



# UNIT 1

## Intercultural Exchanges

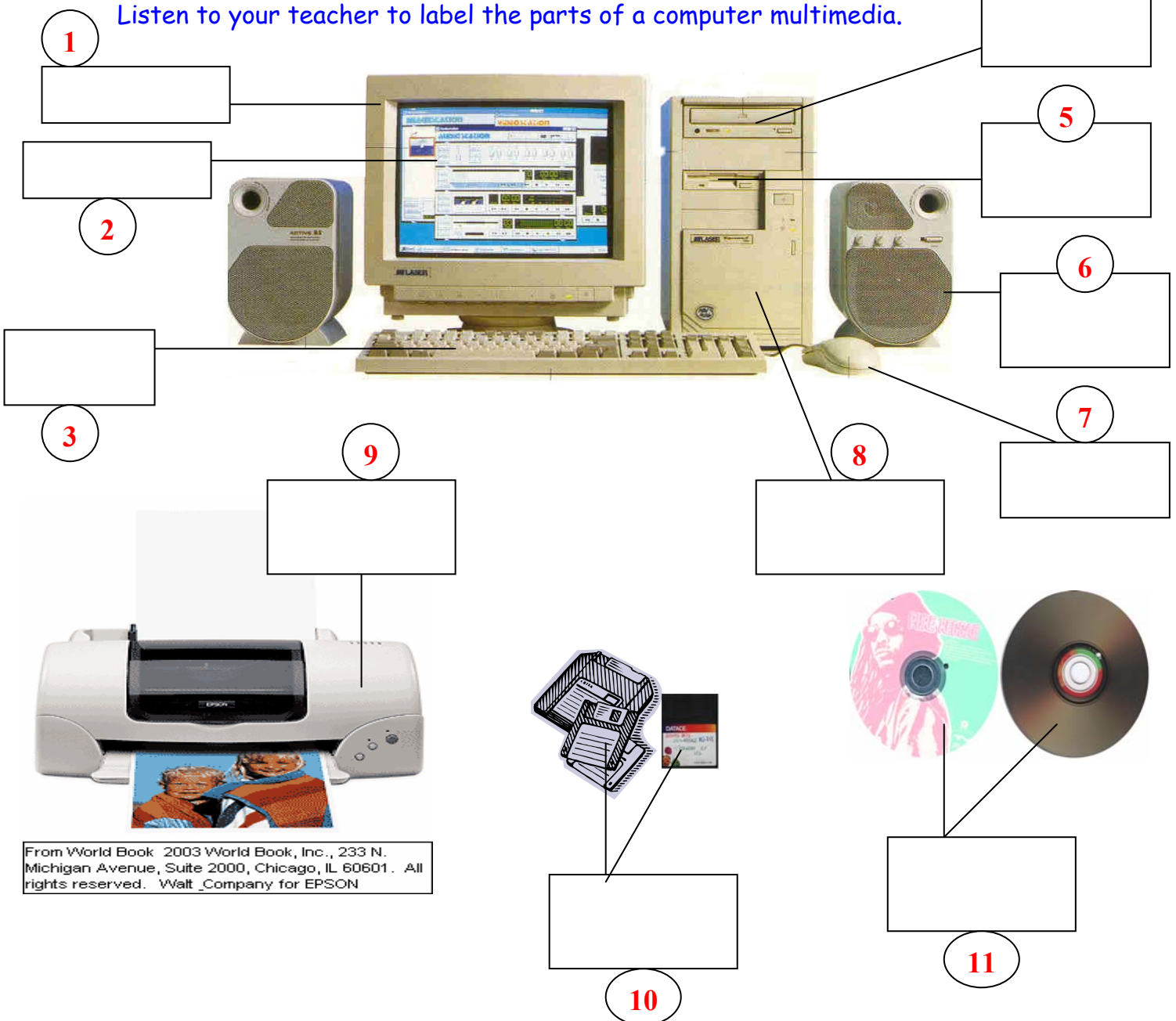
### SEQUENCE ONE : LISTENING & SPEAKING

#### ANTICIPATE

#### 1. Labelling Parts

- What are the parts of a computer multimedia?

Listen to your teacher to label the parts of a computer multimedia.



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**2**Screen - **10**Floppy disk - **11**Compact Disk - **8**Central Unit - **3**Keyboard  
**1**Monitor - **7**Mouse - **9**Printer - **5**Floppy Disk Drive - **4**Compact Disk Drive -  
**6**Speaker

The parts of a computer multimedia are: a monitor, a screen .....and a compact disk.

## 2. Other words related to computers:

### Computer terms

**Modem** is a device that enables computers to communicate with one another over telephone lines.

**Internet / Network / World Wide Web** is a worldwide computer network to which hundreds of millions of computers are linked.

**Windows** is an operating system designed for a particular type of computer. For example, Microsoft Corporation designed the Windows operating system.

**E-mail**, or electronic mail, is a message sent from one computer to another over a computer network.

## 3. What is an e-mail? What does the "e" stand for?

**E** → **Electronic**                      **mail = letter**

For example: **Habib.foreigner@yahoo.fr**

Say it: **Habib.foreigner arobase yahoo dot fr**

## 4. What about your e-mail address?

### LISTEN & CHECK

#### 1. Listen to your teacher to re-order the following instructions for accessing e-mail.

#### -IMPERATIVE FORM -

Unit One /Script 1 (Listening and speaking)

Karima: I don't know how to use the computer to check my e-mail in-box. Can you show me how to do it?

Hind: Of course. **First**, you need to **switch on the computer**. **Then**, you need to **select your ISP**.

Karima: Ok. I have to switch on the computer. Then, I have to select my ISP. What next?

Hind: **Next**, you have to **click on the 'e-mail' icon**. **After that**, you need to **enter your ID and your password**. Is it ok?

Karima: Sure! I have to click on the 'e-mail' icon. After that, I have to enter my ID and my password.

Hind: That's right. **Next**, you have to **sign in and wait for the connection**.

Karima: What next?

Hind: **Finally**, you need to **click on 'write' to send messages or 'read' to check your e-mail in-box**.

Karima: Thanks your help, Hind. Now, I can do it alone.

#### Instructions for accessing e-mail.

1\*b\* **Switch** on the computer

2\*a\* **Select** your ISP

3\*c\* **Click** on the 'e-mail' icon

4\*f\* **Enter** your ID and your password. Is it ok?

5\*d\* **Sign** in

6\*g\* **Wait** for the connection

|         |   |   |   |   |   |   |   |
|---------|---|---|---|---|---|---|---|
| NUMBERS | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| LETTERS | b | a | c | f | d | g | e |

7\*e\* Click on 'write' to send messages or 'read' to check your e-mail in-box.

**VERB** + REST OF SENTENCE IMPERATIVE FORM

2. Listen again to your teacher to complete the following table:

| Sequencers | subject | verb      | Rest of sentence  |
|------------|---------|-----------|---|
| First,     | you     | switch on | the computer.   |
| ..... ,    | you     | select    | your ISP.   |
| ..... ,    | you     | click on  | the 'e-mail' icon.  |
| ..... ,    | you     | enter     | your ID and your password.                                      |
| ..... ,    | you     | sign in.  |   |
| ..... ,    | you     | wait for  | the connection.   |
| ..... ,    | you     | click on  | 'write' to send messages or 'read' to check your e-mail in-box. |

**Follow up activity:** - as homework-

▶ Rewrite the above table in a S form.

▲ Pay attention to: punctuation & capital letters.

3. The table below compares e-mail and snail-mail (ordinary letters).

Tick in the appropriate boxes to say what you think. Do not use column B / C for the moment.

| Features         | A: Your opinion |              | B / C: Speaker's opinion |            |
|------------------|-----------------|--------------|--------------------------|------------|
|                  | E-mail          | Snail - mail | E-mail                   | Snail-mail |
| Faster           |                 |              | B ✓                      |            |
| cheaper          |                 |              | B ✓                      |            |
| more interesting |                 |              |                          | C ✓        |
| Less personal    |                 |              | C ✓                      |            |
| Less convenient  |                 |              |                          | B ✓        |

**B prefers e-mails because:**

- ▶ E-mails are faster.
- ▶ E-mails are cheaper
- ▶ E-mails are more convenient.

4. Listen and fill in column B in the table above. Do you have the same point of view as the speaker ?

Unit One /Script 2 (Listening and speaking)

A: Hello, I'm doing a survey on e-mail and snail-mail. May I ask you a few questions?

B: Please, do.

A: Do you send your messages by e-mail or by snail-mail?

B: Well, I prefer **sending** my messages by e-mail **rather than sending** them by snail-mail.

A: Why?

**B:** First, because **e-mail is cheaper and faster**. In addition, **snail-mail is less convenient** than e-mail because **in order to** send a letter, you need to go to the post office, buy stamps, stick them on the envelope, and so forth....

**A:** And what about your friend here? Yes, you, Sir.

**C:** Personally I **prefer to write** ordinary letters. **E-mails are less personal** than letters. Anyone can read them. Besides, **snail-mail is more interesting** than e-mails because we don't have to write short messages only.

