Unit 4: **safety First**

**Procedure:** Introduce the theme of the unit through questions and answers around the pictures. Then refer the students to the project outcome on p.132.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Functions</th>
<th>Grammar</th>
<th>Vocabulary &amp; Sound System Pronunciation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• describing&lt;br&gt;• expressing cause and effect&lt;br&gt;• expressing probability&lt;br&gt;• expressing possibility&lt;br&gt;• expressing concession&lt;br&gt;• expressing condition&lt;br&gt;• deducing&lt;br&gt;• expressing quantity&lt;br&gt;• prescribing</td>
<td>• present simple&lt;br&gt;• the gerund&lt;br&gt;• because of, due to, owing to, as, for&lt;br&gt;• so, as a result, that's why, as a consequence&lt;br&gt;• may, might, can, could&lt;br&gt;• though, although, admittedly, etc.&lt;br&gt;• if-conditional&lt;br&gt;• might have, must have&lt;br&gt;• too much, too many, not ... at all, a large amount of, a large number of, enough + noun</td>
<td>• verb + preposition&lt;br&gt;• E.g. accuse X of Y&lt;br&gt;• - complain about X to Y&lt;br&gt;• - protect X from Y&lt;br&gt;• - provide X with&lt;br&gt;• - suffer from X&lt;br&gt;• forming adjectives with -y&lt;br&gt;• E.g.&lt;br&gt;• - greed - greedy&lt;br&gt;• - speed - speedy&lt;br&gt;• - milk - milky&lt;br&gt;• reduced forms of&lt;br&gt;• - might have&lt;br&gt;• - could have&lt;br&gt;• word stress and sentence stress</td>
</tr>
<tr>
<td>Skills and strategies outcomes</td>
<td>Learner's outcomes</td>
<td>Intercultural outcomes</td>
<td></td>
</tr>
<tr>
<td>--------------------------------</td>
<td>--------------------</td>
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<td></td>
</tr>
</tbody>
</table>
| **Listening and speaking**     | • predicting the content of a text  
• listening for a gist  
• listening for details  
• summarizing/synthesizing information  
• debating (arguing by making concessions)  
• Making a speech  
• persuading  
• Skimming  
• Scanning  
• Analysing and making a synthesis  
• Writing a letter of complaint  
• Writing an advertisement  | • discussing issues related to the effects of advertising on people  
• raising awareness about safety and consumption  
• developing a sense of salesmanship  | • raising awareness about the effects of advertising on different cultures and societies  
• understanding the importance of integrating cultural features of a society into advertising |
| **Reading and writing**        |                     |                       |
**Brainstorming**

**Language outcomes**
- Expressing certainty
- Expressing probability with *likely that, probable that*...
- Expressing possibility and remote possibility with *may / can, might / could*
- Using the gerund
- Forming nouns with suffixes *-ment, -tion*
- Using verbs with dependent prepositions: *supply with, blame for* etc.
- Pronouncing *might have, could have*...
- Making a speech

**Procedure:** Let students skim through the language outcomes preview in order to be aware of the objectives of this section.

**Getting started**

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

**Aim:** to raise awareness about safety and food consumption.

- **Answer the questions below.**

1. **Do you usually read the labels on the packages of food before you buy them? If yes, is it in order to know about the ingredients, the expiry date or any other information? Explain.**
   - **I usually read the labels on the packages of food before I buy them in order to know about the ingredients if they contain bio-ingredients or GMFs. The expiry date is also another important element so as to avoid food poisoning and to be sure to buy fresh food.**

2. **Have you, or any of your friends, ever been victim of food poisoning? If yes, tell your classmates about this experience.**
   - **I have never been a victim of food poisoning.** Greenpeace protesters *attempting to destroy genetically modified crops at a test site in the UK.*

3. **Do you think that your fellow countrymen are, on the whole, mindful about food safety or not? Explain.**
- Few people are really mindful about safety unless they were victims of food poisoning and they start to be doubtful about certain products which caused them to suffer.

4. Do you approve or disapprove of what the Greenpeace protesters in the picture are doing? Justify your answers.

- I totally approve the action of the Greenpeace protesters in the picture since certain laboratories put our lives at risk just for the sake of money. Up to now, the scientific community has been unable to prove that GMF products are safe to consume.

▶ Let’s hear it

**Aim:** to raise awareness about the effects of advertising on different cultures and societies.

Listen to an interview and mark the statements below as true (T), false (F), or not mentioned (NM) in the text. Correct the false ones. **Aim:** to listen for specific information.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td>As a result of the impact of advertising, consumers prefer buying organic food to purchasing conventional or genetically modified food.</td>
<td></td>
<td></td>
<td>T</td>
</tr>
<tr>
<td>B.</td>
<td>Owing to bad publicity, GMFs will certainly disappear.</td>
<td></td>
<td></td>
<td>NM</td>
</tr>
<tr>
<td>C.</td>
<td>GMFs are harmful to both man’s health and the environment.</td>
<td></td>
<td></td>
<td>NM</td>
</tr>
<tr>
<td>D.</td>
<td>The debate about the farming of GMFs will possibly continue.</td>
<td></td>
<td></td>
<td>T</td>
</tr>
</tbody>
</table>

N. B. There are many possible answers to the questions. Students don’t have to agree on a particular answer?!

Compare and discuss your answers to task 1 above with your partner. Then make an oral summary of the interview in 4 to 5 lines using your own words. **Aim:** to summarize information.

The interview is about the types of food consumers prefer buying. According to the market researcher, the preference goes to organic foods for two main reasons. First, they think they are safer to eat than both GMFS and conventional food. Second, GMFs have received bad publicity. For the market researcher, the issue of whether or not GMFS are safe to man’s health and the environment has not been settled. So the debate about GMFs is likely to continue in the future.
**Aim:** to express certainty, probability, possibility and remote possibility.

