’s classes are **larger** and **more crowded**.
- 2) **Similarly to** the middle school, the teacher of the secondary school are very patient.
- 3) **In contrast to** the primay schools, the tables in the secondary schools are **bigger** and **more functional**.

**Grammar Explorer IV** (p.86)

***Passive Voice***

**Reminder:**

( Revise Grammar Reference , 2AS, pp199-200 )

**Active Voice:**

<b>Salim</b>	<b>wrote</b>	<b>two letters</b>
( Subject )	( Active Verb )	( Direct Object )
<b>1</b>	<b>2</b>	<b>3</b>

**Passive Voice:**

<b>3</b>	<b>2'</b>	<b>by 1</b>
<b>Two letters</b>	<b>were written</b>	<b>by Salim</b>
( Subject )	( Passive Verb )	( Agent )

**Rule:**

<b>BE</b>	<b>+</b>	<b>Past Participle</b>
in the tense of the active verb		of the active verb

**Task 1, p86 :**

- 1) Schools **are** regularly **visited by** inspectors. ▶ ( **Passive Voice** )  
2) Standards at schools **are** closely **watched by** parents. ▶ ( **Passive Voice** )

A) ▶ We know that the verbs in both sentences are in the passive voice through the form of the verb they take:

( *Be + Past Participle + By+Agent* )

- B) 1) Inspectors regularly **visit** schools. ▶ ( **Active Voice** )  
2) Parents **watch** standards at school closely. ▶ ( **Active Voice** )  
C) The use of the **passive** is **more tactful**. We are more interested in the **action** than the agent of the action.  
D) It is not always necessary to use the preposition by because sometimes the real doer of the action ( real subject = agent ) is not known or not important or redundant and can be deduced through the meaning )

**Example:** • Thieves **stole** my bag.  
• My bag **was stolen**. ▶ ( "**by thieves**" is known through the meaning and it is not important because it is general, not specific. )

**Exercises 1+2 ,p.87 ( Combined ) :** ( **From Active to Passive / Use of Sequencers** )

( *See Grammar Reference , p226* )

**The Process of Writing a Composition**

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. **Firstly**, the topic **is brainstormed** (by the students) in order to generate ideas. **Secondly**, these ideas **are jotted** down in the form of diagrams such as network trees and spidermaps. **Thirdly**, once the brainstorming **is finished**, the most relevant ideas **are selected**. The selected ideas **are organised** in a plan. **Then**, a first draft composition **is written** to flesh out the plan. **Next**, and as soon as this **is done**, the draft **is revised** to correct errors in spelling and grammar. **After that** it **is 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** .



**Rubric :** Vocabulary Explorer (p.87)

**Exercise 1, p.87:** ( Formation of Nouns )

**Verb + Suffix ( ing – ion – ation ) = Noun**



Verb	Noun
Educate	Educ <u>ation</u>
Develop	Develop <u>ing</u>
Instruct	Instruct <u>ion</u>
Begin	Begin <u>ing</u>
Learn	Learn <u>ing</u>
Go	Go <u>ing</u>
School	School <u>ing</u>
Socialize	Socializ <u>ation</u>
Train	Train <u>ing</u>
Inform	Inform <u>ing</u>
Function	Function <u>ing</u>



**Exercise 2, p.88 :** ( Vocabulary related to education )

**Education:**

**Nouns:** ( course - recommendation - standards - exams - assessment - degree - school fees - timetable - skills - training - graduate - (evaluation - examination - correction - lesson - lecture - university - diploma - marks - experiment - laboratory - subjects ... )

**Verbs And Phrases :** ( fail - pass - do a course - to get a recommendation - be up to standards - take up a course - graduate - succeed - take exams - assess - evaluate - to fall behind - to hold a degree - go to university ... )

**Adjectives :** ( successful - hardworking - qualified - skillful - ... )

**Exercise 3, p.88 :** ( Gap-filling )

Karim took his Baccalauréat 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.





**Rubric :** Pronunciation and Spelling (p.88)

Exercise 1, p.88 : (Pronunciation of the final « S »)

( See Grammar Reference , p237 )



/S/	/Z/	/Iz/
Students - Aspects United States - Sets - Tests - Subjects	Citizens – Politicians - combines – schools – towards - others – standards-tables-exams	Ages



Exercises 2+3, pp.88-89 ( Combined ): ( Syllable Stress )

Verb	Noun
E <u>du</u> cate in <u>STRUC</u> T F <u>o</u> rm trans <u>FORM</u>	edu <u>CA</u> tion ins <u>TRUC</u> tion for <u>MA</u> tion transfor <u>MA</u> tion



- ▶ Stress shift ( from verb to noun ending in **-tion** )
- ▶ Stress on the **penultimate syllable** in nouns ending in **-tion** ( number 2 from the end , just before “**tion**” )

