

Unit four : keep cool .

# Unit four

**Third years**

INTRODUCING THE UNIT.  
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The General objective.  
**The General objective.**

In addition to distinguishing between facts and opinions and raising the learners' awareness about the negative affect of sick humour , the learners should be able to discriminate ,contrast and compare the different ways in expressing emotions and feelings in different cultures under a design in a booklet of tips for coping with strong emotions by the end of unit four



## □ **The departure.**

Firstly, the teacher begins by introducing the new unit by encouraging pupils to react with the pictures. This will help them to have an idea about the main topic of the unit and therefore its project. Many interpretations of the picture and the sign have to be expected from pupils depending on their primary understanding.

However, the interference of the teacher puts these interpretations on track by providing the right interpretation, and later begins the explicit introduction of the project outcome.



**Note:** Due to some specific pedagogical reasons mostly time inadequacy-related ones; the project is eliminated in this unit. The project work map therefore will not appear in this unit planning. However a table of selected activities is provided below.

### III) -Table of selected activities.

Rubrics / Sequences	Activities' No	Pages	Competences		
			Interacting orally	Interpreting O&W msgs	Producing O & W msgs
The preview	Introductory images.	165	✓		
Getting started	Activity one	166			
Let's hear it	Activity one	167			
Grammar explorer1	Activity one	167			
Grammar explorer2	Activity one	168			
	Activity two	168			
Vocabulary explorer	Activity one	169			
	Activity two	169			
	Activity three	169			
	Activity four	170			
	Activity five	170			
Pron / spelling	Activity one	171			
Think-pair-share	Activity one	172			
Getting started	Activity one	173			
Taking closer look	Activity one	174			
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Grammar explorer1	Activity one	175			
Grammar explorer2	Activity one	176			
	Activity two	177			
Grammar explorer3	Activity one	177			
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Vocabulary explorer	Activity one	178			
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Before listening	Activity one	184			
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After listening	Activity one	185			
	Activity two	185			
Before reading	Activity one	188			
As you read	Activity one	188			
After reading	Activity one	191			
Writing development	Activity one	192			

# part one

## Unit four:keep cool

# Section One



### LISTEN AND CONSIDER. (Pages: 166 to 172).

- 💧 Getting started. (page: 166)
- 💧 Let's hear it (page : 167)
- 💧 Grammar explorer I. (page: 167)
- 💧 Grammar explorer II. (pages: 168)
- 💧 Vocabulary explorer. (pages: 169)
- 💧 Pronunciation and spelling. (page: 171)
- 💧 Think, pair, share. (page: 172)



## Listen and consider. (Page: 166).

- The drawn chalkboard highlights the outcomes of the first part of the unit. Pupils therefore are made aware of the main objectives of this part.



### Getting started. (page :166)



Task one: Look at the picture and answer these questions:



#### Aims of task one:

01) to brainstorm and introduce the topic .

02) To explore pps own knowledge

a- do you know the comedians in the picture below ?if yes , name them

b- do you think that they are funny? if yes, is it because of their comic gestures or their verbal jokes?

c- What is comedy? do you think that comedy teaches us lessons ?if yes ,how does it do that ?

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

e- Are there any situations you don't like laughing at ?why?



#### The answers to task one :

a- Biyouna, Salah, Bakhta ...

The other questions are open-ended.



### Let's hear it ( page 167)



Task one: statements A-E are not in the order in which they occur in an interview .listen to the interview and reorder them .write letters A-E in the boxes



#### Aims of task one:

01) To listen for specific information

a- humour is recommended because of its good effects on our health and social behaviour

b- comedy teaches us moral laws.

c- Humour is closely linked with national characteristics .

d- It is advisable to avoid 'sick humour '

e- It's up to us to avoid watching comedies which contain "sick humour"



### The answers to task one :

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



## Around the text.

(Page: 167).