Consider the **underlined modals** in sentences A-E below and do the task that follows.

A. They **may** or they **may not** disappear.
B. GMFs **will certainly** disappear.
C. They **might** have harmful effects just as they **might not** (have harmful effects).
D. The debate **could** continue.
E. They **can** have a comeback.

**Task:** Explain what notion each of the underlined modals in the sentences above exactly expresses. Then write sentences A-E in the blank lines provided in the table below. (Note: The larger the number of stars * in the boxes, the higher the degree of certainty.)

**Aim:** pps explain the modals’ notions and write sentences in the blanks given.

<table>
<thead>
<tr>
<th>Degrees of certainty</th>
<th>Positive statement</th>
<th>Negative statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>****Categorical certainty</td>
<td>GMFs will certainly disappear.</td>
<td>It is impossible</td>
</tr>
<tr>
<td>***Probability</td>
<td>They may disappear. It is probable that… subject + probably +verb</td>
<td>They may not disappear. It is unlikely that… / improbable that…</td>
</tr>
<tr>
<td><strong>Possibility</strong></td>
<td>They can have a comeback. It is possible that…</td>
<td></td>
</tr>
<tr>
<td>*Remote possibility</td>
<td>They might have harmful effects The debate could continue.</td>
<td>They might not have harmful effects</td>
</tr>
</tbody>
</table>

Have another look at the **modals** in SE2 Grammar Reference. P.190 and p.197.
# Modals may /might/ could

## Forms of may and its functions

<table>
<thead>
<tr>
<th>FORMS</th>
<th>FUNCTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bashir is absent. He may be ill.</td>
<td>Possibility</td>
</tr>
<tr>
<td>It will rain tomorrow in the North of Wales. (Weather forecast)</td>
<td>Prediction (sure)</td>
</tr>
<tr>
<td>It may rain tomorrow. The sky is a little bit cloudy today.</td>
<td>Future possibility. (not sure)</td>
</tr>
<tr>
<td>It might / could rain tomorrow, but there are no clouds in the sky.</td>
<td>Remote possibility. (less sure)</td>
</tr>
<tr>
<td>I haven't done well in the exams. I may not (mayn't) pass.</td>
<td>Negative of may (possibility)</td>
</tr>
<tr>
<td>May I / we go out?</td>
<td>Asking for permission</td>
</tr>
<tr>
<td>Yes, you may</td>
<td>Giving permission</td>
</tr>
<tr>
<td>No you may not / mayn't. No, you can't.</td>
<td>Refusing permission.</td>
</tr>
<tr>
<td>Don't eat a lot of sugar; you might / could have diabetes.</td>
<td>Expressing a warning</td>
</tr>
<tr>
<td>&quot;I'm not good at maths.&quot; &quot;Well, you might / could revise with me.&quot;</td>
<td>Making a suggestion</td>
</tr>
<tr>
<td>May God bless you.</td>
<td>Expressing a wish</td>
</tr>
</tbody>
</table>

**Note:**

- **a.** In the interrogative form, we use **may only** for asking permission.
  - **b.** We can't ask questions about possibility with **may**. Instead we can use **can, could or might**.
    - **May** Can I fail in my exams?
    - **b.** We can add **well** or **possibly** to **may**. We add **well** if we are surer, and **possibly** if we are less sure.
      - "Can I fail in my exams?"
      - "I don't know. You may possibly fail, but on the other hand you may well succeed."
    - **c.** There is a difference between **cannot** and **may not** when they are used to speak about possibility.
      - • He **can't** come to the party. He is in hospital. (I'm sure)
      - It is not possible that he will come because he is in hospital.
      - He **may not** come to the party. He is busy. (I'm not sure)
    - • He **may** come if he is free, but on the other hand he **may not** if he is still busy.
    - **d.** We can add **well** or **possibly** to **may**. We add **well** if we are surer, and **possibly** if we are less sure.
      - "Can I fail in my exams?"
      - "I don't know. You may possibly fail, but on the other hand you may well succeed."
    - **e.** You can use **can, could** and **may** for asking permission, but **could I?** and **May I?** are more formal and polite than **can I?**
Modals can and could
and verb idiom be able to

Forms of can and could

<table>
<thead>
<tr>
<th>Positive statement</th>
<th>I/You/He/She/We/They/It</th>
<th>can / could</th>
<th>verb.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Statement</td>
<td>I/You/He/She/We/They/It</td>
<td>cannot / could not</td>
<td>verb.</td>
</tr>
<tr>
<td>Question</td>
<td>I / you / he / she / we / they / it</td>
<td>1 / you / he / she / we / they / it</td>
<td>verb?</td>
</tr>
</tbody>
</table>

The verb that follows can/ could is in the infinitive without to.

Be able to is a verb idiom. It replaces can in tenses of the future and may replace it in tenses of the past.

Meaning and use

Ability: She /can /could/ will be able to/ was able to / has been able to swim.

- Mary can swim 1000 meters now.
- Ten years ago, she couldn't swim at all.
  Last year her boat sank in the English Channel, but she was able to swim to the shore.

- She will be able to travel around the world by boat soon.

- Unfortunately, she hasn't been able to swim since the accident. Permission: Can I stay in class during the break? Yes, you can.
  Could I stay in class during the break? Yes, certainly. (more polite)

Prohibition: You cannot /can't stay in class during the break.

Requests: Can/ Could/ will/would you help me, please?

Possibility: The weather can be very hot in Algiers.

Impossibility: She cannot /can't be poor. She earns a monthly salary £4000.