Exercise 4, p.89 : ( Correcting Spelling Mistakes ) → ( Comparative Adjectives )

( See Grammar Reference / Spelling Rules , pp 234-235 )

Mistake	Correction	Mistake	Correction
Funny <u>er</u>	fun <u>n</u> ier,	Quiet <u>ter</u>	qui <u>e</u> ter
Young <u>ger</u>	you <u>n</u> ger	Thin <u>er</u>	thin <u>n</u> er
B <u>e</u> ter	b <u>e</u> tt <u>e</u> r-	strong <u>ger</u>	strong <u>e</u> r
nice <u>er</u>	nic <u>e</u> r		



**Rubric :**

**Think, pair, share (p.89)**

***(Descriptive Writing )***

**Tips:**

1) When we describe people , places, memories, experiences, objects ... , we are expressing and sharing our personal feelings. So it is better to start with an interesting emotional topic sentence like:

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

2) Descriptive writing relies on an appeal to the five senses. As you write your descriptive essay, the best way to create a vivid experience for your readers is to focus on the five senses: sight,sound ,smell,touch and taste. When you focus your descriptions on the senses, you provide vivid and specific details that show your readers rather than tell your readers what you are describing.

3) Details are very important in description: locations, shapes, colours,evoking feelings ...

4) **Useful descriptive language :**

a) Comparisons and similes are also important : like, as,...

b) Prepositions : near, close to, next to, inside, outside, on the right/left, above, below, under, over, behind, ... ( See Grammar Refrence / Prepositions , pp 212-213-214-215 )

c) Present Simple.

**Exercises 3+4, p89 ( Combined: ( Describing My School / A letter Writing )**

**Model Writing**

Dear Linda,

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

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 are so caring, and so friendly. I can't dream of a better school!



**Rubric :**

**Take a Break , ( pp. 90-91 )**

**Picture on p.90 :**

► The teacher is pointing at a picture of a zebra. It's not a "horse with a football shirt" as the "s"... boy stated.

**Question:** Is a zebra originally white in black stripes or black in white stripes ?

**School Crossword :**

- 1) Art - 2) Mathematics - 3) Geography - 4) Science - 5) English - 6) German - 7) History

**Funny jokes on p.91:**

The funniest joke(s) I like the most is/are number ....

JOE 3 - BY ARUN

www.toondoo.com



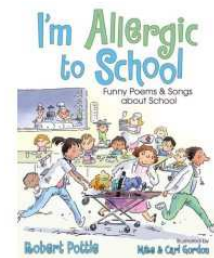
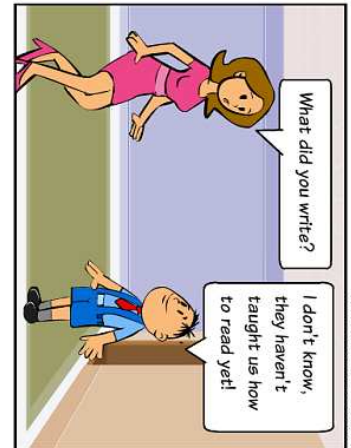
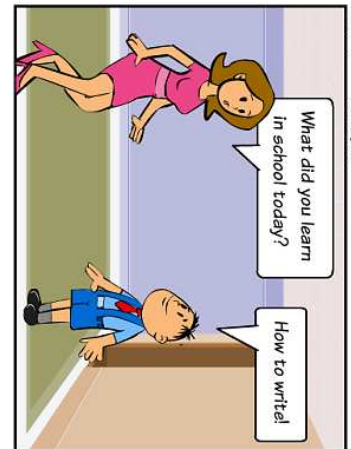
JOE 1 - BY ARUN

www.toondoo.com



MATHS HEADACHE! - BY ROSY

www.toondoo.com



ADDITIONAL TEXTS:

**THE SYSTEM OF EDUCATION IN SYRIA**

Children in Syria go to the elementary school when they are six years old. They stay there for six years where they study many subjects such as Arabic, math, history and geography., Then children go for three years to the intermediate school, where they study physics and chemistry as well. After that, they go on to the secondary school if their marks are high. But if their marks are low, they enter a vocational school where they study many subjects such as carpentry and metal work.

At the end of the secondary school, students have the most important exam which enables them to continue their study in the university or in the intermediate institutes.

ADDITIONAL TEXTS:

**THE SYSTEM OF EDUCATION IN SYRIA**

Children in Syria go to the elementary school when they are six years old. They stay there for six years where they study many subjects such as Arabic, math, history and geography., Then children go for three years to the intermediate school, where they study physics and chemistry as well. After that, they go on to the secondary school if their marks are high. But if their marks are low, they enter a vocational school where they study many subjects such as carpentry and metal work.

At the end of the secondary school, students have the most important exam which enables them to continue their study in the university or in the intermediate institutes.