**A:** Thank you for giving me so much of your time. Bye!

**5. Use the information in the table above and write a short paragraph about your Justify your preferences. Start like this:**

I prefer **{to send}** my messages by e-mail **rather than** **{send}** them by snail-mail...  
**{sending}** **{sending}**

**Those who prefer sending by e-mail**

| Topic sentence  | Connectors | Statements                                | Connectors | Justifications       |
|---|------------|---|------------|----------------------|
| I <b>prefer to send</b> my messages by e-mail <b>rather than send</b> them by snail-mail because of many reasons. | Firstly,   | e-mails are faster.                       | because    |                      |
|   | Secondly,  | e-mails / they are cheaper.               | since      |                      |
|   | Thirdly,   | e-mails / they are <u>more convenient</u> | as         |                      |
|   | Finally,   | I favor e-mails                           | because    | I like the Internet. |

**Possible Output:** 40 words

I **prefer to send** my messages by e-mail **rather than send** them by snail-mail because of many reasons. Firstly, e-mails are faster. Secondly, they are cheaper. Thirdly, they are more convenient. Finally, I favor e-mails because I like the Internet.

**SAY IT CLEAR ORAL IN WRITING PHONETIC SYMBOLS**

👉 Spelling is the way we combine letters to write words. The English language has only 26 letters (5 vowels + 21 consonants).

👉 An international phonetic alphabet-pronunciation / PHONETIC SYMBOLS- is used to represent speech sounds symbolically. The English language has about 40 different sounds.

👉 Spelling and pronunciation in English sometimes seem illogical!!!

**cough-though-through: similar spelling but different pronunciation.**

**blue-crew-to-too-shoe: different spelling but similar pronunciation.**

**1.1. Listen to your teacher read each of the words below to identify the vowel sounds.**

**SHORT AND LONG VOWEL SOUNDS**

**7 SHORT VOWEL SOUNDS**

**5 LONG VOWEL SOUNDS**

| Spelling       | pronunciation | short vowel sound | Spelling        | pronunciation | long vowel sound |
|----------------|---------------|-------------------|-----------------|---------------|------------------|
| 1. <b>ship</b> | /ʃɪp/         | /ɪ/               | 1. <b>sheep</b> | /ʃi:p/        | /i:/             |
| 2. <b>cup</b>  | /kʌp/         | .....             | 2. <b>car</b>   | /kɑ:/         | .....            |
| 3. <b>sock</b> | /sɒk/         | .....             | 3. <b>horse</b> | /hɔ:s/        | ....             |
| 4. <b>foot</b> | /fʊt/         | .....             | 4. <b>shoe</b>  | /ʃu:/         | .....            |

S  
y  
li

1. Listen to your teacher read each of the words below to identify the vowel sounds as follows:

**Short vowel sounds**

| Spelling  | pronunciation | short vowel sound |
|-----------|---------------|-------------------|
| 1.chip    | / tʃɪp /      | / ɪ /             |
| 2.cut     | / kʌt /       | .....             |
| 3.dog     | / dɒg /       | .....             |
| 4.put     | / pʊt /       | .....             |
| 5.head    | / hed /       | .....             |
| 6.hat     | / hæʔ /       | .....             |
| 7.teacher | / ti:tʃə /    | .....             |

**Long vowel sounds**

| Spelling | pronunciation | long vowel sound |
|----------|---------------|------------------|
| 1.cheap  | / tʃi:p /     | / i: /           |
| 2.arm    | / ɑ:m /       | .....            |
| 3.saw    | / sɔ: /       | .....            |
| 4.blue   | / blu: /      | .....            |
| 5.fur    | / fɜ: /       | .....            |

ORAL IN WRITING *PHONETICS* WORD STRESS

In English, we do not pronounce each syllable with the same force. In one word, we pronounce **one syllable very loudly** and all the other syllables very quietly.

2. Listen to your teacher read each of the words below to say which syllable is stressed.

e.g: 'browser – 'happy - un'happy – com'puter - con'nect

**Most of the two or three syllable-words are stressed on:**

**the 1<sup>st</sup> syllable  
if it is not a prefix**

- 'browser
- 'modem
- 'cursor
- 'windows
- 'floppy
- 'icon
- 'keyboard
- 'network

**the 2<sup>nd</sup> syllable  
if it is a prefix**

- un'happy
- dis'like / dis'play
- im'possible
- mis'calculate
- ir'regular
- ab'normal
- il'literate
- in'capable

**Some of the two or three syllable-words without prefixes are stressed on:**

**the 2<sup>nd</sup> syllable**

| 2 <sup>nd</sup> SYLLABLE |             |
|--------------------------|-------------|
| con'nect                 | e'rase      |
| e'scape                  | com'puter   |
| remove                   | To pro'tect |
| obey                     | o'pen       |

**2. Classify the following stressed syllables.**

**words according to their**

'Market - 'syllable - mis'take - con'nect - im'probable - 'answer - 'wonderful

| 1 <sup>st</sup> syllable | 2 <sup>nd</sup> syllable |
|--------------------------|--------------------------|
|                          |                          |

### YOUR TURN

**1. Read the parts of sentences below and match each part in column A with its corresponding part in column B.** How to check an e-mail box? **PURPOSE**

#### A

1. Switch on the central unit
2. Click on the e-mail option in the menu.
3. Enter your ID and password
4. Click on the 'sign up' icon

#### B

- a. to **check** your e-mail box,
- b. in order to **start** the computer.
- c. so as to **open** your e-mail box.
- d. in order to **be** identified.

**Sentence + to + VERB + rest of sentence**

**Sentence + in order to + VERB + rest of sentence**

**Sentence + so as to + VERB + rest of sentence**

**2. Now rewrite the above sentences in order to have a coherent § for checking an e-mail box. Use sequencers ( first, then, next....) and modals (need to, have to ...).**

**Start like this:**

**👉 First, you need to** switch on the central unit **in order to** start the computer.

**3. Pair work: Make a dialogue about how to check an e-mail box.**

**Example:**

**A: In order to** start the machine, you **have to** switch on the central unit and the monitor. Then...

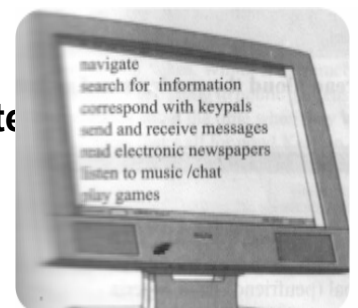
**B: So, in order to** start the machine I must switch on the computer. Then, **I have to**...

**A: That's right. After that...**

**4. Tell the class why you use the internet. Use the information on the computer screen below and appropriate link words. You may state other purposes.**

**Example:**

▶ I use the Internet **to** surf on the Web.



- ▲ I surf on the Web **in order to** search for information.
- ▼ I use the World Wide Web **so as to** correspond with key pals.
- ◀ I surf on the Network **to** send and receive message.
- ▶ I use the Internet **in order to** read electronic newspapers.
- ▲ I surf the Web **so as to** listen to music.
- ▼ I use the World Wide Web **to** chat.
- ◀ I surf on the Network **in order to** play games.

**Sentence + to / in order to / so as to + VERB + rest of sentence**

I use the Internet = I **surf on** the Internet



### The hidden message

/jɔ: 'flɒpi disk kən'teinz ə 'vaɪrəs rɪ'mʊ:v it frəm maɪ kəm'pjʊ:təl

### SAY IT IN WRITING

Write a short § to give your opinion about the Internet. Use appropriate sequencers. You may start as follows:

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | 6 |
| b | f | a | d | e | c |

I think / I don't think that the Internet is a very useful invention. Firstly, ...

| Topic sentence   | Connectors | Statements   |
|--|------------|--|
| I think that the Internet is a very useful invention because of several reasons. | Firstly,   | I use the Internet <b>to</b> surf on the Web                       |
|  | Secondly,  | I surf on the Web <b>in order to</b> search for information        |
|  | Thirdly,   | I use the World Wide Web <b>so as to</b> correspond with key pals. |
|  | Finally,   | I surf on the Network <b>to</b> send and receive messages.         |

### SEQUENCE TWO: READING & WRITING:

#### ANTICIPATE

1. Put the numbers 1-6 in the right boxes to say which icon in the screenshot below you have to click on in order to :

- 3/a. return to your Web browser's home page.
- 1/b. mark a Web site for future use.
- 6/c. move down the page.
- 4/d. print a document.
- 5/e. type in a Web site address or Uniform Resource Locator.
- 2/f. go back to the last page you saw earlier.

2. Look at the screenshot below and read aloud the sender's and recipient's e-mail addresses.

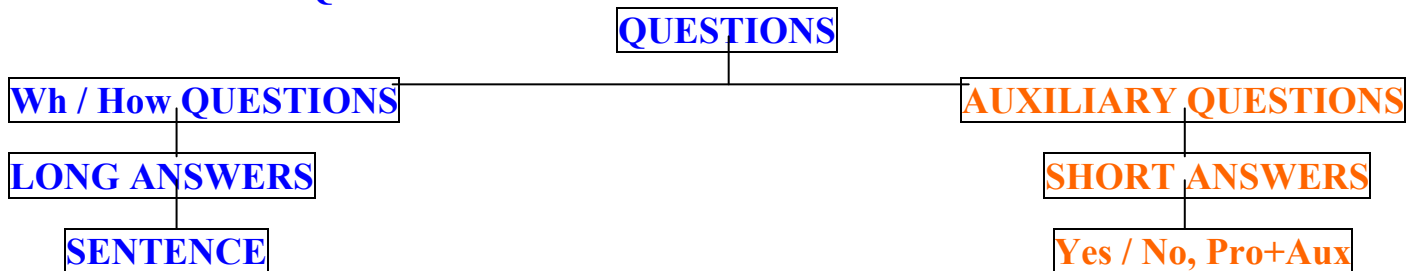
3. What do you think the e-mail above is about? Who is the sender? What country is she/he from? British? English? American? French? Spanish? Chinese? Algerian? Australian?