Note: When we speak about ability or inability to do something, we generally use:

- can or its negative (cannot and can't) when we refer to the present,
- could or its negatives (could not/couldn't) when we refer to the past,
- will be able/won't be able to when we refer to the future,
- was able/ wasn't able to when we refer to something (exceptional) that happened on a particular occasion in the past,
and has been/have been able to when we conjugate can to the present perfect.
# Modals of obligation and necessity

## 1. Must Forms:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I / you / he / she / they / we must go now.</td>
<td>I / you / he / they / we must not / mustn't go now.</td>
<td>Must I / he / go now? When must I / you... go?</td>
</tr>
</tbody>
</table>

### Meanings

**Must = obligation**

We use *must* when we think it is important or essential to do an action.

In England, you *must* drive on the left, but in Algeria, you *must* drive on the right.

**Mustn't = negative of obligation (prohibition)**

We use *mustn't* when we think that it is important or essential *not to do* an action. We *mustn't* drive fast here. The road sign says that the speed limit is 50 km per hour.

## 2. Have Forms:

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zohra is a nurse. Sometimes she has to work on weekends.</td>
<td>Yasmine is a teacher. She does not have / doesn't have to / needn't work on weekends.</td>
<td>&quot;Does Yasmine have to work on weekends?&quot; &quot;Yes, she does.&quot;</td>
</tr>
</tbody>
</table>

### Meanings

**Have to: obligation**

In positive sentences, we often use *have to* to express obligation. In this case, *have to* is little different from *must*.

In Algeria, you *have to* be 18 before you're allowed to take your driving license test.

**Have to: Necessity**

We can use *have to* to talk about an action that is necessary.

We *have to* eat in order to live. (Eating is a necessity because there is no other possibility for staying alive.)

**Compare**

You *don't have to / needn't do* this exercise. It's *optional*. Absence /lack of obligation.

You *mustn't cheat* in the exam. It is *forbidden*. Prohibition / negative obligation.
**Task:** Rewrite the sentences in column B in the table below to express the notions in column A. Use appropriate modals or expressions. There are many possibilities.

**Aim:** Pps use the modals previously learnt to express certainty, probability or possibility.

<table>
<thead>
<tr>
<th>Column A : Notions</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remote possibility</td>
<td>In the near future, advertisements for fast foods will be banned, and health warnings will be written on then packages of processed food.</td>
</tr>
<tr>
<td></td>
<td>• In the near future, advertisements for fast foods <strong>might</strong> be banned and health warnings <strong>might</strong> be written on the packages of processed food.</td>
</tr>
<tr>
<td>Possibility</td>
<td>The Algerian government will impose an eco-tax on polluting industries next year.</td>
</tr>
<tr>
<td></td>
<td>The Algerian government <strong>may</strong> impose an eco-tax on polluting industries next year. <strong>→ It is possible that</strong> the Algerian government will impose an eco-tax on polluting industries next year.</td>
</tr>
<tr>
<td></td>
<td>Flavourings and colourings cause irritability and skin irritations.</td>
</tr>
<tr>
<td></td>
<td>Flavourings and colourings <strong>may</strong> cause irritability and skin irritations. <strong>→ It is possible that</strong> flavourings and colourings will cause irritability and skin irritations.</td>
</tr>
<tr>
<td>Probability</td>
<td>Most Algerian consumers will boycott products which are not environmentally safe soon.</td>
</tr>
<tr>
<td></td>
<td>Most Algerian consumers <strong>will probably</strong> boycott products which are not environmentally safe. <strong>→ It is probable / likely that</strong> most Algerian consumers will boycott products which are not environmentally safe.</td>
</tr>
<tr>
<td>Certainty</td>
<td>Food safety may be one of the major problems in the next decade. <strong>→</strong> Food safety <strong>will (certainly)</strong> be one of the major problems in the next decade.</td>
</tr>
<tr>
<td></td>
<td>In the future people <strong>might not</strong> eat as much processed food as they do now. <strong>→</strong> In the future people <strong>won’t</strong> eat as much processed food as they do now.</td>
</tr>
</tbody>
</table>
Consider sentences A-D below and answer questions 1-3 that follow.

**Aim**: to elicit from pps the form and the different uses of the gerund: noun, verb or adjective.

A. They prefer buying organic food.
B. The eating of organic food will certainly keep increasing.
C. Organic foods are somewhat healthier and less damaging to the environment.
D. More and more farmers are turning to organic farming.

1. In which sentence can you find a word with -ing functioning as a verb?
   - In sentence A there is a word with -ing functioning as a verb.

2. Which two sentences contain a word with -ing functioning as a noun? What do you call this verb form?
   - The two sentences which contain a word with -ing functioning as a noun are B and D. This verb form is called the **gerund**.

3. Which sentence contains a word with the -ing form functioning as an adjective?
   - The sentence which contains a word with the -ing form functioning as an adjective is C.

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**The gerund**

*The –ing form*

We use the -ing form in three different ways.

We use it:

- as part of a verb called the **participle**.
  
  *E.g. I'm singing. He have been singing since 5 o’clock, etc.*

- as an adjective.
  
  *E.g. We cook spaghetti in boiling water.*

- as a noun or a gerund.
  
  *E.g. The smoking of cigarettes is harmful to our health.*
The gerund is used:

after most verbs of liking and disliking.

E.g. enjoy, like, love, dislike, detest, dread, hate, mind, can't stand, etc.

E.g.
I enjoy dancing.
Would you mind answering a few questions?

after some other common verbs.

E.g. admit, avoid, come, consider, deny, go. involve, miss, postpone, risk, postpone, stop, etc.

E.g.
Stop talking. Let's go swimming.

after prepositions, including adjective + preposition phrases.

E.g. keen on, fond of, tired of, etc.

E.g.
I'm fond of cooking.

after phrasal verbs.

E.g. go on, keep on, give up, etc.

E.g.
Go on talking.

Note. After a certain number of verbs and verbal phrases either the gerund or the infinitive may occur.