ADDITIONAL TEXTS:

**THE SYSTEM OF EDUCATION IN SYRIA**

Children in Syria go to the elementary school when they are six years old. They stay there for six years where they study many subjects such as Arabic, math, history and geography., Then children go for three years to the intermediate school, where they study physics and chemistry as well. After that, they go on to the secondary school if their marks are high. But if their marks are low, they enter a vocational school where they study many subjects such as carpentry and metal work.

At the end of the secondary school, students have the most important exam which enables them to continue their study in the university or in the intermediate institutes.

ADDITIONAL TEXTS:

**THE SYSTEM OF EDUCATION IN SYRIA**

Children in Syria go to the elementary school when they are six years old. They stay there for six years where they study many subjects such as Arabic, math, history and geography., Then children go for three years to the intermediate school, where they study physics and chemistry as well. After that, they go on to the secondary school if their marks are high. But if their marks are low, they enter a vocational school where they study many subjects such as carpentry and metal work.

At the end of the secondary school, students have the most important exam which enables them to continue their study in the university or in the intermediate institutes.

# Education: university

## Subjects

You can normally **do/study** these **subjects** at university but not always at school:

<u>m</u> edicine	law	<u>ph</u> ilosophy	<u>e</u> ngineering
psy <u>ch</u> ology	soci <u>o</u> logy	<u>a</u> rchitecture	<u>p</u> olitics
<u>b</u> usiness studies	<u>a</u> griculture	<u>h</u> istory of <u>a</u> rt	

*Note:* The underlined letters in some of the words above show the syllable with the main stress. Also note that the first syllable of **psychology** is pronounced /saɪ/ like 'my'.

## Studying at (a British) university

If you want to go to (= *enter fml*) university, you must first **pass examinations** that most students take at the age of eighteen (called 'A' levels). Most students take three 'A' levels (three examinations in three different subjects) and they must do well in order to **get/obtain** a place at university because the places are limited. At the moment, approximately 30% of young adults go to university in Britain.

If you get a place at university, the **tuition** (= the teaching) is free, and some students also **get** (= receive) a **grant** (= money to pay for living expenses, e.g. food and accommodation) as well. Students at university are called **undergraduates** while they are studying for their first degree.

Most university courses **last** (= go on for / continue for) three years, some courses last four years, and one or two courses, e.g. medicine, may be even longer. During this period students can say that they are **doing/studying** history, or **doing / studying** for a degree in history, for example. When they finish the course and pass their examinations, they receive a **degree** (the qualification when you complete a university course successfully). This can be a **BA** (= Bachelor of Arts) or a **BSc** (= Bachelor of Science), e.g. I have a friend who has a BA in history, and another who has a BSc in chemistry.

## Postgraduate courses

When you complete your first degree, you are a **graduate**. (In the US, students also use this word as a verb and say, they 'graduated in history' or 'graduated in chemistry', for example.) Some students then go on to do a second course or degree (**postgraduate course / postgraduate degree**). These students are then **postgraduates**. There are usually three possible degrees:

MA (Master of Arts) or MSc (Master of Science); usually one year

MPhil (Master of Philosophy); usually two years

PhD (Doctor of Philosophy); at least three years

When people study one subject in great detail (often to find new information), we say they are **conducting / doing / carrying out research** (U); e.g.

I'm **doing some research into/on** the languages of different African tribes.

## School vs. university

At school, you have **teachers** and **lessons**, at university, you have **lecturers** and **lectures**.

When a lecturer **gives/does** a lecture, the students listen and **take/make notes** (= write down the important information), but do not usually say much, except to ask occasional questions.

**SEQUENCE THREE:      LISTENING AND SPEAKING (pp.93-96)**

**Scripts : The life story ( Marie Curie ), pp 202-203.**

**B- As you listen : (p.94)**

**Exercises 1, p.93+1, p.94 / Combined : ( Comprehension Questions )**

1. The lady is Mary Curie.
2. She was born in Warsaw, Poland.
3. She is Polish.
4. She is in a laboratory doing an experiment.

**Exercise 2 (p.94) : ( Correcting notes / facts )**

- 1) **School** inspector interrogating girl → Not police inspector.
- 2) **Polish** school room → Not Russian.
- 3) **Warsaw** → Not Moscow.
- 4) Father: **professor of physics** → Not doctor.
- 5) started teaching **18** → Not 16.
- 6) went: **Paris** → Not London.

**Exercise 3, p.94: ( Note Taking )**

**Coping:**

**A) When taking notes :**

- 1) **use :** a) only important words and specific details (names, dates, ..)  
b) abbreviations ( USA, UK, UNO, Jan, Feb, ... )  
c) figures instead of letters ( 12, 16, ... not twelve, sixteen .. )

- 2) **leave out/omit:** a) grammar words ( he, she, the, prepositions, auxiliaries .. )  
b) repetitions

**B) A helping tip:** A diagram containing **wh-words:** (**who, what, where, when, how, why**) is very helpful especially when the listening script is a narrative. 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.