**READ & CHECK**

1. Read the e-mail below and check your answer to question 3 on the previous page.

2. Now read the e-mail above again and answer these questions:

- |                       |              |                   |
|-----------------------|--------------|-------------------|
| a. Wh QUESTION        | LONG ANSWER  | SENTENCE          |
| b. Wh QUESTION        | LONG ANSWER  | SENTENCE          |
| c. Wh QUESTION        | LONG ANSWER  | SENTENCE          |
| d. AUXILIARY QUESTION | SHORT ANSWER | Yes / No, Pro+Aux |
| e. How QUESTION       | LONG ANSWER  | SENTENCE          |



3. Find the meaning of each of the underlined words in the text above. Use the words in sentences of your own.

A **Training** = An education

To **relax** = To rest

A **housewife** = A woman who manages her own household as her main occupation.

To **belong** = to be the property of.

A **Sauna** = A Finnish steam bath in which the steam is produced by pouring water over heated rocks / stones.

**DISCOVER THE LANGUAGE**

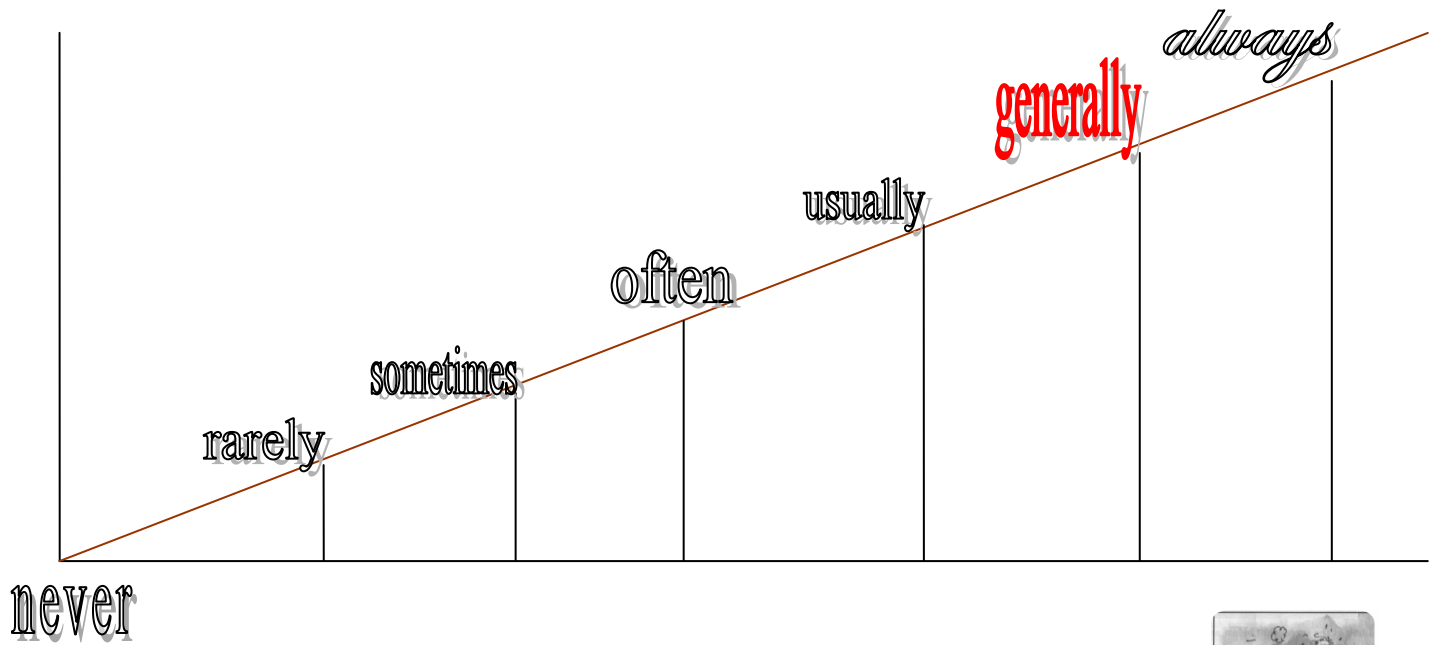
1. Listen to your teacher read the frequency adverbs below and learn to pronounce them.

Never occasionally sometimes often usually always  
seldom  
rarely



2. Draw the chart above on your copybook in a vertical position. Then read the text again and list Kirsi's regular activities from the least to the most frequent.





## Various Degrees of Frequency Adverbs



3. Now spot the position of the frequency adverb in each of the sentences in your chart. What conclusion can you draw?

- ☺ I **generally** get up quite early in order...
- ☺ I **always** go there by bus so as to ...
- ☺ I **rarely** go out on weekends because ....

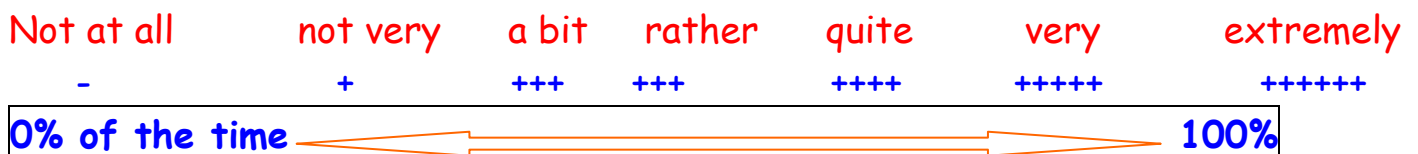
Sentence + **ADVERB** + verb + rest of sentence

4. Pair work: Take turns to interview each other using the questionnaire below.

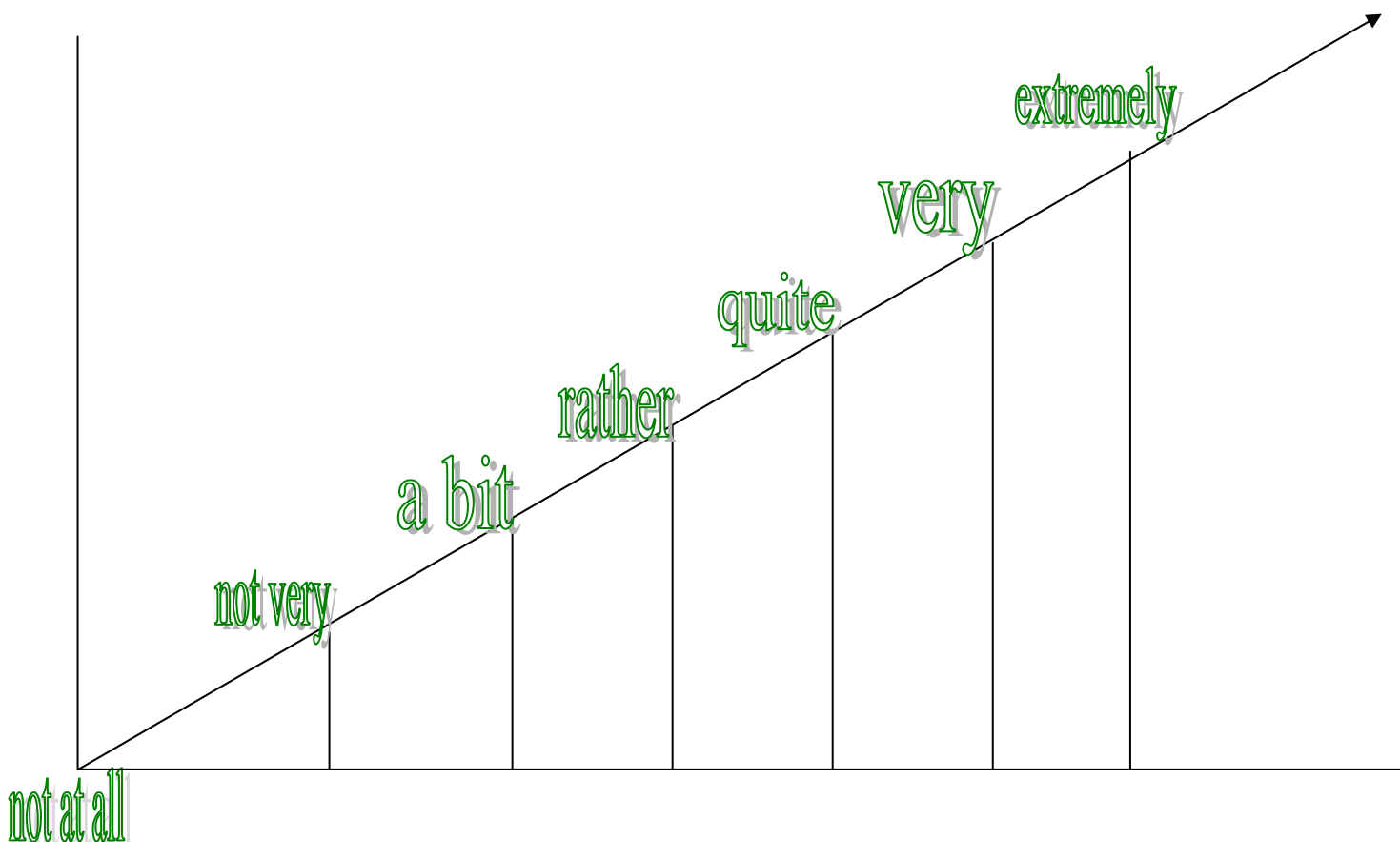
- How **often** do you eat in the school canteen?
- I **often** eat in the school canteen.
- I **always** eat in the school canteen.