### Grammar Explorer I



**Activity one:** fill in each blank in the text below with the definite, the indefinite , or zero article. then explain to the class why you have used the articles



#### Aims of activity one:

1) to recycle & practise the use of articles

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



### The answers:

1. The 2. the 3. the 4. zero article 5. zero article 6.a  
7. zero article 8. the 9.a 10. a 11. zero article 12.an

## Grammar Explorer II: Revision

### 1 **Task one:** (page: 168).

- Consider sentences A-E below and discuss the meanings that each of the modals in bold conveys .
  - a- Comedy teaches us moral laws ,i.e. what we must and mustn't do in society
  - b- just us people have to get their cup of tea in the morning or in the afternoon .so they also have to get a hearty laughter at least once a day.
  - c- just as we don't have to eat unhealthy food , so we don't have to join in a laugh if we know that it can make us fall sick
  - d- some health specialists say that we should have a laugh from time to time
  - e- we ought to be more careful about the type of humour we indulge in

#### ❖ **Aims of task one:**

to reinvest and consolidate the use of modals

#### ☑ **Answers to task one :**

- A. must = obligation    mustn't= prohibition
- B. have to =necessity
- C. don't have to= lack of obligation
- D. Should = advice
- E. Ought to= advice

### 2 **Activity two:** with your partner ,prepare a short dialogue between school psychologist and student .ask for and give advice using appropriate modals .help yourself with the keys to happiness below

#### ❖ **Aims of activity two:**

#### ☑ **Answers to activity two:**

Make sure you give time to students to prepare the dialogue before they act it out.



## Vocabulary Explorer

**1** Activity one: consider the list of words in the box below .write them in the table that follows

Positive		Negative	
Noun	Adjective	Noun	Adjective

❖ Aims of activity one:

01) To distinguish different words' families.

02) To practise words formation/ word building through affixation & enrich pps vocabulary.

☑ Answers to activity one:

Positive		Negative	
Noun	Adjective	Noun	Adjective
Fun	Funny	Stress	Stressful
Humour	Humorous	Tragedy	Tragic
Happy	Happiness	Self-	Self-
Help	Helpful	centredness	centred
Joy	Joyful	Self-	Self-
Comedy	Comic	satisfaction	satisfied
Thought	Thoughtful	Sickness	Sick
Optimism	Optimistic	Worry	Worried

**2** Activity two: turn the adjectives written in bold type in the text below into verbs by adding suffix-en then rewrite the text using the verbs .make the necessary changes

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

❖ **Aims of activity two:**

To reinvest lexical items in context.

☑ **Answers to activity two:**

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

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

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

③ **Activity three:** form new adjectives and nouns by adding the prefix self- to the words in the box . then arrange them in the table that follows and discuss their meanings

Help- educated- satisfied –reliant –made – effacing –confident –  
reliance – confidence –discipline- supporting – esteem –conscious –  
evident –defense – denial –pity –sacrifice –interest –control –

❖ **Aims of activity three:**

-To train pps to form adjectives from nouns using suffixes.

☑ **Answers to activity three:**

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

Positive		Negative	
Noun	Adjective	Noun	adjective
Self-help	Self-educated	Self-pity	Self-satisfied
Self-reliance	Self-reliant	Self-deception	Self-conscious
Self-discipline	Self-made		Self-assertive
Self-esteem	Self-effacing		Self-fulfilling
Self-defence	Self-confident		
Self-sacrifice	Self-possessed		
Self-denial	Self-assured		
	Self-supporting		
	Self-assertive		

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

**5. Activity four** : fill in the blanks in the text below with words drawn from the table you have filled in the task above

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

❖ **Aims of activity four:**

To put the words already formed into practice

☑ **Answers to activity four :**

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

## Pronunciation and spelling

1 **Activity one:** read the dialogue below very quickly and pick out the words starting with "h" and classify them in the table below

❖ **Aims of activity one:**

- 01) To make pupils aware of the pronunciation of the initial /h/ in accented & unaccented words.



**Answers to activity one:**

**Sound /h/ in accented words and in initial position.**

Henry – heroes – heroines – humanity – history – homeland - heart

**Sound /h/ in unaccented words**

Honourable – honest- humour



**Think, pair, share.** (page: 172)

● **The task:** suppose you were an agony aunt keeping an advice column in a magazine for teenagers .use the plan on page 172 to reply to the letter

❖ **Aims:**

- 01) *To improve learners' writing skills by guiding him to write an essay depending on a given plan.*
- 02) *To give the learner a chance to exploit his recently acquired language skills and items.*
- 03) To foster pps skills in writing a letter of advice.



**Remark:**

With the teacher's guidance, pupils work in pairs or in small groups and exchange notes. The teacher explains the plan provided and may even provide the class with additional notes relevant to the work.

The best reply will be written on the chalkboard as a modal to encourage pupils' creativity.