E.g. begin, like, cease, continue, dislike, fear, hate, intend. love, prefer, propose, remember, start, try.

For example, after remember, the infinitive refers to the future while the gerund refers to the past.

I must remember (=not forget) to ask him.
I remember seeing her when she was a little girl.

The gerund maybe:

an uncountable noun in general statements as in Swimming is fun.

an uncountable noun with a quantity word as in He does a lot of reading.

an uncountable noun after a preposition as in I'm fond of cooking.

an unaccountable noun after adjectives and possessives as in Her quick thinking saved her.
an uncountable noun with ‘no’ in prohibitions such as No parking.
a countable noun in the singular and plural as in I own a painting by Baya / and I like colourful drawings.
• a noun preceded by the definite article, a possessive or demonstrative pronoun as in I detest all this questioning and Her singing is beautiful.

Read the text below and decide whether the gerund or the present simple must be used with the verbs in bold type.

Aim: pps discriminate between the use of the simple present tense and the gerund.

The art of cook require the use of garlic. Of course, the eat or consumption of garlic be generally not approved of. Work beside someone who has eaten garlic is as bad as sitting beside someone who smoke. But while smoke is definitely bad for you, there is no doubt that eat garlic be good for your health and your high blood pressure. We are likely to see more ‘No smoke’ signs, but we won’t see any ‘No breathing’ signs for garlic eaters. Cultivate and export garlic has become big business now that so many people use it for flavour meat and for make medicine that reduces cholesterol. People often buy it when they do their shopping. Be a garlic eater is something to be proud of and show that you enjoy healthy living.

With your partner, compare your answers to task 1 above. Then explain to your classmates why you have used the gerund or the present simple tense with the verbs in bold type.

Aim: pps compare their answers and discuss their use of the simple present tense and gerund.

Add appropriate suffixes -er, -tion, -ing, or -ment to the verbs in the box to form as many nouns as you can. Some verbs can take more than one
suffix.
Aim: pps derive nouns from verbs using noun suffixes.

introduce – reject – treat – manage – farm – pay – commercialize

<table>
<thead>
<tr>
<th></th>
<th>-tion</th>
<th>-ing</th>
<th>-ment</th>
</tr>
</thead>
<tbody>
<tr>
<td>consumer</td>
<td>Consumption</td>
<td></td>
<td>Advertisement</td>
</tr>
<tr>
<td>producer</td>
<td>Production</td>
<td></td>
<td></td>
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<tr>
<td>promoter</td>
<td>Promotion</td>
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<td>competitor</td>
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<td>introducer</td>
<td>Introduction</td>
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<td>rejector</td>
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<td>payer</td>
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<td></td>
<td>commercialization</td>
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</tbody>
</table>

Fill in the blanks in the text below using the nouns you have formed in task 1 above.
Aim: pps fill the gaps with the derived nouns they formed.

consumers (1) still hesitate to buy genetically modified food because the consumption (2) of this type of food might be harmful to their health. Many agro-business companies have tried to promote their production (3) by placing advertisements (4) in newspapers and on TV. However, their advertising (5) campaigns have not worked well so far because GMFs have a bad publicity. This public rejection (6) of GMFs is largely a reaction (7) to the appearance of the mad cow disease in the early 2000s.

Read the tips below. Then do the task that follows.
Aim: to focus on the use of prepositions.
Some verbs in English are always followed by one, sometimes two, specific prepositions called dependent prepositions. E.g.
- Food industries are often blamed for poor hygienic conditions.
- People should stand up for their rights and set up consumers' associations.

There are no specific rules as to which prepositions go with particular verbs. So you will have to learn from the dictionary which dependent prepositions go with which verbs.

**Task:** Fill in the blanks in the text below with the prepositions of, with, for, to, about, or from. Then check your answers with the dictionary.

**Aim:** pps fill the gaps with suitable verb prepositions.

There are many associations which provide consumers with (1) information about marketed products in Britain today. The main purpose of these associations is to protect consumers from (2) abuse by dishonest businessmen. When a consumer suffers from (3) the bad quality of a given product, s/he can complain about (4) it to (5) these associations. The latter will look for (6) ways to get redress from (7) the companies whose product has caused harm to the consumer. Consumers' associations often accuse companies, especially food industries of (8) carelessness in connection with safety standards.

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**Prepositions**

A preposition is a word which, as its name implies, is placed before a pronoun or a noun phrase, i.e. a phrase whose most important word is a noun.

E.g. [...] by us, [...] with my best friend

Pronoun  

noun phrase

**Common prepositions**

The most common English prepositions are simple, i.e. they consist of one word only. Here is a list of common simple prepositions:

About  around  by  over  under
E.g. We had to wait at the station for three hours.

Other prepositions, consisting of more than one word, are called complex prepositions. Here are some of them:

<table>
<thead>
<tr>
<th>Preposition</th>
<th>Preposition</th>
<th>Preposition</th>
<th>Preposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>according to</td>
<td>due to</td>
<td>by means of</td>
<td></td>
</tr>
<tr>
<td>along with</td>
<td>except for</td>
<td>in comparison with</td>
<td></td>
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<td>as for</td>
<td>out of</td>
<td>in relation to</td>
<td></td>
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<tr>
<td>away from</td>
<td>owing to</td>
<td>in addition to</td>
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</tr>
<tr>
<td>because of</td>
<td>up to</td>
<td>in connection with</td>
<td></td>
</tr>
</tbody>
</table>

Adjective + preposition

In order to have their meaning complete some adjectives are followed by prepositions. Here are some of the most useful ones.