5. Now report to the class about your partner's activities in a S form.

6. Listen to your teacher and learn to pronounce the degree adverbs on the chart below.



7. Draw the chart above in a vertical position. Then find sentences which have degree adverbs in Kirsi's e-mail and copy them on your chart.



- ♥ Kirsi is **quite** a common name.
- ♥ School is **a** little **bit** far from my home.
- ♥ It isn't **very** big

8. Now spot the position of the degree adverbs in each of the sentences in your chart. What conclusion can you draw?

9. Make dialogues about your country / town using the cues in the table below.

▶ **LOCATION**

- ▶ It's in .....
- ▶ It's situated in..... / located in.....

▶ **BORDERS / FRONTIERS**

- ▶ To the east, it's bordered by .....
- ▶ To the west, it's bordered by .....
- ▶ To the north, it's bordered by .....
- ▶ To the south, it's bordered by .....

▶ **POPULATION**

- ▶ There are ..... inhabitants.
- ▶ It has a population of ..... inhabitants

▶ **AREA**

▶ It has an area of .....

▶ **LENGTH**

▶ It's .... Kilometres long

▶ **WEATHER / CLIMATE**

▶ Its average temperature in summer / in winter is less / more than

▶ **CHARACTERISTICS**

▶ It's famous for.....

▶ It's well-known for.....

**WRITE IT OUT**

Read Kirsi's e-mail and write a short reply following the plan below.

 **Opening §**

a. Introduce yourself briefly.

- Name
- Nationality
- Age
- Occupation

b. Describe your regular activities using frequency adverbs.

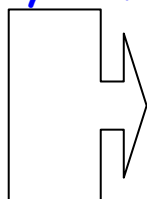
- Describe your regular activities on weekdays & weekends.
- On weekdays / Choose one weekday / describe it.

| SEQUENCERS      | SUBJECT | ADVERB           | VERB    | REST OF SENTENCE |
|-----------------|---------|------------------|---------|------------------|
| First,          |         | <i>generally</i> | wake up | At 6 a.m.        |
| Next,           |         |                  |         |                  |
| Then,           |         |                  |         |                  |
| After,          |         |                  |         |                  |
| Later,          |         |                  |         |                  |
| Before the end, |         |                  |         |                  |
| Finally,        |         |                  |         |                  |

- On weekends
- How do you spend your weekends? Where? How often...?

c. Introduce your family small / large

- father
- mother
- brother(s)
- sisters(s)



name, age, occupation

d. Introduce your country briefly using degree adverbs with adjectives.

**ACTIVITY 9**

e. What is your country famous for?

 **CLOSING §**

## SEQUENCE THREE: DEVELOPING SKILLS

### DEVELOPING SKILLS 1 FORMALITY Vs INFORMALTY PHONE

1. What would you expect interlocutors on the phone to say in the following situation? FORMALITY Vs INFORMALTY

Caller

Phone

Receiver

- A. The person at the receiving end says the number called:  
b. zero-two-seven-three- two-two
- B. The caller forgets to announce his/her identity; the person at the receiving end asks:  
b. Who's calling, please?
- C. The person at the receiving end asks the caller to wait for a moment in order to get connected to the person wanted:  
c. Could you hold on, please?
- D. The person at the receiving end asks the caller to wait for a moment in order to get connected to the person wanted:  
b. I'm afraid he isn't here at the moment.

2. Now, listen to the phone conversation and check your answers to 1.

Unit One / Script 3 (Developing Skills)  
Telephone conversation One

**Secretary:** Mr. Boyle's secretary speaking. **Who's calling, please?**

**Caller:** Oh, my name's Barnes, Charles Barnes. I'm ringing about the job which you advertised in yesterday's *Evening News*.

**Secretary:** Which one was that? Was it the one for a shop assistant or the one for a cashier?

**Caller:** It's the one for a shop assistant.

**Secretary:** **Could you hold on!** I'll check if the job is still vacant. Oh! I'm afraid we've already filled the vacancy. I'm really sorry.

**Caller:** It doesn't matter. Thank you for the information. Goodbye.

**Secretary:** Goodbye.

Unit One / Script 3 (Developing Skills)  
Telephone conversation Two

**Carol:** Hello!

**John:** Hello, **4158668?**

**Carol:** Could I speak to Mr. Smith?

**Mr. Smith:** **Who's calling, please?**

**Carol:** My name is Carol, Carol Richards.

**John:** **Hold on, please.** I'll see if he's in ... **I'm afraid he isn't here at the moment.** Can I take a message?

**Carol:** Thank you. I'll call him up this evening. Good bye.

**John:** Good bye.

### 3. Exchange your phone number. PAIR WORK

A: I've bought a Nokia mobile phone.

B: Congratulations! What's your number then?

A: It's 063 25 08 40

B: Say it more slowly. I want to type it in.

A: OK! 0 6 3 2 5 0 8 4 0

### 4. Pair work. Use the tactics summary to make phone conversations.



**Situation1 INFORMAL:** Accept or refuse an invitation.

Iheb: Hello, .....!

Me: Hi, Iheb!

Iheb: What about going out for a football match tomorrow?

Me : **Yes, I'll be very pleased.**

Me : **Sorry, I can't because I'm very busy this week.**



**Situation2 FORMAL:** Secretary takes caller's name, phone n & message.

Caller : Good morning!

Secretary (Me): Good morning! Mr. Black's secretary speaking. **Who's calling, please?**

Caller : Oh, my name's Clapton, Eric Clapton. I'd like to talk to Mr. Black, please.

Secretary (Me): **I'm afraid he isn't here at the moment.** Can I take a message?

Caller : Thank you. Please ask him to call me. My phone number is 063 25 08 40.

Secretary (Me): Is that all?

Caller : Yes, it is.

Secretary (Me): Bye.

Caller : Thank you! Bye.



**Situation3 INFORMAL:** Friend not in. Leave a message.

Me : Hi, Iheb!

Iheb's mother: Hello! I'm sorry Iheb is not in. I'm his mum. Would you like to leave him a message?

Me : Yes, please. Could you tell him to call me? My phone number is 072 79 68 40.

Iheb's mother: Ok. Bye

Me : Thank you. Good-bye.

## DEVELOPING SKILLS 2 FORMALITY Vs INFORMALTY INVITATION

1. Read texts 1, 2, 3 & 4 on the next page. Then write the number of the text in the table below to identify what type of message each of them is.

| TEXT NUMBER | TYPE OF MESSAGE                   |
|-------------|-----------------------------------|
| 2           | An informal invitation            |
| 3           | A formal acceptance of invitation |
| 1           | A formal invitation               |

**2. Read again text 1 on the next page and answer these questions.**

- a. "House warming" is a celebration of the occupancy of a new home.  
"House warming" is a party given when a family moves into a house for the first time.
- b. The house warming is on Saturday.
- c. The house warming is at 7p.m.
- d. Répondre S'il Vous Plait.

**3. Look at the invitations 1 & 2 again & say why they are different. In which situation would you use each of them?**

► Differences in terms of:

▲ Form:

| FORMAL INVITATION 1 | INFORMAL INVITATION 2    |
|---------------------|--------------------------|
| Well organized      | Simple / straightforward |

▲ Content:

| FORMAL INVITATION 1        | INFORMAL INVITATION 2                           |
|----------------------------|---|
| Polite requests<br>R.S.V.P | Simple / straightforward requests<br>No R.S.V.P |

► :... Situations

| FORMAL                  | INFORMAL        |
|-------------------------|-----------------|
| School / Administration | Home / Friend / |

**4. Pair work: Take turns to write invitations and thank you notes. Use texts 1, 2, 3 & 4 as models.**

**INVITATION 1**

|   |
|---|
| September 25 <sup>th</sup> , 2005<br>Elhadi and Fatma Elbahi<br>would like to invite you to their<br>HOUSE WARMING<br>on Friday 30 <sup>th</sup> September from 7.00 to<br>9.00 p.m. and look forward to showing<br>you their new house.<br>R.S.V.P |
|---|

**THANK YOU NOTE 3**

|  |
|--|
| September 25 <sup>th</sup> , 2005<br>Dear Mr. Elbahi,<br>Thank you very much for your<br>Invitation. It will be a real pleasure for<br>me to meet you again.<br>I am looking forward to seeing you<br>on Friday at 7 p.m.<br>Yours sincerely,<br>Mokhtar Mesbahi |
|--|

**5. Read texts 5, 6 & 7 on the next page and identify the type of message each of them is. Write the appropriate text numbering the table below.**

| TEXT NUMBER | TYPE OF MESSAGE                               |
|-------------|---|
| 6           | A <b>formal</b> letter of apology.            |
| 5           | A <b>formal</b> note to ask for school leave. |
| 7           | An <b>informal</b> note of apology.           |

**6. Read texts 5 & 6. Which is the most formal?**

Text 6 is **more formal**; Dear Mr. Johnson, Vs Dear Sir / Madam,

**7. Now write a letter or note to your headmaster to apologise for a mistake you have done. Use letters 5 & 6 as models.**

September 25<sup>th</sup>, 2005

Dear Sir,

Please excuse me for the mistake I've done. I promise that I will never do it again.