**Answers to the task:**

Dear Miserable,

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

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

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

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

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

I wish you all the best.

Aunt Hillary

# part one

## Section Two

### Unit four:keep cool



#### READ AND CONSIDER. (Pages: 173to180).

- 💧 Getting started. (page: 173)
- 💧 Taking a closer look. (page: 174)
- 💧 Grammar explorer I. (page: 175-176)
- 💧 Grammar explorer II. (page: 176-177)
- 💧 Grammar explorer III. (page: 177-178)
- 💧 Vocabulary explorer. (page: 178)
- 💧 Pronunciation and spelling. (page: 179-180)
- 💧 Think, pair, share. (page: 180)

## Read and consider. (Page: 53).

- The drawn chalkboard highlights the outcomes of the second part of the unit. Pupils therefore are made aware of the objectives of this section.

### Getting started. (page : 173)

**1** Task one: look at the picture below and answer these questions.

#### Aims of task one:

*01) to prepare the pps for the reading task*

*02) To encourage pupils' free oral reaction towards a specific language interest.*

#### The answers to task one :

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

**Questions 2-6 are open-ended questions**

### Taking a closer look. (Page:174)

**1** Activity one: Read the text below and answer the following questions.

#### Aims of activity one:

*01) To improve the learner's comprehensive capabilities by making him searching for specific notes and details while reading a text.*

#### The answers to task one :

1. Nearly all of them.

2. The great majority of them would rather let all of it out and say what they feel than bottle it up inside and make matters worse.

3. They give little attention to people who complain in public.

4. They hug one another when they score a goal.

5. The American people are extrovert because they show their feelings whereas the British are both introvert and phlegmatic. The British tend to hide their feelings and are not easily moved.



## Around the text.

(Page: 175).

### Grammar Explorer I

1 **Activity one:** pick out from the text above all the sentences which express likes ,dislikes and preferences then answer questions A-D that follow.

❖ **Aims of activity one:**

01) To identify the language forms expressing likes, dislikes & preferences.



**The answers to activity one:**

**. Sentences expressing likes and dislikes:**

- 1- Almost all of them **enjoy talking** about their own experiences.
- 2- (...) a national tendency to **avoid showing** strong emotion (...)
- 3- The British **like to keep** a stiff upper lip.
- 4- Many elderly people **do not like to see** this.

**Sentences expressing preferences:**

- 1- Nearly all Americans believe that **it is better to share** what they think or feel.
- 2- When some of them are upset they **prefer to cry rather than retain** their tears.
- 3- The great majority of them **would rather** let all of it out and say what they feel **than** bottle it up inside and make matters worse.
- 4- They **prefer hiding** them (their feelings)

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

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

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



## Grammar Explorer II

① **Activity one:** pick out from the text the sentences which contain each other and one another .then consider their use and answer questions A-D that follow (Page: 176)

❖ **Aims of activity one:**

1-To elicit rules on how some expressions are formed

a- what part of speech are each and one another? are they adjectives, pronouns, verbs ,or adverbs? justify your answers

b- what type of relation ship do they express? is it reciprocity , reflexivity, or pronominality ?look up the meaning of these words in the dictionary.

c- Why is one another is used in preference to ach other in one of the sentences

d- Try to rewrite the sentences without using each other and one another. What do you notice ?

☑ **The answers to activity one:**

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

2- Players now hug one another when they score.

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

B. They express reciprocity.

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

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

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

- **Jane kisses Maud. Maud kisses Jane. (repetition of the structure**

① **Activity two:** fill in the blanks in the text below with each other and one another



❖ **Aims of activity two:**

To practice what they have already acquired

Rachid and karim are really good friends .they help (1)in hard times .they never laugh at (2) when they say embarrassing things , or look awkward . they invite (3)to a restaurant on special occasions .Smail , karima and Sabrina are also good friends , but they show their friendship in a different way .they have known (4)for years .they always comfort (5)when they feel low. they never criticize (6).



**The answers to activity two:**

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

**Grammar Explorer III: Revision**

1

**Activity one:** Pick out from the text sentences that contain quantifiers .then answer the following questions (Page: 177)

❖ **Aims of activity one:**

To activate known structures And consolidate them.