**Sample of note taking:**

- university .. single room .. alone
- savings gone .. no money .. father sending very little
- never missed classes .. fainted in street .. taken to room .. starving ..
- sister's husband doctor .. took her his home .. recommended food for her ..
- etc...

**Exercise 4, p.94 : ( Expanding notes in oral summary of life story )**

**Coping:**

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

- a summary is usually written in *one's words*.
- it does **not necessarily** imply outlining the *structure of the text*, as note-taking usually does.
- 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.

**Model Summary:**

This story recounts the life of Marie Curie, born Manya Sklodovskya 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.

**C- After listening : (p.34)**

**Exercise 1, p.94: ( Reacting And Commenting )**

**Comment :**

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.

**Exercise 2, p.95: ( Reconstitution of lecture through notes )**

**Model Writing :**

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. ...

## **Rubric:**

## **Saying it in writing (p.95)**

**Exercises 1+2+3+4, pp.95-96 :** ( An essay about my ideal school )

### **Collective Essay:**

## **The Ideal School**



My ideal school would be big and white. It would have a classroom for each subject and the environment should be clean. It should have proper and comfortable seating for students and should have all textbooks needed for students to have access to. Each classroom should contain a clock and a proper bin; this would prevent students from littering in the classroom. The school should contain a well-managed canteen and seats and

tables for children to have their lunch. Eating in the classroom would not be permitted since work begins right after lunch and the classroom is dirty and smelly of food and drink. The school should also contain a hall or auditorium in which assemblies and shows may be held. The hall should have its own seats so that the children wouldn't have to keep carrying their chairs to the hall and wasting time. Microphones and sound systems should be installed. The school should have a teacher for every subject and should have a cleaner and a guard. There should be good parking space outside of the school so that traffic jams can be prevented. Children should come to school in their uniform. They should always keep themselves looking tidy and clean.

However, children should not be asked how to wear their uniforms. They should be able to wear it to whatever makes them feel comfortable. If they are asked to wear it a certain way this would push them into doing wrong. Students should not be punished for playing during break, before school and lunch. The reason is because that period of time is their time and they should be able to get some free time for themselves. As the saying says, 'all work and no play make Jack a dull boy.' They should do their work, yes, but at the same time playing, not during class, would be permitted. That would be my ideal school.





**ADDITIONAL MATERIAL :**

**Higher Education Vocabulary**

A. = Adjective    ADV. = Adverb    IDM. = Idiom    N.= Noun    V. = Verb	
a college	N. an educational institution similar to a university
a degree	N. a title given by a university
facilities	N. services or conveniences
a junior college	N. an educational institution where students can begin their university education or complete two year programs
a major	N. the main field of study in which a student specializes
a minor	N. the secondary field of study in which a student specializes
to stand for	V. to be the short form of, to represent, to mean
terminology	N. specialized words or expressions used in a particular field, activity, job, science, etc.
to transfer	V. to move from one place to another <i>said of people or things</i>
B.A.	N. Bachelor of Arts, a university-level degree in a humanities-related subject
B.S.	N. Bachelor of Science, a university-level degree in a science-related subject
Masters	N. the graduate-level degree after a Bachelor and before a Ph.D. <i>There are also different kinds of Masters, including M.A. (Master of Arts), M.S. (Master of Science), M.B.A. (Master of Business Administration), etc.</i>
Ph.D.	N. <i>Doctorate</i> , highest graduate-level degree <i>Although Ph.D. stands for Doctor of Philosophy, it is commonly used to refer to a doctorate in any field.</i>

**Sequence Four:      READING AND WRITING      (pp.97-102)**

**Passage:    ( About Education in the USA, PP98-99-100 )**



**A- Before Reading :**    (p.97)

**Exercise 1, p97:    ( American Vs. Algerian Educational System )**

<b>Features</b>	<b>American</b>	<b>Algerian</b>
Preschool Education	Nursery School = 1 year	Nursery School = 1 year
Elementary Education	Elementary School = 5 years	Primary School = 5 years
Presecondary Education	Junior/High/Middle/School =3 years.	Middle/Intermediate School = 4 years
Secondary Education	Secondary School = 4 years	Secondary School = 3 years
Full Time/Compulsory Education	5 – 17	6 - 18
Fees	Free of charge	Free of charge
Post- Secondary Education: (University- Higher/Tertiary/ Education )	- College = 4 years - Master’s Degree Course - Doctorate	LMD (Licence- Master- Doctorat) = (3+2+3)