Yours sincerely,  
Elbahi Elhadi

September 25<sup>th</sup>, 2005

Dear Sir,

I am writing to apologise for the mistake I've done. I promise that I will never do it again.

Yours faithfully,  
Elbahi Elhadi

### DEVELOPING SKILLS 3

**1. Put number 1-9 in the corresponding small boxes (a-i) below to get a coherent letter.**

a. Your address **3**

b. Date **2**

c. Name & address  
of language school **8**

d. Re: **4**

e. Salutation **9**

f. Say why you are writing **5**

g. Introduce yourself. **7**

h. Ask for information. **6**

i. Closing  
+Name **1**

**2. Meriem receives a letter of reply. Put numbers 1-4 in the boxes below to indicate the order in which her correspondents will ...**

- a. say they are enclosing an information prospectus. **2**
- b. thank Meriem Djoul for her enquiry. **1**
- c. try to persuade her to follow summer Stratford School of English. **3**
- d. invite further contact enquiries. **4**

**3. Check your answers to exercise 2 with your teacher.**

**4. Make the best use of the information above and the sentences below to write a reply to Meriem Djoul's letter of enquiry. Begin and close the letter correctly.**

- Please find enclosed here our latest information prospectus, which we hope will be of interest to you. **2**

- Thank you for your enquiry about our summer courses. **1**
- We're permanent, we're professional, we offer you a warm welcome here at our school. **3**
- We look forward to hearing from you soon. **4**

The Stradford School of English  
8, Tiddington Road,  
Stradford-Upon-Avon,  
Warwickshire,  
England.  
October 1<sup>st</sup>, 2005

Meriem Djoual  
12, Rue Colonel Chabani,  
Laghouat,  
Algeria

Re: Summer Courses

Dear Miss Djoual,

Thank you for your enquiry about our summer courses. Please find enclosed here our latest information prospectus, which we hope will be of interest to you. We're permanent, we're professional, we offer you a warm welcome here at our school. *We invite you to write for further contact enquiries.*

We look forward to hearing from you soon.

Yours faithfully,  
The headmaster  
Mr. John White

### DEVELOPING SKILLS 4 Sympathy Vs Congratulations

1. Read the texts below and identify what message each of them contains. Copy the table and put text numbers 1-4 in the boxes.

| TEXT NUMBER | MESSAGE                     |
|-------------|-----------------------------|
| 2           | Message expressing sympathy |
| 4           | Obituary                    |
| 1           | Congratulating someone.     |
| 3           | Announcing a happy event.   |

2. Find which message (1 or 2) corresponds to which message (3 or 4).  
3. Write small messages to express sympathy and congratulations. Use the texts above as models.

Congratulations

Sympathy



Dear Salim and Fahima,  
I have just heard the happy news! Congratulations on the birth of Iheb. We're all delighted. I'll pay you a visit soon.  
Take care of yourselves!

Love,  
Reda

Dear Farida and family,  
I have just heard the heartbreaking news! I was very sad about your brother's death. Please accept my deepest sympathy/condolence. I only met him briefly, but I remember him as a warm and generous person.

I am sorry I was unable to come to the funeral. If there is any way I can help, please let me know.

Yours sincerely,  
Karim

## STOP & CONSIDER **Expressing Purpose**

1. Study the sentences below. Then answer the questions and check your answers with the reminder below.

A. I am writing **to inform** you that we are pleased to offer you the job of Computer Operator at a starting salary of £ 2,000 a month.

**In order** for us **to process** your personnel file, please fill in the job application form enclosed here and send it back to us as soon as possible.

B. This is just a reminder. **In order** **not to lose** the forthcoming game, you have to attend regularly all training sessions.

C. She has taken the bus **so as to arrive** at school earlier than usual.

D. **So as** **not to** repeat the year, we advise all students to work harder than they have done so far.

### Questions

a. Underline the parts of the sentences which express purpose.

b. Spot the position of the bold words in the sentences. What conclusion can you draw?

SENTENCE + **to/so as to/ in order to** + STEM VERB + rest of sentence.

c. What are the negative forms of 'in order' and 'so as to'? What conclusion can you draw?

SENTENCE + **not to/so as not to/ in order not to** + STEM VERB + rest of sentence

### REMINDER

☑ We use 'to', 'so as to' and 'in order to' to express purpose.

♥ Example: A: **What** did you send her a message **for**?

B: I sent her a message **to/so as to/ in order to** congratulate her.

❏ The negatives are: **not to, in order not to** , and **so as not to**.

♥ Example: - I sent her a message **not to** invite her, but **to** congratulate her.

- **So as not to** be late for the party, you have to start now.

- You have to start now **in order not to** be late for the party.

2. Fill in the blanks in the messages below with `to', 'in order to', `so as to' or their negatives. Several choices are sometimes possible.

- We are writing..... (1) congratulate you for your success in the competition.
- ..... (2) complete your registration, you have to pay the fees before September 12<sup>th</sup>.
- I will go to university .....(3) study Mathematics, but .....(4) study literature.
- Read your message silently ..... (5) disturb other internauts.

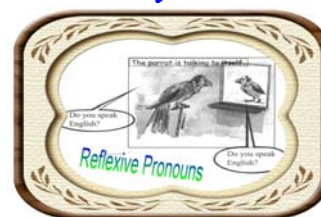
### STOP AND CONSIDER

### REFLEXIVE PRONOUNS

3. Complete each of the sentences below with the appropriate reflexive pronoun (**himself, herself, itself, yourself, ourselves, themselves**).

Example:

- You have to introduce .....
- Farid admires .....
- Ahmed describes .....
- Karim and Rachid have to clean .....
- My friend and I enjoyed ..... very much at the party.
- The parrot is looking at ..... in the mirror



### REMINDER

**Reflexive pronouns** are used with certain verbs, when **the object** of the Verb is **the same as the subject**.

Example: I have to introduce **myself**.

### STOP AND CONSIDER

### EXPRESSING STRONG / WEAK OBLIGATION

4. Read the sentences below and answer the questions.

- I **have to** send a message to Jenny. She is my best friend.
- You **don't have to** buy her a present.  
She has told that in her message.
- John **had to** e-mail his application very quickly.  
He was late.
- I **didn't have to** email the reply.  
I had enough time.
- e. You **needn't** email an invitation to her.  
You just have to phone.
- f. You **don't need to** worry. The message will arrive soon.
- g. I know I **mustn't** forget about her message. It's important.

Questions:

**A. Spot the position of the words in bold type. MEDIAL POSITION**

**B. What are the negative forms of 'have to' and 'must'?**

**☑ VERB:**

| Affirmative form | Negative form                  |
|------------------|--------------------------------|
| 'have to'        | don't have to / didn't have to |

e.g. You **don't have to** buy .....

e.g. I **didn't have to** email .....

**☒ AUXILIARY:**

| Affirmative form | Negative form |
|------------------|---------------|
| 'must'           | mustn't       |

e.g. I know I **mustn't** forget.....

**C. What is special about the negative form of 'need'?**

**☒ AUXILIARY: externally imposed obligation /Weak Obligation**

| Affirmative form | Negative form |
|------------------|---------------|
| 'need'           | needn't email |

e.g. You **needn't** email .....

**☑ VERB: internally imposed obligation /Strong Obligation**

| Affirmative form  | Negative form   |
|---|---|
| 'need' <span style="border: 1px solid black; padding: 0 2px;">to</span> worry | don't need <span style="border: 1px solid black; padding: 0 2px;">to</span> worry |

e.g. You **don't need** to worry.

**USAGE NOTE:** Depending on the sense:

☞ When used as **a main verb**, **need** agrees with its subject, takes to before the verb following it, and combines with *do* in questions, negations, and certain other constructions: He **needs** to go. Does he **need** to go so soon? He **doesn't need** to go.

☞ When used as **an auxiliary verb**, **need** does not agree with its subject, **does not take** to before the verb following it, and does not combine with *do*: He **needn't** go. **Need** he go so soon? The auxiliary forms of **need** are used primarily in present-tense questions, negations, and conditional clauses. They differ subtly in meaning from the main verb forms in that they always refer to an externally imposed obligation. Hence one might say You **needn't** (or less formally, don't need to) fill out both forms, but where the sense of necessity is internal to the subject, only the main verb can be used: I **don't need** to (not needn't) be told how to manage my own affairs.

Note also that the use of **need** as an auxiliary is often accompanied by a presupposition that the activity in question has in fact been performed. *The boys **needn't** have spoken frankly* implies that they did in fact speak frankly, whereas the sentence *The boys **did not need** to speak frankly* does not; only the latter could be followed by a clause like *they conveyed their meanings by indirection*.