*A-which quantifiers are used with countable nouns only?*

*B- which quantifiers are used with uncountable nouns only?*

*C-which quantifiers are used with both countable and uncountable nouns?*

*D-which two quantifiers do we usually use to ask questions .?*



**The answers to activity one:**

- **Nearly all** Americans believe ...
- **A great many** of them expect ...
- **Almost all** of them enjoy talking ...
- When **some** of them are upset ...
- **Few** Americans consider it bad to show...
- **Few** British people would dare venture even a little anger ...
- Many **British youths now show feelings**

A: the quantifiers used with countable nouns only are: lot of – many – a few – few – not many..

B: the quantifiers used with uncountable nouns only are: a great deal of – much- not much – a little – little.

C: The quantifiers used with countable & uncountable nouns are: lot of - some – no - not any.

D: Many – Much.

E:

no - not any - not many - few – a few - some - many - a lot of

no - not any - not much - little – a little - some - much - a lot of



### **Remark:**

The notes about which "grammar explorer I and II" are have been studied by pupils last year. Therefore the latter have to be reminded to revise them on the grammar references of the second year; "**getting through**", pages 198/199 and 200.

## Vocabulary Explorer

**1** **Activity one:** guess the meaning of phrases A-E below from the context of the text you have read .write definitions for each of them .then use them in illustrative sentences of your own.

❖ **Aims of activity one:**

**01)** *Expanding the learner's lexical memory by obtaining some words related to the main subject of the unit and using them in context*

**02)** To understand the meaning of some idioms from context.



### **Answers to activity one:**

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

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

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

D. to show even a little anger

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

**2** Activity two: go through the words in box below and add suffixes to the words which can carry one .then classify them in the table below .  
(Page: 178)

❖ Aims of activity two:

To recognize word class & form new ones through suffixation

Bitter ,friendly , happily ,lonely ,sad , tender ,humour ,kind ,peace ,  
grace ,generous , courageous , serf , pessimist, chauvinist,  
enthusiast, faith

☑ Answers to activity two:

Adjectives	Adverbs	Nouns
Bitter	Bitterly	Bitterness
Friendly		Friendship/friendliness
Happy	Happily	Happiness
Lonely		Loneliness
Sad	Sadly	Sadness
Tender	Tenderly	Tenderness
Humorous	Humorously	Humour
Kind	Kindly	Kindness
Peaceful	Peacefully	Peace
Graceful	Gracefully	Grace
Generous	Generously	Generosity
Courageous	Courageously	Courage
Selfish	Selfishly	Selfishness
Pessimistic	Pessimistically	pessimism
Chauvinistic	Chauvinistically	Chauvinism
Enthusiastic	Enthusiastically	Enthusiasm
Faithful	Faithfully	Faith

## Pronunciation and spelling

1 **Activity one:** read the princess Diana's life story very quickly and write the verbs in bold in the table bellow according to the pronunciation of the -ed ending

❖ **Aims of activity one:**

Pronouncing final "ed".

☑ **Answers to activity one:**

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

➤ **Think, pair, share.** (page: 180)

● **The task:** Write an a short newspaper article describing the feelings and emotions expected from Algerian women and men in various situations, follow the procedure in page 180.

❖ **Aims:**

01) *Improving the learner's writing skills by following a guiding procedure.*

02) *To write a newspaper article*

03) *To make the pupil aware of organizing his written passages by including a topic, support, transitional and concluding sentences.*

 **Remark:**

With the teacher's guidance, pupils work in pairs or in small groups and exchange notes. The teacher further explains the procedure if necessary and may even provide the class with additional notes relevant to the work.

After the work is finished in this task, the best article will be corrected and written on the chalkboard.

 **Answer to the task:**

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

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

The difference in response regarding the expression of love and affection will most likely follow the same pattern. Men always try to avoid excessive sentimentality. They generally avoid showing in verbal manner too much emotion and feelings to their families and friends; they will express their care in a different way; for instance by showing concern, offering help or giving presents. Women are again prone to showing their feelings more openly. They would more often than not use terms of endearment, and they often hug and kiss family members, especially children.