**B- As You Read :**    (p.98)

**Exercises 1 and 2, p.98 :    ( Matching paragraphs and ideas )**

**- The odd one out is:    E) Education in the US (which is the title of the text)**

<b>N°</b>	<b>Paragraph</b>	<b>Idea</b>
<b>1</b>	- Although in general Americans prefer ... the ages of 5 and	C) The government and education
<b>2</b>	- Formal education is usually ... people who live in the state.	A) The school system
<b>3</b>	- By some standards .... are illiterate.	F) The quality of education
<b>4</b>	- Most educational institutions ... advantages later in life.	D) Types of education
<b>5</b>	- Americans agree on the importance of education... beliefs.	B) Points of conflict

**Exercise 2, p.99:    ( Link words / Discourse Connectors )**

**( See Grammar Refrence pp. 226-227 )**

<b>N°</b>	<b>Sentence/Link Word</b>	<b>Logical Relation</b>
<b>1</b>	- <u>Unlike</u> other countries, the US ...education.	- contrast
<b>2</b>	- <u>Although</u> there is a Federal Department of Education...	- concession
<b>3</b>	- <u>Since</u> the Constitution does not state that ... of the Federal Government...	- cause
<b>4</b>	- <u>As a result</u> , each of the 50 states is free to determine ...	- effect
<b>5</b>	- In turn, <u>however</u> , state constitutions give actual control...	- concession

6	- <u>By contrast</u> to other countries ... - there is, <u>therefore</u> , a very large amount of local control... in the United	- contrast - consequence
7	- <u>However</u> , → ( contrast in relation to the first paragraph ) - <u>because</u> local and state taxes support ...there are ...in the quality of	- contrast - cause / effect
8	- States and communities ... <u>Thus</u> ... - <u>for example</u> , the average expenditure per pupil ... in the U.S. was \$4,000	- deduction - exemplification
9	- <u>But</u> some states ...spent more than 5,000 per pupil.	- contrast
10	- <u>In order to</u> reduce the differences..., the Federal government ... school districts.	- purpose
11	- <u>But</u> in general Americans are worried ... and less control in state education.	- contrast

**C- After Reading : (p.100)**

**Exercise 1, p.100 : ( Link Words )**



A) The link words are of a great help in understanding the text because they make the inter-sentence and inter-paragraph relationships more explicit.

B) Similar Link Words :

- 1) Unlike = contrary to - in contrast to - by contrast to → ( Expressing Contrast )
- 2) Since = because – as → ( Expressing Cause )
- 3) As a result = as a consequence–consequently–so–thus–hence–therefore → (Expressing Result )
- 4) By contrast = contrary to /unlike → ( Expressing Contrast )
- 5) However = yet → ( Expressing Contrast )
- 6) Thus = So → ( Expressing Deduction )
- 7) For example = for instance → ( Expressing Exemplification )
- 8) In order to = to, so as to → ( Expressing Purpose )
- 9) But = yet - however → ( Expressing Contrast )



C) Unnecessary Link Words :

- 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) We can link the first sentence with the second sentence of the paragraph with because:  
( Unlike other countries, the US does not ... education because it is considered .... )

**Exercise 2, 101: ( Scrambled / Jumbled Sentences )**

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

**Order 1:**

<b>Order</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>
<b>Sentences</b>	<b>D</b>	<b>B</b>	<b>A</b>	<b>E</b>	<b>C</b>	<b>F</b>

**Coherent Paragraph 1:**

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

**Order 2:**

<i>Order</i>	1	2	3	4	5	6
<i>Sentences</i>	B	D	A	E	C	F



**Coherent Paragraph 2:**

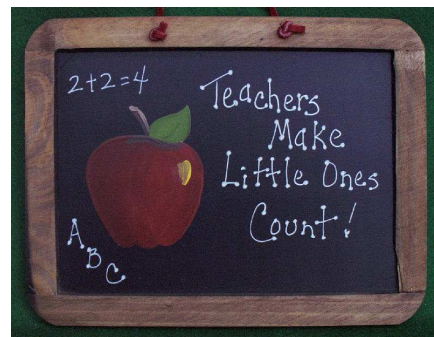
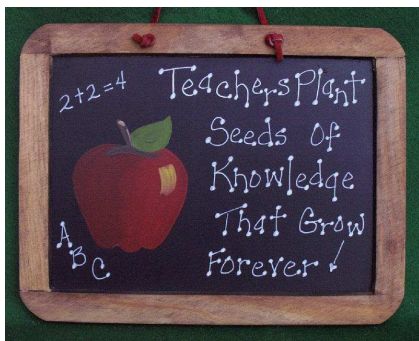
The job market is changing rapidly *as a result of* technological advance. *That is (the reason) why/So/Consequently/As a consequence* (,) the idea of continuing or lifelong education has become more important than ever before. This idea is more or less accepted all over the world *because* people are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

**RUBRIC: Writing Development (pp.101-102)**

**Topic:** *Causes and Effects of Examination Stress and Anxiety.*

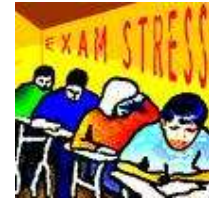
**Instruction :**

Write an expository article for a school magazine analysing the causes and effects of examination stress on students.