D. Choose a verb from **a - g** above to replace the words in bold type in the sentences below.

Ⓒ People **must** keep silent in a library.

People **have to** keep silent in a library.

People **need to** keep silent in a library

Ⓒ You **don't have to** press on this key to send a message.

You **must not** press on this key to send a message.

You **don't need to** press on this key to send a message.

E. Rewrite the sentences below to express obligation and absence obligation of in the past.

a. We **must** send an invitation to Ryan.

We **have to** send an invitation to Ryan

We **did not have to** send an invitation to Ryan

b. We **don't have to** send him a message.

We **must not** send him a message.

We **didn't have to** send him a message.

c. We **needn't** write our address.

We **do not need to** write our address.

We **did not need to** write our address.

d. We **have to** email the invitation before 6 o'clock.

We **must** email the invitation before 6 o'clock.

We **did not have to** email the invitation before 6 o'clock.

### REMINDER

#### Have to, must and needn't

1- We use affirmative and question forms of **'must'** and **'have to'** to express obligation.

📖 Example: You **must** start from here. Do I have to start from here?

2 - We use **'must not'** / **'mustn't'** to express **prohibition** / **strong obligation**.

📖 Example: You **mustn't** switch on the computer before quitting the program.

3 - We use **'need not / needn't'** and **'do / does not have to'** to say that there is **no obligation / weak obligation** to do something.

📖 Example: You **needn't / don't have to** send a message. Just phone them.

Note: There is no past form of **must**. We use **'had to'** and **'did not / didn't have to'** to express obligation and absence of obligation in the past.

📖 Example: We **had to** switch off the computer before leaving.

### STOP AND CONSIDER

### ARTICLES / DETERMINERS

5. Fill in the blanks with an article (**a, an or the**). If you don't need an article mark the space with a zero article (**∅**).

Hello,

I'm writing to say I'm happy to know that you want to be my key pal. Thank you for ..... (1) photo. It's really very beautiful. It's my turn to inform you about myself, my country and my family.

My name's ..... (2) Amel. In .....(3) Arabic, it means ".....(4) hope". I'm 16, and I go to...(5) Secondary School. ....(6) subjects I like best are(7) Physics and..... (8) English. I'm average height, and I have...(9) fair hair and .....(10) blue eyes.

I live in ..... (11) Northeast of (12) Algeria. ....(13) Algeria is situated in .....(14) North Africa. Its capital is .....(15) Algiers.

We're a family of four. My father is .....(16) engineer and my mother is .....(17) housewife. I have ..... (18) younger brother and ..... (19) older sister. They're ..... (20) students, too.

I look forward to hearing from you soon. Take care of yourself.

Best regards,

Amel

**PS.** You'll find my photo in attachment.

Check your answers with the Reminder below.

### REMINDER

✌ 'a' and 'an' are **indefinite** articles. We use them only before **singular countable nouns**.

✌ 'the' is a **definite** article. We use it before **common nouns** (singular and plural, countable and uncountable nouns).

| Countable singular                     | Countable plural                        | Uncountable (singular)                 |
|--|---|--|
| <b>A</b> photo (1 <sup>st</sup> Ref)   | <b>∅</b> photos (1 <sup>st</sup> Ref)   | <b>∅</b> paper (1 <sup>st</sup> Ref)   |
| <b>The</b> photo (2 <sup>nd</sup> Ref) | <b>The</b> photos (2 <sup>nd</sup> Ref) | <b>The</b> paper (2 <sup>nd</sup> Ref) |

✌ When a noun has **no article** before it, we call this a '**zero article**'.

✌ **Some** and **any** are often used as the plural of **a / an**.

✌ Example:

✌ I have received **an** e-mail.

✌ I have **some** e-mails.

✌ Have you received **any** e-mails?

✌ I haven't received **any** e-mails.

### STOP AND CONSIDER

### PREPOSITIONS

6. Fill in each blank below with one of the following: **in, on, off, for, up, at, or down**.

- To start the computer, you must switch ..... this button.
- Click ..... the 'e-mail' option.
- In order to check your mail, you have to sign .....
- If you want to create an e-mail address you have to sign .....
- If you want to move .....the page, you have to use the cursor.

**7. Read the advertisement. Then write a short note to a friend of yours using 'until' or 'from... to'.**

Start like this:

Just a short note to tell you that the Tower of London will be open for visitors...

Discover the Tower of London and experience some most extraordinary aspects of Britain's history. Admire the breathtaking Jewels of the Crown, stand on the execution site of queens and knights!

Opening Times

Until 31 Oct:

Tues- Sat 09.00- 18.00

Mon & Sun 10.00- 18.00

From 1 Nov:

Tues- Sat 09.00- 17.00

Mon & Sun 10.00- 17.00

(last admission 1 hour before closing)



**Check your answer to exercise 7 with the Reminder.**

**REMINDER**

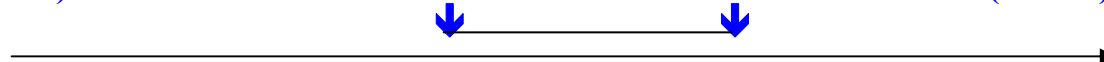
**A. We use 'from ... to' to give periods of time.**

(Past)

Now

March

(future)



e.g. It will take **from** now **to** next March to finish the work.

**From...to** are used with:

- 📅 Years (**from** 1954 **to** 1962)
- 📅 Months (**from** May **to** July)
- 📅 Days (**from** Saturday **to** Thursday)
- 📅 Dates (**from** May 1St **to** July Stn)
- 📅 Parts of the day (**from** dawn **to** dusk) - hours (**from** 8 a.m. **to** 5 p.m.)

**B. We use 'until' to give end points in time.**

(Past)

9 o'clock

Now

(future)



e.g. I waited for the message **until** 9 o'clock and I left.

**Until** is used with:

- 📅 years (**until** 2015)
- 📅 months (**until** December)
- 📅 days (**until** Monday)

- 📅 dates (**until** July 5th)
- 📅 hours (**until** 5 o'clock)

## STOP AND CONSIDER

## NEITHER... NOR... / EITHER ... OR ...

8. Learn to use 'neither... nor' by doing the activities below.

A. Listen to the dialogue below and underline the words which have the main stress in speech bubble.

B. Now close your books and act out the dialogue paying attention to intonation and stress. **Phonology & semantics are closely linked to convey meaning.**

C. Join each pair of sentences below with 'neither...nor ...'. Then check your answers with the **Reminder**.

a. My TV set isn't old.                      My computer isn't old.

Neither my TV set nor my computer is / are old

b. Karim isn't lazy.                      He isn't stupid.

Karim is neither lazy nor stupid

c. Omar isn't late.                      Youcef isn't late.

Neither Omar nor Youcef is / are late

d. Kate does not like chatting. She doesn't like surfing on the net.

Kate neither likes chatting nor surfing on the net.

### REMINDER

'Neither ... nor...' is a conjunction. It refers to 2 people or 2 things. It takes either a singular or a plural verb.

E.g. Neither Tom nor Mary know (s) computing.

9. Learn to use 'either... or' by doing the activities below.

a. Listen to your teacher then identify the words which are stressed in the underlined sentence of the dialogue below.

**Ryan:** Do you want to have a computer or a video for your birthday?

**Lydia:** I want both.

**Ryan:** I'm really sorry. You can have **either** a computer **or** a video. You can't have both.

b. **Books closed.** Act out the dialogue above with your classmates. Pay attention to stress & intonation.

c. **Pair work:** Now, help yourself with the information below to play out dialogues using 'either ... or ...'.

**STUDENT A:** gives a choice of two things. (book/camera/mobile/printer/ PC)

**STUDENT B:** wants both.

**STUDENT A:** says sorry and says that b has to make a choice....

## SAMPLE:

STUDENT A: Do you want to have a book or a camera for your birthday?

STUDENT B: I want both.

STUDENT A: I'm really sorry. You can have **either** a book **or** a camera. You can't have both.

d. Write down a sample dialogue and a **Reminder** on your copybook.

STUDENT A: Do you want to have a printer or a CD writer for your birthday?

STUDENT B: I want both.

STUDENT A: I'm really sorry. You can have **either** a printer **or** a CD writer. You can't have both.

## REMINDER

'Either ... or...' is a conjunction. It refers to 2 elements. It takes a singular verb.

e.g. You can have **either** a PC **or** a video.

e.g. **Either** Eve **or** John has been invited.

## SEQUENCE FOUR: CONSOLIDATION & EXTENSION 1

### WRITE IT OUT 1

1. Read the 'help wanted' ad & say what the applicant **has to** / **must** do in case she/he gets the job.

|   |   |
|---|---|
| <b>HELP WANTED</b><br>Camp leaders for 7-10 years old during school vacation.<br>Must be tolerant, patient, open-minded, cheerful & understanding.<br><u>Duties: dealing with children, organising &amp; participating in daily activities.</u> | <u>Activities include: swimming, singing, dancing, cooking, drama, telling stories &amp; sports.</u><br>Apply to:<br>Mr. Michael Armonstrong,<br>Director, Haryton Bay Summer<br>Camp, 2178 Mountain Street<br>Miami, Florida 60306 |
|---|---|

In case she/he gets the job the applicant **has to** / **must**:

- ☞ deal with children, organise & participate in daily activities.
- ☞ know swimming, singing, dancing, cooking, drama, telling stories & sports.