**Adjective + of**

<table>
<thead>
<tr>
<th>Adjective + of</th>
<th>Adjective + of</th>
<th>Adjective + of</th>
<th>Adjective + of</th>
</tr>
</thead>
<tbody>
<tr>
<td>afraid of</td>
<td>proud of</td>
<td>suspicious of</td>
<td>envious of</td>
</tr>
<tr>
<td>ashamed of</td>
<td>jealous of</td>
<td>conscious of</td>
<td>tried of</td>
</tr>
<tr>
<td>aware of</td>
<td>scared of</td>
<td>fond of</td>
<td>short of</td>
</tr>
</tbody>
</table>

nice / kind / generous / mean / stupid / silly / (im) polite / rude / unreasonable of someone to (do something).

E.g.

Are you afraid of snakes?

Thank you. It was very kind of you to help me

**Adjective + with**

<table>
<thead>
<tr>
<th>Adjective + with</th>
<th>Adjective + with</th>
<th>Adjective + with</th>
<th>Adjective + with</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry with</td>
<td>annoyed with</td>
<td>bored with</td>
<td>delighted with</td>
</tr>
<tr>
<td>familiar with</td>
<td>furious with</td>
<td>pleasant with</td>
<td>satisfied with</td>
</tr>
</tbody>
</table>

E.g. I'm delighted with my new camera.
Adjectives + other prepositions

<table>
<thead>
<tr>
<th>adjective</th>
<th>preposition</th>
<th>meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>angry</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>close</td>
<td>to</td>
<td></td>
</tr>
<tr>
<td>different</td>
<td>from</td>
<td></td>
</tr>
<tr>
<td>good</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>hopeful</td>
<td>at</td>
<td></td>
</tr>
<tr>
<td>interested</td>
<td>in</td>
<td></td>
</tr>
<tr>
<td>keen</td>
<td>on</td>
<td></td>
</tr>
<tr>
<td>similar</td>
<td>to</td>
<td></td>
</tr>
</tbody>
</table>

E.g. *Her handwriting is similar to yours.*

Verb + Preposition

Some verbs always or typically have a particular preposition after them.

- apologize (to someone) for something
- apply for a job
- approve/ disapprove of something
- believe in something
- belong to someone
- care about someone
- care for someone/something
- collide with someone/something
- complain to someone about something
- dream about someone/something
- dream of being something/doing something
- concentrate on something
- consist of
- crash into someone/something
- deal with something
- depend on someone/something
- die of an illness
- happen to someone/something
- hear about something
- hear of someone/something
- hear from someone
- laugh at someone/something
- listen to someone/something
- look after someone/something
- look at someone/something
- meet with someone
- pay someone for something
- profit from something
- rely on someone/something
- refer to someone/something
- search for someone/something
- shout at someone
- smile at someone
- suffer from an illness
- think about someone/something
- think of someone/something
- wait for someone/something
- write to someone

The verb and the preposition together sometimes express a single idea.

E.g. *She takes after (= resembles) her grandmother*

Other verbs may he followed by one or another preposition depending on the meaning which we want to convey.

E.g.
A. *Our problems result from our negligence. (cause).*
B. *The change of policy has resulted in failure. (consequence)*

A. *Our success consists in our ability to respond quickly to new problems.*
B. *The learn consists of experienced players*

A. *We’ve agreed on a date for the marriage.*
B. *We’ve agreed to see her this afternoon.*
C. *I agree with you entirely*

*We do not use a preposition with these verbs.*
Phone someone  E.g. Did you phone your sister yesterday?
Discuss something  E.g. We shall discuss many items at the meeting.
Enter (=go into a place) E.g. The candidate felt nervous as she entered the examination hall.
Resist someone/something  E.g. They have resisted occupation for half a century.
Emphasize/stress something  E.g. She emphasized/stressed the importance of careful driving.

Verb + object + preposition

Study this list and remember the structure:

Accuse someone of (doing) something
E.g. Said accused Rashid of being selfish.

Ask someone for something
E.g. He wrote to the travel agency asking them for a refund.

Borrow something from someone
E.g. I had no money left I had to borrow £20 from a colleague of mine.

Prefer someone/something to someone/something
E.g. I prefer oranges to apples.

Protect someone/something from someone/something
E.g. She wears sunglasses to protect her eyes from the sun.

Provide someone with something
E.g. The school provides poor students with books.

Remind someone of something
E.g. She reminds me of my mother.

Warn someone about someone/something
E.g. Meteorologists have warned all the citizens about climate change.

Listen carefully to your teacher as s/he pronounces the pairs of words below and circle the syllable which carries the main stress in each of them.

Aim: pps identify the syllable which contains the main stress and circle it.

<table>
<thead>
<tr>
<th>advertise (v)</th>
<th>/'ædvətaɪz/</th>
<th>advertisement (n)</th>
<th>/ɔdˈvɜːtɪsmənt/</th>
</tr>
</thead>
<tbody>
<tr>
<td>commerce (n)</td>
<td>/'kɒmərs/</td>
<td>commercial (n)</td>
<td>/ˈkɒmərɪkl/</td>
</tr>
<tr>
<td>publicize (v)</td>
<td>/ˈpʌblɪsaɪz/</td>
<td>publicity (n)</td>
<td>/ˈpʌblɪsətɪ/</td>
</tr>
</tbody>
</table>
associate (v) /ə'səʊ̈riːt/ (v) association (n) /əˌsəʊ̈rəʃən/  
regulate (v) /'reɡjʊleɪt/ (v) regulation (n) /ˌreɡjʊˈleɪʃən/ (n)

Compare the stress patterns of each pair of words. What do you notice? Practise the pronunciation of the words.
Aim: pps focus on stress shift.

É Listen to your teacher reading aloud the dialogue below and note how the modals in bold are pronounced. What do you notice?
Aim: pps identify modals’ weak forms in contrast with their strong form.