## A Sample of Expository Writing

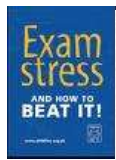
Examinations have an important role to play in any system of education. Indeed, it is impossible to imagine a school which does not set exams for students to measure their progress and to evaluate their qualifications. However, if exams are necessary, they sometimes put students under pressure and can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



Test anxiety can develop for a number of reasons. One major factor of stress among students is worrying about how anxiety will effect them which can be as debilitating as the anxiety itself. This kind of anxiety can interfere with the student's ability to prepare adequately. Lack of preparation is another factor that can contribute to test anxiety. Poor time management, poor study habits, and lack of organization can lead to a student feeling overwhelmed. Student's who are forced to cram at the last minute will feel less confident than those who have been able to follow a structured plan for studying. Being able to anticipate what the exam will cover, and knowing all the information has been covered during the study sessions, can help students to enter the testing situation with a more positive attitude.

Lack of confidence, fear of failure, and other negative thought processes may also contribute to test anxiety. The pressure to perform well on exams is a great motivator unless it is so extreme that it becomes irrational. Perfectionism and feelings of unworthiness provide unreasonable goals to achieve through testing situations. When a student's self-esteem is too closely tied to the outcome of any one academic task, the results can be devastating. In these situations, students may spend more time focusing on the negative consequences of failure, than preparing to succeed.

Exam stress varies from person to person there are some students who are better at handling exam stress. A lot of people find that the stress before exams is often worse than the actual exam and it can be made even worse if they have older brothers or sisters who have already done well and feel they have to match up to their standards...



# Unless

## ( More Practice )

**EXERCISE ONE :** *Complete the second sentence so that it means the same as the first one given :*

- 1- If you take care of your parents , you will live in happiness .  
▶ Unless you ..... care of your parents , you .....in happiness .
- 2- If you help children in need , they will love you .  
▶ Unless you ..... children in need , they ..... you .
- 3- If we unite our efforts , we will ban misery .  
▶ Unless we .....our efforts , we .....misery .
- 4- If the governments protect human rights , there will be a real promotion of freedom .  
▶ Unless the governments .....human rights , there .....a real promotion of freedom .
- 5- If the parents are elderly , their adult children will prepare dinner .  
▶ Unless the parents ..... elderly , their adult children .....dinner .
- 6- It might help you if we tell you exactly what the job is .  
▶ It ..... you unless we .....you exactly what the job is .
- 7- If we use computers , billions of dollars will be transferred each day between major banks .  
▶ Unless .....
- 8- If the computers failed , some equipments controlled by these latter would injure or kill people .  
▶ Unless .....
- 9- If doctors did not use computers , peacemakers would not be so reliable .  
▶ Unless .....
- 10- If it doesn't rain next week , water supply will be cut off .  
▶ Unless .....
- 11- If the use of internet widens , people will receive global news .  
▶ Unless .....
- 12- If developed countries help the poor , there will be less misery in the world .  
▶ Unless .....

**EXERCISE TWO :** *Construct two conditional sentences ( Join the pairs ) using “if” and “unless” :*

- 1- Athletes consume drugs. Athletes will be strictly punished.  
▶ If .....  
▶ Unless .....
- 2- Youth Clubs were available. Young people would join for sport and entertainment.  
▶ If .....  
▶ Unless .....
- 3- Adolescents ( Teenagers ) are taught the dangers of drugs. Adolescents will certainly fear the abuse.  
▶ If .....  
▶ Unless .....
- 4- You drink water with fluoride. You will not have tooth decay.  
▶ If .....  
▶ Unless .....
- 5- You look the word up in the dictionary . You find it .  
▶ If .....  
▶ Unless .....

- 6- You visit America . You can notice how beautiful it is .  
▶ If .....  
▶ Unless .....
- 7- I have not money and a visa . I can't visit America .  
▶ If .....  
▶ Unless .....
- 8- We work together . We become a powerful nation .  
▶ If .....  
▶ Unless .....
- 9- His tooth hurts . He must see a doctor .  
▶ If .....  
▶ Unless .....
- 10-It rains . The children stay at home .  
▶ If .....  
▶ Unless .....
- 11- You take care of a plant . It grows .  
▶ If .....  
▶ Unless .....
- 12- It doesn't rain . We shall go to the forest .  
▶ If .....  
▶ Unless .....
- 13- You visit natural reserves . you can notice how important a tree is .  
▶ If .....  
▶ Unless .....
- 14- They had not worked hard . They would have never succeeded .  
▶ If .....  
▶ Unless .....
- 15- There is trouble . I call the hospital .  
▶ If .....  
▶ Unless .....
- 16- Mrs Wilson wears the ring . Her life will not be in danger .  
▶ If .....  
▶ Unless .....
- 17- You call doctor Willy . He will come soon .  
▶ If .....  
▶ Unless .....
- 18- You use water power . You can produce electricity .  
▶ If .....  
▶ Unless .....