2. Now, identify the most important pieces of information that the applicant includes in the application below that she is suitable for the job.

|   |   |
|---|---|
| <i>Mr. Michael Armstrong<br/>Haryton Bay Summer Camp<br/>2187 Mountain Street</i> | <i>46 Regent Street<br/>Madison 15026<br/>WISCONSIN<br/>May 20<sup>th</sup>, 2005</i> |
|---|---|



N.W. Miami Florida 60306

Re: Camp Leader

Dear Mr. Armstrong,

I have seen your advertisement for camp leaders in USA TODAY. and would like to apply for the job.

I am a junior at Thomas Jefferson High School with good marks in arts and philosophy. I am a member of the photography and music clubs, and I enjoy meeting people. I often volunteer to work in infant hospital works. So I think that I am suitable for the job.

I was born in Columbus and I am sixteen years old. I will turn seventeen next January. I have lived at the address above for the past ten years. I often look after my brothers and sisters when my father and my mother are at work. So I think that I have quite a good experience in dealing with children.

I am ready to start work at the end of June, when the school summer vacation begins. I have asked two of my teachers Mr. Jones Clark and Miss. Smithson to send you two letters of reference for me.

Yours sincerely,  
Joy. J. Parfit

**3. Copy & fill in this résumé (CV) with information from Joy's letter of application.**

| Résumé                    |  |                |        |
|---------------------------|--|----------------|--------|
| Name:                     | Joy.   | J.             | Parfit |
|                           | First  | middle initial | Last   |
| Address:                  | 46 Regent St Madison 15026 WISCONSIN                           |                |        |
| Place of Birth:           | Columbus   |                |        |
| Age:                      | Sixteen years old  |                |        |
| Education:                | Arts and Philosophy in Thomas Jefferson High School WISCONSIN. |                |        |
| Languages:                | English  |                |        |
| Previous work experience: | volunteer in infant hospital works.                            |                |        |
| Interests:                | photography and music  |                |        |
| References:               | Mr. Jones Clark and Miss. Smithson.                            |                |        |



**4. Complete each of the three letters of reply below with one of the following opening sentences. Match letters a-c with numbers 1-3.**

- a. Thank you for offering me the post of camp leader.
- b. I am writing to inform you that I am able to offer you the position as a camp leader.
- c. Thank you for your letter of June 6<sup>th</sup>.

|    |    |    |
|----|----|----|
| a. | b. | c. |
|----|----|----|

|   |   |
|---|---|
| <p>You will get a salary of \$ 50 a week.<br/>         Would you, please, confirm that this is acceptable to you?<br/>         Can you also let us know the exact date when you are free to start work?</p> <p style="text-align: right;">1</p> | <p>I should like you to come for an interview on Friday June 12<sup>th</sup>.<br/>         Could you, please, call number 888 547 to confirm this?</p> <p style="text-align: right;">2</p>  |
|   | <p>I will be on vacation from June 30<sup>th</sup> to September 12<sup>th</sup>. So I can start work on July 2<sup>nd</sup><br/>         I am looking forward to joining one of your camps.</p> <p style="text-align: right;">3</p> |

**5. Now, find what each message is: refusal or acceptance?**

| Refusal | Acceptance |
|---------|------------|
|         |            |

**6. Fill in your own résumé form as above. Then write a letter of application using information from the advert on the previous page.**

|   |   |
|---|---|
|   | a. Sender's Address <b>3</b>                  |
|   | b. Date <b>2</b>                              |
| c. Name & address of Recipient <b>8</b> |   |
| d. Re: <b>4</b>                         |   |
| e. Opening Salutation <b>9</b>          |   |
| f. Apply for the job <b>5</b>           |   |
| g. Introduce yourself. <b>7</b>         |   |
| h. Mention experience if any. <b>6</b>  |   |
| k. Closing § <b>10</b>                  |   |
|   | i. Closing Salutation<br>+ signature <b>1</b> |

|          |          |          |          |          |          |          |          |          |           |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|
| <b>a</b> | <b>b</b> | <b>c</b> | <b>d</b> | <b>e</b> | <b>f</b> | <b>g</b> | <b>h</b> | <b>i</b> | <b>k</b>  |
| <b>3</b> | <b>2</b> | <b>8</b> | <b>4</b> | <b>9</b> | <b>5</b> | <b>7</b> | <b>6</b> | <b>1</b> | <b>10</b> |

**7. Match the following sentences with the above letter.**

- 1.** Respectfully yours, + signature
- 2.** Date
- 3.** Your address
- 4.** Reference: Camp Leader
- 5.** I should like to apply for the position of 'camp leader' which was advertised in USA TODAY.
- 6.** I have worked in a summer vacation camp in Bejaia, Algeria for two months.
- 7.** I am an Algerian 1<sup>st</sup> year Algerian student of 16 in Ben M'Hidi High School, Taref, Algeria.
- 8.** Mr. M. Armstrong  
Haryton Bay Summer Camp

2187, Miami, Florida 60306

U.S.A

9. Dear Sir,

10. I am looking forward to hearing from you.

8. Now, write the application letter paying attention to form & content.

a. Hlima Chouchane 3  
Route NATIONALE 44 N° 11  
Ben M' Hidi, Taref,  
Algeria.

b. October 25<sup>th</sup>, 2005 2

c. Mr. M. Armstrong 8  
Haryton Bay Summer Camp  
2187, Miami, Florida 60306  
U.S.A

d. Re: Camp Leader 4

e. Dear Sir, 9

f. I should like to apply for the position of 'camp leader' which was advertised in USA TODAY. 5  
g. I am an Algerian 1<sup>st</sup> year student of 16 in Ben M'Hidi High School, Taref, Algeria. 7  
h. I have worked in a summer vacation camp in Bejaia, Algeria for two months. 6

k. I am looking forward to hearing from you. 10

i. Respectfully yours,  
H. Chouchane 1

## WORK IT OUT

1. Read dialogues 1-5 and identify the problem. Then complete each of the dialogues with replies a-e.

A: Hello, can I speak to Nora Jones, please?

B: What number do you want?

A: 873291

B: c. You've got the wrong number. 1

a. No, I can't. It's a bad line.

A: Hello, is that Hind Benmouloud?

B: Could you speak up? I can't hear you very well.

A: a. No, I can't. It's a bad line. 2 I'll call you back.

B: Sorry, what did say? I didn't catch that ...

b. Your line was engaged.

A: Good morning. I'm Jamila.

B: Jane, here.

A: Hello Jane. I tried to call you about nine o'clock, but I couldn't get through.

B: What was the problem?

A: **b. Your line was** 3 **engaged.**

**c. You've got the wrong number.**

A: Can I speak to Mr. Jones?

B: I'm afraid he is not in his office. He won't be back till next week.

A: Sorry, I don't understand. **e. My English is not very well** 4

B: He won't be back till next week. He's not here.

A: Oh, thank you.

B: Try his mobile phone.

A: Sorry?

B: I say he has a mobile phone.

**d. Yes, our phones were out of order all morning.**

A: Hello, James. I tried to call you earlier, but I could not get through.

B: When did you call?

A: Just after ten.

B: **d. Yes, our phones were out of order all morning.** 5

**e. My English is not very well.**

|          |          |          |          |          |
|----------|----------|----------|----------|----------|
| 1        | 2        | 3        | 4        | 5        |
| <b>c</b> | <b>a</b> | <b>b</b> | <b>e</b> | <b>d</b> |

**2. Pair work: Imagine that you have one of the phone problems above. Play out a dialogue about it. (Books closed)**

### CONSOLIDATION & EXTENSION 2      **Problem Consonants**

**1. Read the dialogue below and underline the words where the letter 'r' is not pronounced.**

1 A: I'm afraid the doctorr isn't here at the moment.

B: Sorry, I don't understand. Can you speak more slowly, please?

2 A: I'm sorry to hear that Irma is sick.

B: I really appreciate how you feel about it.

3 A: Georgette rang up at four. Her message is over there on the fridge.

B: Oh! This is great. She's inviting us at her birthday party.

|                                |               |   |
|--------------------------------|---------------|---|
| 1                              | 2             | 3   |
| Doctor <u>r</u> - her <u>e</u> | hear <u>r</u> | over <u>r</u> - there- her <u>r</u> - party |

👋 Why isn't the letter 'r' pronounced?

/ 'd ɒ kt... / - / hi... / - / '...ʊv... / - / ɔ e... / - / he... / - / 'pɑ:ti /

👉 The letter 'r' is not pronounced because it comes at the end of the word.

👉 The letter 'r' is pronounced / ... / **NEUTRAL SOUND.**

2. Now, listen to your teacher read the dialogues and check your answers. Then play out the dialogues with your classmate.

3. Read the sentences below and say how you pronounce each of the underlined letters /f/ or /v/, /d/ or /t/, /s/ or /z/.

a. I'm very sorry, but you have to choose to come back at five.

b. I'm sorry but I can explain why I was absent. I had a cold. So I had to see a doctor.

c. He has to send his letters by post because he has neither a fax nor a computer...