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

# part two

## Unit four: keep cool

# sequence one



### LISTENING AND SPEAKING.

(Pages: 183 to187)

- 💧 Before listening (page 183)
- 💧 As you listen (pages 184-185)
- 💧 After listening (pages 185-186)
- 💧 Saying it in writing (page 187)



# LISTENING AND SPEAKING



## Before listening

page183



**Task one:** here are some words that indicate degrees of friendship in English culture .look them up in the dictionary .then answer the questions that follow



### Aims of task one:

To recognize the structure of the lecture



### The answers to task one :

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



## As you listen



**Task one:** listen to a lecture about friendship and order the notes a-d below as they occur in the lecture .



### Aims of task one:

To predict and sequence ideas



### The answers to task one :

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



**Task two :** discuss the following questions



### Aims of task two:

Checking learners understanding of the listening task

A- which link words does the lecturer use to structure the introduction? name them.

B- What do the link words you have identified indicate ?

C- Restore the introduction using the link words and the notes in task 1 above

D- What do you think the lecturer will talk about next?




 **The answers to task two :**


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

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

C- Students won't reproduce the lecture verbatim.

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

 **Task three:** summaries A-C are some of the possible inferences that can be drawn from the last part of the lecture about friendship .study them closely .then listen to the lecture again and choose the best summary


 **Aims of task three**  
using link words such as first, then..

 **The answers to task three :**

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

 **after listening** **page185**

 **Task one:** the paragraphs in page 186-187are not in order . re-order them to get a coherent public statement

 **Aims of task one:**  
**Responding to a text**

 **The answers to task one :**

B. Introduction

F. Body §1

A. Body §2

C. Body §3

E. Conclusion

The irrelevant paragraph is D.



① **Task one:** imagine you are a public figure being asked to make speech about the passions /loves that govern your life .develop the statements in italics into a public address (formal speech)using the guidelines that follow

❖ Aims

Writing a coherent formal speech



Remark:

With the teacher's guidance, pupils work in pairs or in small groups and exchange notes. The teacher further explains the procedure if necessary and may even provide the class with additional notes relevant to the work.

After the work is finished in this task, the best article will be corrected and written on the chalkboard



The answers to the task

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

# part two

## section two



### Reading an dwriting .

(Pages: 188 to192)



Before reading

(page 188)



As you read

(pages 189-190)



After reading

(pages 190-192)



Saying it in writing

(page 192)

 **Before reading** **page188**

 **Task one:** answer the questions below

 **Aims of task one:**

to skim & predict the content of the text.

 **The answers to task one :**

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

 **As you read**

 **Task one:** read the story about the unicorn in the garden then answer questions below

 **Aims of task one:**

to respond to a text, make inferences & develop a critical thinking.

 **The answers to task one :**

A. While he was having breakfast, he looked from the window and saw a white unicorn in the garden. (Reference question)

B. They are not. (Inference question) This answer can be inferred from the following sentences: She opened an unfriendly eye . She turned her back on him.

C. This means the same as ‘ we shall see who will put the other in a mental institution’. (Inference)

D. The police and a psychiatrist (Reference)

E. When the policemen and the psychiatrist arrived, they sat down in chairs and looked at her. (Reference)

F. They looked at her with great interest because they thought that it was she who was mad. She was probably talking excitedly about her husband.

G. (Inference) The moral that the author wants to illustrate through his story could be something along these lines.

- If you set a trap, you could be caught by it;

- Seemingly naive people may prove more clever than you think;
- Don't shout 'victory!' before you bring your opponent to the ground.

- Don't count your chickens before they are hatched, i.e.,

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

The other proverbs which can illustrate the story are:

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

 **after reading** **page185**

 **Task one:** answer the following questions

 **Aims of task one:**

to respond to a text, make inferences & develop a critical thinking.

 **The answers to task one :**

A. D and E .See the answers to the questions in task 1 above.

C. Reference questions are easier to answer because they refer directly to the text.

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

 **Task two:** answer the following questions

 **Aims of task two:**

to infer seeking support& feedback

 **The answers to task two :**

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

B. Traditional fairy tales usually shows young characters in love with each other whereas Thurber's story represents a middle-aged couple. The theme of traditional fairytales is that of love and marriage while that of

Thurber is separation. The language used is modern, colloquial English whereas the language used in traditional fairy tales is rather archaic.

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

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

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



### Writing development

page187



**Task one:** write a review article of a film or a book of your choice .ideally .it will be recent comedy ,tragedy, or love story .follow the procedure in page 192



### Aims

To write a coherent article



### Remark:

With the teacher's guidance, pupils work in pairs or in small groups and exchange notes. The teacher further explains the procedure if necessary and may even provide the class with additional notes relevant to the work.

After the work is finished in this task, the best article will be corrected and written on the chalkboard