**School :** Said Massoud , Ouled-Mimoun , Tlemcen.

**Teacher :** Z. Lakmèche.

## **ADDITIONAL MATERIAL :**

### **Test Anxiety - What is it?**

Test anxiety is a feeling of fear, nervousness, and stress before a test or exam. It's normal to feel a little tension before an exam. In fact, most students experience it - and a little bit can even help you perform better. However, too much nervousness can prevent you from thinking clearly and can adversely affect your performance on the exam.

Test anxiety is actually a part of a wider phenomenon called performance anxiety. You might feel it when you participate in any event where your performance really matters and / or you are being evaluated by others - for example, when you go for an interview, audition for a school play, give a presentation, and so on.

To overcome the tension, you must first understand *your* anxiety, in terms of its type, causes, symptoms, and effects. Then you can choose the best coping mechanisms for your particular situation.

### **Types of Anxiety:**

#### **A) RATIONAL OR IRRATIONAL?**

To effectively handle your anxiety, it's helpful to consider if your stress is rational or irrational. For example, if you haven't prepared adequately, haven't worked through any practice tests, and you started studying only a week before the exam, your fear may be rational. There are obvious ways to reduce such tension, through smarter planning and improved time management.

However, if you prepared well, started studying months in advance, attended classes regularly, did practice tests, etc. and still feel extremely nervous, your anxiety may be irrational. You will then need to adopt different strategies to overcome your fear.

#### **B) ANTICIPATORY OR SITUATIONAL?**

Some students feel agitated well before the test – in fact, they may even feel nervous when preparing for the test or thinking about the day of the test. This is known as "anticipatory anxiety". Other students feel nervous and distressed during the test itself. This is called "situational anxiety."

### **Causes of Test Anxiety :**

The causes of test anxiety are numerous and can be divided into three categories:

- Organizational
- Psychological
- Behavioural

#### **A) ORGANIZATIONAL:**

Sometimes, students feel nervous before a test as a result of poor organizational habits, which have compromised their ability to prepare effectively and develop confidence. The problems are usually evident in terms of poor time management and disorganized study spaces.



**B) PSYCHOLOGICAL:**

Sometimes, students develop a lack of confidence based on past negative academic experience. The fear of failure and negative thinking cause them to worry about the future, and heighten the sense of psychological and societal pressure to perform well on the test.

**C) BEHAVIOURAL :**

Sometimes, students simply get caught up with other activities and don't study enough! This is the result of a number of factors - delaying their studies, not acquiring the appropriate books and materials, hanging around with wrong friends, not getting enough sleep, eating unhealthy foods, or partying too much.

This can also include more serious problems such as drinking too much alcohol or taking drugs.

The last thing you want to do is study for the exam with a hangover or while you're high!

Remember, no-one can make you do anything – you are responsible for creating a good life for yourself, whatever you define that to be.

## **Self-Assessment**

Go through the following list and count how many of these anxiety symptoms you have experienced before or while taking a test.

**PHYSIOLOGICAL :**

- My stomach feels like it has “butterflies”.
- My hands perspire or shake.
- I feel breathless.
- My heart pounds or races.
- I feel like throwing up.
- My mouth feels dry.
- I feel too cold or too hot.
- My muscles feel tense.
- I have a headache.
- I feel like I’m going to faint.

**COGNITIVE :**

- I can’t think.
- I can’t concentrate or focus.
- My mind “goes blank”.
- I can’t remember things I know.
- I feel confused.
- I forget what I’m supposed to do.
- I can’t organize my ideas.
- I can’t remember key words.
- My mind drifts to other thoughts.
- I remember the words or answers after the test is over.

**EMOTIONAL :**

- I feel that everyone else is fine, except me.
- I feel frustrated easily.
- I think I'm going to fail the test.
- I feel helpless.
- I feel disappointed in myself.
- I feel angry.
- I feel depressed
- I feel "I can't do this."
- I feel overwhelmed
- I feel like crying.

**ANALYSIS OF YOUR TEST ANXIETY LEVEL:**

Count your score in each of the areas and then add them up to get your total score.

**YOUR INDIVIDUAL SCORE:**

- Physiological:   ?
- Cognitive:       ?
- Emotional:       ?

If you scored more than 7 in any of the above areas, it is recommended that you speak to a counselor about how to alleviate your symptoms. You deserve to feel better!