4. Now listen and check your answers to exercise 3 as your teacher reads the sentences.

| Spelling                                     | Pronunciation |
|--|---------------|
| <u>v</u> ery - ha <u>v</u> e - fi <u>v</u> e | /v/           |
| wa <u>s</u> - ha <u>s</u> - letter <u>s</u>  | /z/           |
| ha <u>d</u>                                  | /d/           |

consonant sounds

👋 Why is 's' pronounced /z/ ?

👉 The letter 's' is pronounced /z/ because :

👉 The letter 's' is final - final 's' -

👉 Final 's' is pronounced /z/ or /iz/ or /s/ as follows:

takes- helps- gets- roofs- paths-  
houses- sneezes- brushes- churches- ages- bridges  
letters-has -was-hides-bags-calls

| / s /  | / iz /   | / z /  |
|--|--|--|
| After /k/, /p/, /t/, /f/, /θ/  | After /s/, /z/, /ʃ/, /tʃ/, /ʒ/, /dʒ/   | Other cases  |
| takes- help <u>s</u> - get <u>s</u> - roof <u>s</u> -<br>path <u>s</u> - | house <u>s</u> - sneeze <u>s</u> - brush <u>s</u> -<br>church <u>s</u> - age <u>s</u> - bridg <u>s</u> | letter <u>s</u> -has -was-<br>hide <u>s</u> -bag <u>s</u> -call <u>s</u> |

Classify these words according to the pronunciation of their final's':

paragraphs- oranges- groups- flocks- gases- kisses- hats- uses- laughs-  
judges-cups- beliefs- friends- computers

5. Guess which word you will hear most in each of the sentences of the dialogue below if you read it aloud. Justify your answers.

6. Now, listen to your teacher read the dialogues and check your answers to exercise 5. Then close your books & play out the dialogues in pairs.

## PROJECT WORKSHOP

Overall purpose: Responding to a help-wanted advert in terms of:

### 👉 Task 1

👉 Résumé

### 👉 Task 2

👉 Writing a formal application letter

### Writing a formal application letter.

You have found the following advert in Le Matin newspaper:

#### COCA COLA

Due to the substantial growth of our business in Algeria, we are seeking for:  
**SECRETARY**

Are you:

- Proactive & Dynamic
- Computer literate
- Fluent in English

Do you have:

- A university degree
- Experience of 4 years minimum within a multinational company

If you are less than 30 years old, please send your application letter and your résumé in English within two weeks to: COCA COLA, 1 Rue Bachir Attar Alger

### 👉 Task 1

👉 Résumé

#### Résumé

Name: .....

First                      middle initial                      Last

Address: .....

Place of Birth: .....

Age: .....

Education: .....



Languages: .....

Previous work experience: .....

Interests: .....

References: .....

## 👉 Task 2

### 👉 Writing a formal application letter

a. Sender's Address **3**

b. Date **2**

c. Name & address of Recipient **8**

d. Re: **4**

e. Opening Salutation **9**

f. Apply for the job **5**

g. Introduce yourself. **7**

h. Mention experience if any. **6**

k. Closing § **10**

i. Closing Salutation  
+ signature **1**

## CHECK YOUR PROGRESS

Do the exercises below and fill in the questionnaire at the end.

1. Look at the picture and with the help of the title below guess what the text is about.

Title: Make sure you mind your e-manners.



2. The passage below is the 1<sup>st</sup> § of the text. Read it and check your answer to question 1.

When we communicate through e-mail, it is very easy for us to be rude to our correspondents at the receiving end of the line. The reason for this is very simple. In face-to-face communication, we use speech to communicate what we want to say to our interlocutors. The way we say the words is very important. Our tone of voice indicates our emotions to them and shows if we are pleased or angry. In addition, we use gestures and facial to emphasize what we say and to show our interlocutors that we are saying something very important. The interlocutors can either nod or shake their heads to indicate agreement or disagreement. It is different when we communicate through e-mail. Our correspondents can **neither** see our gestures **nor** hear the tone of our voice. So we forget about our good manners more quickly.

**3. Choose the best summary of the § above. Circle the letter of the correct answer and justify your choice.**

**a.** We forget about our good manners more quickly on the net than in face-to-face communication because of the presence of our correspondents.

**b.** *We forget about our good manners more quickly on the Net than in face-to-face communication because of the absence of our correspondents.*

**Justifications:**

Speech- Our tone of voice & emotions – gestures & facial expression – nodding heads

**c.** E-rudeness doesn't count. So you can forget your bad manners more quickly.

**4. Read the § again and answer these questions.**

**a.** Is it easy to be rude when you communicate through e-mail? Why?

Yes, it is. It is very easy for us to be rude to our correspondents at the receiving end of the line because our correspondents can **neither** see our gestures **nor** hear the tone of our voice.

**b.** What do we use in face-to-face communication? Complete the sentence below.

We use **either ... or ...**

In face-to-face communication, we use **either** our tone of voice **or** gestures to communicate what we want to say to our interlocutors.

**5. Pick out the words with a silent 'r' sound from the text.**

**6. Guess what the author of the text above will do next. Tick  the best answer to complete the sentence below.**

The author will ....

**a.** narrate one of his experiences on the Net.

**b.** *define what e-manners are.*

**c.** show why e-manners are important.

**7. Read the § below and check your answer to question 5 above.**

E-mail is one of the most important modern forms of communication. **E-mail messages travel fast and securely, but these messages are not personal.** Some e-mail users don't watch their manners at all when they communicate through e-mails. These manners consist of a code of conduct which e-mailers call 'Netiquette'. Netiquette sets the correct form for professional e-correspondence. Its purpose is to make e-mailing less rude and more enjoyable.

**8. Rewrite the sentence in bold type comparing e-mail messages with ordinary messages. Use the following:**

*'adjective + er than', 'less adjective than' or 'more adjective than'.*

E-mail messages travel **faster than ordinary messages.**

E-mail messages are **more secure, but are less personal than ordinary messages.**



**9. Join the underlined sentences in the text above to form one complex sentence. Use **in order to, so as to....** . Make any necessary changes.**

Netiquette sets the correct form for professional e-correspondence **in order to / so as to** make e-mailing less rude and more enjoyable.

**10. Identify the mistakes in each of the e-mail messages below and correct them.**



Hello Said,

I have just heard that **you**'ve passed **your** baccalaureate exam. I congratulate **you** and wish you every success in **your** university studies next year.

**See you** soon.

Bob  
Best regards



Mr. Johnson,

You have offered me the position of secretary.

I regret to inform you that I cannot accept the position because I received another more attractive offer.

Dogherty J. Peter



Dear Madam,

Thank you for offering me the post of tourist guide. I should like to accept the post and look forward to joining your firm.

Yours sincerely,  
Mariama Jones

Miss Lee,

**I** am writing to apologize for all the noise that my children made last night.

**I will** make sure that they won't repeat the same mistake next time.

Claire James

**11. Read the text below and check if the types of mistakes you have identified and corrected are the same as those which less professional e-mailers generally make.!!**

**A.** Always behave yourself on the line as you would in face-to face communication. Think about what you write and keep your e-mails polite. Choose your greeting according to your relationship with the correspondent. You **can** use 'hi' or 'hello' when you address a friend but in business e-mail you **need to** be more formal. So you have to choose appropriate titles like Mr. X, Mrs. X, Sir.

**B.** Never write e-mail messages in capital letters. Capitalize with care because capital letters are

the Internet equivalent of shouting. You should use capital letters for names of people and places, and **in order to** mark the beginning of a new sentence or to stress an important point in your e-mail.

C. Good e-mailers rarely write all their e-mails in abbreviated or poor English, such as ‘c u tonite’. A lot of abbreviations often confuse and annoy the correspondent who tries to decipher them.

D. Everyone is generally busy, and we **have to** pay for e-mail either by the line or by size of the file. So try to write shorter e-mails **so as not to** waste your correspondent’s time and money.

**12. What does each of the underlined words or groups of words in the § above express?**

- A. You **can** use ‘hi’ or ‘hello’    express    **PERMISSION**  
A. You **need to** be more formal    express    **OBLIGATION**  
B. ... **in order to** mark the beginning of a new sentence    express **PURPOSE**  
D. We **have to** pay for e-mail express **OBLIGATION**  
Write shorter e-mails **so as not to** waste your correspondent’s time    express **PURPOSE**

**13. Guess why the e-mailer in the picture receives a stop sign from his correspondent at the receiving end.**

The e-mailer receives a stop sign from his correspondent at the receiving end because:

- he has no e-manners.
- he writes e-mails in capital letters.
- he writes e-mails in abbreviated or poor English.

**14. Fill in the blank spaces below with ‘from’, ‘to’ and ‘until’. Then check your answer to question 12.**

Finally, don't click on the ‘queue’ button to send your message (1) .....you have asked yourself these questions. Do you really mean that insult or threat in your message? Would you like to get the message you’re about to send? Are you just joking? (2) .....time (3) .....time an accidental bad comment (4).....you can cause a ‘flaming’, a bad reaction (5).....your recipient. So use emoticons or smileys (☺) to express your feelings and real intentions (6) .....your correspondent.

**15. Make the best use of the information above to write a § about how professional e-mailers generally write their e-mails. Use frequency adverbs.**