Wife: What did you eat for lunch today, Salah?
Husband: Well, I ate the leftovers in the refrigerator.
Wife: You shouldn't have /ʃadnt əv/ eaten them.
Husband: Why?
Wife: You know, it's nearly three days now since they have been in the fridge. So you might have /mæt əv/ poisoned yourself.
Husband: That couldn't have /kədnt əv/ happened, Zohra.
Wife: How can you be so sure?
Husband: Well, I've tried them on our dog first.
Wife: But it could have /kəd əv/ died, Salah. You are so cruel!

Ñ With books closed, act out the dialogue above with your partner paying attention to the pronunciation of the modals.
Aim: pps practise modals’ weak forms in connected speech.

Think, pair, share ♦

Prepare a speech about the possible changes that are likely to happen in our life styles. Continue the free writing below for about 10 minutes to generate ideas. Don't care about mistakes at this stage.
Aim: pps write a speech expressing probability and possibility.

Freewriting
The next decades are likely to bring about radical changes in our life styles. The number of shopaholics, i.e. people addicted to shopping, to increase tremendously. Online shopping to become a norm. Robot shop assistant to deliver goods to customers' homes. Soft drink companies to place conduit systems in people's kitchens. Companies to make foodstuffs out of petrol...

Select ideas from your free writing as indicated above. Then write your first draft speech organising your ideas according to the plan below. Use the gerund and modals where appropriate.

Aim: to select ideas and write one’s first draft.

shopping habits
eating habits
entertainment and leisure

Exchange drafts with your partner for error checking. Then share your ideas in class by reading aloud the corrected version of your speech.

Aim: to exchange drafts, correct ideas and share ideas.

We may live a totally different life in the next few decades because modernity has brought with it a new life style. Nowadays people take less time to eat, go to fast food shops to gulp hamburgers, hot dogs and chips. In the future, we might have conventional food being replaced by food substitutes like pills, or we might get our nutrients out of crude oil; that would shorten meal times even further. Conversely, many people are prepared to spend more time shopping in supermarkets (and even on the Internet). A lot of them are now becoming shopaholics, buying products that they don’t really need. Their number will rise further in the near future.

This is partly because it is much easier to shop, especially as more and more supermarkets are equipped with fast serving cash desks which prevent long queues. In the future, shop assistants may be replaced by robots which could actually do the same job as them, with greater efficiency and in less time. That of course would probably have side effects like an increase in unemployment.

Leisure will also change, because of the development of all sorts of electronic devices, like the multimedia, cable television and other contrivances. People will be less tempted to go out for a film, a play or a concert. They’ll pay even less visits to each other because the cell phone is such a convenient way to keep in touch. And what to say about the Internet through which people can instantly chat with and watch each other via the web cam! Alternatively, we’ll have more free time to enjoy holidays at lower prices in distant places. But is this life of the future the kind of life people would like to have? Couldn’t modernity preserve social relations and be a means to an end rather than an end in itself.

Possible Answer:
Getting started

Procedure: Students are free to answer the way they like provided they justify their answers. They don’t have to agree.

Aim: pps discuss the relationship between eating habits changes and advertising.

• Discuss the questions below.
  1. Do you think that our eating habits have changed over the last years? If yes, in what ways?
  2. Do you think that advertising has contributed in any way to changing these habits? Explain.

Taking a closer look

A Read the text on the next page and mark the statements below as true (T) or false (F). (Correct the false ones.)

Aim: to read for specific information

<table>
<thead>
<tr>
<th>Statements</th>
<th>True</th>
<th>False</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. An insufficient amount of food can cause a loss of energy balance. (§1)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>B. Today people don't take the amount of exercise necessary for their energy balance. (§2)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>C. There are too many advertisements for unhealthy food. As a consequence,</td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
people don’t pay enough attention to their energy balance. (§3)

D. Obesity causes a lot of diseases. Unless something is done about it, social security systems will probably encounter a financial problem soon. (§4)

E. The advertising of food has a positive influence on our eating habits. So our governments should encourage it. (§5)

With your partner, compare your answers to task 1 above. Then discuss the statements above with your classmates. Do you agree or disagree with the ideas developed in each of them? Justify your answers.

Procedure: Students are free to express their different opinions as long as they justify them.

Aim: pps express their viewpoints.

What do the words written in bold in the text refer to?

Procedure: Before setting the students to task, refer them to the Coping box on page 68.

Aim: pps find the relationship between words and their antecedents.

<table>
<thead>
<tr>
<th>Reference Words</th>
<th>Referents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Line 2: They</td>
<td>people</td>
</tr>
<tr>
<td>Line 3: they</td>
<td></td>
</tr>
<tr>
<td>Line 4: they</td>
<td></td>
</tr>
<tr>
<td>Line 5: this</td>
<td>when we eat enough food for the exercise we take</td>
</tr>
<tr>
<td>Line 7: they</td>
<td>people</td>
</tr>
<tr>
<td>Line 9: their</td>
<td>people</td>
</tr>
<tr>
<td>Line 10: them</td>
<td>fatty and sugary foods</td>
</tr>
<tr>
<td>Line 12: their</td>
<td>a large number of people</td>
</tr>
<tr>
<td>Line 12: those</td>
<td>people</td>
</tr>
<tr>
<td>Line 17: this (study)</td>
<td>a recent study</td>
</tr>
<tr>
<td>Line 18: their</td>
<td>parents</td>
</tr>
<tr>
<td>Line 19: they</td>
<td>children</td>
</tr>
<tr>
<td>Line 26: ones</td>
<td>slim people</td>
</tr>
<tr>
<td>Line 27: their</td>
<td>obese people</td>
</tr>
<tr>
<td>Line 33: which</td>
<td>loss of energy</td>
</tr>
<tr>
<td>Line 36: they</td>
<td>governments</td>
</tr>
</tbody>
</table>