**YOUR OVERALL SCORE:**

**25 – 30 points**

You experience a very high degree of test anxiety. Please take active steps to overcome this pressure by speaking to a doctor, counselor, or psychologist and learning all you can about the subject.

**19 – 24 points**

Your level of test anxiety is higher than normal. You would benefit greatly by implementing the suggestions on this website as well as seeking out further advice through books, websites, counselors, friends and family.

**13 – 18 points**

You experience a normal amount of test anxiety and can improve further by understanding the specific type of symptoms you experience.

**6 – 12 points**

You are quite calm when doing a test and can improve further by applying the techniques given.

**0 – 5 points**

You are very, very cool and in control when doing a test. Continue to maintain your good study habits and you will surely reach your goal.

## ***Sample essay for Summarizing, Paraphrasing, and Quoting***

*The following is a sample essay you can practice quoting, paraphrasing, and summarizing. Examples of each task are provided at the end of the essay for further reference.*

### **So That Nobody Has To Go To School If They Don't Want To**

*by Roger Sipher*

A decline in standardized test scores is but the most recent indicator that American education is in trouble.

One reason for the crisis is that present mandatory-attendance laws force many to attend school who have no wish to be there. Such children have little desire to learn and are so antagonistic to school that neither they nor more highly motivated students receive the quality education that is the birthright of every American.

The solution to this problem is simple: Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend.

This will not end public education. Contrary to conventional belief, legislators enacted compulsory-attendance laws to legalize what already existed. William Landes and Lewis Solomon, economists, found little evidence that mandatory-attendance laws increased the number of children in school. They found, too, that school systems have never effectively enforced such laws, usually because of the expense involved.

There is no contradiction between the assertion that compulsory attendance has had little effect on the number of children attending school and the argument that repeal would be a positive step toward improving education. Most parents want a high school education for their children. Unfortunately, compulsory attendance hampers the ability of public school officials to enforce legitimate educational and disciplinary policies and thereby make the education a good one.

Private schools have no such problem. They can fail or dismiss students, knowing such students can attend public school. Without compulsory attendance, public schools would be freer to oust students whose academic or personal behavior undermines the educational mission of the institution.

Has not the noble experiment of a formal education for everyone failed? While we pay homage to the homily, "You can lead a horse to water but you can't make him drink," we have pretended it is not true in education.

Ask high school teachers if recalcitrant students learn anything of value. Ask teachers if these students do any homework. Quite the contrary, these students know they will be passed from grade to grade until they are old enough to quit or until, as is more likely, they receive a high school diploma. At the point when students could legally quit, most choose to remain since they know they are likely to be allowed to graduate whether they do acceptable work or not.

Abolition of archaic attendance laws would produce enormous dividends.

First, it would alert everyone that school is a serious place where one goes to learn. Schools are neither day-care centers nor indoor street corners. Young people who resist learning should stay away; indeed, an end to compulsory schooling would require them to stay away.

Second, students opposed to learning would not be able to pollute the educational atmosphere for those who want to learn. Teachers could stop policing recalcitrant students and start educating.

Third, grades would show what they are supposed to: how well a student is learning. Parents could again read report cards and know if their children were making progress.

Fourth, public esteem for schools would increase. People would stop regarding them as way stations for adolescents and start thinking of them as institutions for educating America's youth.

Fifth, elementary schools would change because students would find out early they had better learn something or risk flunking out later. Elementary teachers would no longer have to pass their failures on to junior high and high school.

Sixth, the cost of enforcing compulsory education would be eliminated. Despite enforcement efforts, nearly 15 percent of the school-age children in our largest cities are almost permanently absent from school.

Communities could use these savings to support institutions to deal with young people not in school. If, in the long run, these institutions prove more costly, at least we would not confuse their mission with that of schools.

Schools should be for education. At present, they are only tangentially so. They have attempted to serve an all-encompassing social function, trying to be all things to all people. In the process they have failed miserably at what they were originally formed to accomplish.

### **Example Summary, Paraphrase, and Quotation from the Essay:**

#### **Example summary:**

Roger Sipher makes his case for getting rid of compulsory-attendance laws in primary and secondary schools with six arguments. These fall into three groups—first that education is for those who want to learn and by including those that don't want to learn, everyone suffers. Second, that grades would be reflective of effort and elementary school teachers wouldn't feel compelled to pass failing students. Third, that schools would both save money and save face with the elimination of compulsory-attendance laws.

**Example paraphrase**

Roger Sipher concludes his essay by insisting that schools have failed to in their primary duty of education because they try to fill multiple social functions.

**Example quotation**

According to Roger Sipher, a solution to the perceived crisis of American education is to "Abolish compulsory-attendance laws and allow only those who are committed to getting an education to attend" (Page#).