How is Your Energy Balance?
It is important for people to eat as much food as they need to make sure they have the right amount of energy. If they eat too little food or the wrong kind of food they won't have enough energy. If they eat too much (food), they will put on weight. When we eat enough food for the exercise we take, we call this energy balance. (§1)

In many parts of the modern world today, people eat a lot of fast food and don't take enough exercise. They also eat a lot of sweets between meals. Although most people know that fatty and sugary foods can cause a loss of their energy balance, they find it difficult to refrain from eating them. (§2)

A recent study shows that a large number of people who cannot manage to keep their energy balance are those who spend too much time in front of their TV sets. If people eat too many products which contain a large amount of fat and sugar - also called junk food, and too few products which provide them with enough quantities of fibre, it is because of the many advertisements to which they are exposed while watching TV. This study also shows that though parents advise their children to eat sensibly, a great many of these children don't pay much attention to the amount of fast food they eat, parental advice is no help at all if the children continue to be exposed to such advertisements. (§3)

Unfortunately, the loss of energy balance is not without health and social consequences. Owing to this loss, a lot of people today suffer from obesity. According to the World Health Organisation, for the first time in history, the world population counts more obese people than slim ones. As a result of overweight, many of them have developed diseases that cost the social security systems of their countries billions and billions of dollars every year. The financial problem of these security systems is likely to worsen as no concrete measures are taken to treat the real causes of overweight at world level. (§4)

Since obesity in our modern times is caused mostly by a loss of energy balance, which is due mainly to the impact of junk food adverts, it is high time our governments passed laws to limit this influence. Advertisements of unhealthy foods are as harmful as advertisements for cigarettes. Therefore, they should be banned from the media, and health warnings should be added on the labels of fast food packages. (§5)
Consider the tenses used in the text above and answer questions A-B below.

Aim: pupils review the use of the simple present tense.

A. The tense which is mostly used in the text is the present simple. Why?
   - The text belongs to expository prose. It raises an issue a problem and suggests a solution to it. The author uses the present simple because s/he presents facts which are regarded as true at all times.

B. In what other situations / cases do we use this tense? Give sentences of your own to illustrate your answers.
   - The present simple tense
   - Form:
     | Affirmative | Interrogative | Negative |
     |-------------|--------------|----------|
     | I/we/you/they/the children like fashion. | Do I/we/you/they/ the children like fashion? | I/we/you/they/ the children don't like traditional clothes. |
     | He/she/the child likes fashion. | Does he/she like fashion? | He/she/it doesn't like traditional clothes. |
     | The cat/it likes pet food. | Does the cat/it like pet food? | The cat/it doesn't like cold water. |

Have another look at the present simple tense in SE2 Grammar Reference. p.188.
Consider sentences 1 and 2 below and answer questions A-D that follow.

Aim: pps practise conditional sentence type 1

1. If they eat too little food or the wrong kind of food, they won't get enough energy.
2. If they eat too much food, they will put on weight.

A. Do the two underlined clauses express reality or supposition? How do you know?
   - The two underlined clauses express Supposition / hypothesis / condition. If indicates that the author is just making a supposition.
The Conditional

*If* is a conjunction which introduces a **condition** (something which may or may not happen depending on circumstances).

There are **four** main kinds of condition.

**A. Type 0 conditional**

**Form**

*If + present simple, present simple*

**Meaning**

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

If / when / whenever you **heat** water at 100 degrees Celsius, it **boils**.

Water **boils** if / when / whenever you **heat** it at 100 degrees Celsius.

**Note**

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

**Type 1 conditional Form:**

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

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

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

**Meaning:**

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

<table>
<thead>
<tr>
<th>future possibility</th>
<th>result</th>
</tr>
</thead>
<tbody>
<tr>
<td>If it's sunny,</td>
<td>we'll go to the beach</td>
</tr>
</tbody>
</table>
Note: We do not use will in the if-clause, even though it refers to the future.
If I pass my Brevet, I'll celebrate.

The Conditional

Form

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

a. If I were you, I would apologise.
b. If the Martians invaded our planet one day, they'd kill us all.

Meaning

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

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

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

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

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

D. Type 3 conditional Form

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

Meaning

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

We use Type 3 conditional when we imagine a different past, i.e. an unreal past. In the example above, the speaker was not a little bit taller. So he had not joined the Army.

Other forms and uses of the conditional

A. If + present simple, imperative.

If you're happy, clap your hands.

B. if + present + modal + verb
If you fall, you may / can hurt yourself
If it fails to start, you should / must check the battery.

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

If it stopped raining, we could go out picknicking in the garden.

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

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

• Task: Use the items A-G below to write if-conditional sentences. Start each sentence with the second clause from the sentence before. The first one is done for you.

Aim: pps practise conditional sentence type 1

A. eat decaying food
B. have a serious indigestion
C. go and see a doctor
D. hospitalize you for two to three weeks
E. lose your job
F. no longer earn enough money to buy good food
G. eating decaying food

E.g.
A. If you eat decaying food, you will have a serious indigestion.
B. If you have a serious indigestion, ______________

If you eat rotten food, you will have a serious indigestion.
If you have a serious indigestion, you will go and see a doctor.
If you go and see a doctor, he will hospitalize you for two to three weeks.
If he hospitalizes you, you will lose your job.
If you lose your job, you won’t earn enough money to buy good food.
If you don’t have enough money to buy good food, you will eat rotten food.

Grammar Explorer II

Go back to the text on the previous pages and answer the following questions.
Aim: pps answer questions related to quantifiers.
A. Which one quantifier in the first paragraph is closest in meaning to ‘sufficient’ or ‘appropriate’?
The quantifier in the first paragraph which is closest in meaning to ‘sufficient’ or ‘appropriate’ is enough.

B. Pick out the 4 sentences that contain quantifiers and the degree adverb too. Which ones mean ‘an excessive amount of’ and which ones mean ‘not enough/ an insufficient amount of’?
   1. If they eat too little food or the wrong kind of food, they won’t have enough energy.
   2. If they eat too much food, they will put on weight.
   3. If people eat too many products which contain a large amount of fat and sugar …, and too few products which provide them with enough quantities of fibre, it is because of the many advertisements to which they are exposed.
   4. A recent study shows that a large number of people who cannot manage to keep the energy balance are those who spend too much time in front of their T.V.sets.

C. What other quantifiers and other quantity expressions can you find in the text? Pick them out and discuss which type of nouns they can be used with (countable nouns, uncountable nouns or both).
   { much, many, a lot of, little no –at all …

D. Do you know of any other quantifiers? Use them in illustrative sentences.

See Grammar reference pp.216 - 217
Quantifiers

• Countable and uncountable nouns

<table>
<thead>
<tr>
<th>countable nouns</th>
<th>uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>a glass</td>
<td>water</td>
</tr>
<tr>
<td>an apple</td>
<td>milk</td>
</tr>
<tr>
<td>a pound</td>
<td>money</td>
</tr>
<tr>
<td>people</td>
<td>crowd</td>
</tr>
</tbody>
</table>

Asking and answering questions about quantity using countable nouns

1. Question: How many people are there in the restaurant?

   • Possible answers:

   There are a lot of / lots of people in the restaurant.
   There are many people in the restaurant.  
   There are a few people in the restaurant.
   There are some people in the restaurant.
   There are few people in the restaurant.
   There aren’t many people in the restaurant.
   There aren’t any people in the restaurant.
   There are no people in the restaurant!

Asking and answering questions about quantity using uncountable nouns.

2. Question: How much money have you got in your pocket?

   • Possible answers:

   I have a lot of / a great deal of money in my pocket.
   I have got much money in my pocket.  
   I have got some money in my pocket.  
   I have got a little money in my pocket.  
   I have got little money in my pocket.  
   I haven’t got much money in my pocket.  
   I haven’t got any money in my pocket.  
   I have got no money in my pocket.

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

   • In spoken English, we usually use a lot of/lots of (with countable and uncountable nouns) in positive sentences, but in written English we often use many (countable nouns).

   • We often use much in negative sentences (not in positive ones).

   • Little and few (without a) are negative. They mean not much, not enough. The speaker is not happy about it.

   enough - too much - too many
• When we want to say that we have a sufficient quantity of something, i.e. as much as needed or as many as needed we use enough.
  E.g. * There's enough (= as much food as needed) food for everybody.
       * There are enough (= as many as needed) books for everybody.

• When we want to say that we have an excessive quantity of something, we use too much or too many.
  E.g. * You put too much sugar in your tea.
       * You have made too many mistakes.

### Comparative and superlative forms of quantifiers

<table>
<thead>
<tr>
<th>Quantifiers</th>
<th>Comparative forms</th>
<th>Superlative form</th>
</tr>
</thead>
<tbody>
<tr>
<td>many</td>
<td>more - as many as</td>
<td>the most</td>
</tr>
<tr>
<td>much</td>
<td>more - as much as</td>
<td>the most</td>
</tr>
<tr>
<td>little</td>
<td>less - as little as</td>
<td>the least</td>
</tr>
<tr>
<td>few</td>
<td>fewer - as few as</td>
<td>the fewest</td>
</tr>
</tbody>
</table>

• Examples: The comparatives and the superlatives of many and much.
  • I haven't got many books. I mean, I haven't got as many books as my sister.
  • My sister has got more books than I, but most of her books are old.
  • I haven't got much money. I haven't got as much money as Said. Said has more (money) than I, but our friend Small has the most money. He has a part-time job.

  **Note**
  • More and the most are also respectively the comparative and superlative forms of much with uncountable nouns.
  • More and the most are respectively the comparative and superlative forms of many with countable nouns.

• Examples: The comparatives and the superlatives of little and few.
  • There is little rain this year. Yes, but there was even less rain last year.
  • Our school has few boy students. It has 70 boys in a total of 800 students.
  • Our school has even fewer boy students. It has only 50 boys in a total of 810 students.
  • My friend's school has the fewest boy students. You know, it has only 20 in a total of 850.

  **Note** The comparative form of little is less, not littler.

• We can also use adjectives like a smaller + quantity / amount to replace less.
  E.g. There is a smaller quantity of water in this well than in that one over there.
• The superlative forms of little is the least, but we can also use the smallest + quantity.
  E.g. Kader has the smallest amount of money in his pocket.

---

髻 Fill in the blanks with too much, too little, too many and too few so that the sentences in the health warnings below make sense.
Aim: pps supply appropriate quantifiers with appropriate nouns.

Health warnings

A. Eating **too much** sugar may cause diabetes.
B. **Too much** exposure to sun rays can lead to the development of the polio disease.
C. **Too few** vitamins may result in such diseases as poor eyesight.
D. Eating **too much** fat can make one overweight.
E. **Too many** radiations from the sun may give rise to skin cancer.
F. The beriberi disease is due to **too little** B12 vitamin.
G. The kidney disease may result from **too much** calcium.
H. Weakness in our immunity system may be the result of **too few** white blood cells.
I. Anaemia is caused by **too few** red blood cells.

Go back to the text and pick out all the sentences which contain the link words: because (of), as, since, owing to and due to. Then answer the questions below.

Aim: pps pick up sentences from the text containing specific link words and answer the related questions.

\{ it is **because of** the many advertisements to which they are exposed while watching TV. \\
\{ **Owing to** this loss, a lot of people today suffer from obesity. \\
\{ **Since** obesity in our modern times is caused mostly by a loss of energy balance, **which is due** mainly to the impact of junk food adverts, it is high time our governments passed laws to limit this influence.

A. What types of relationship do the link words in the sentences indicate? Explain.

B. Do you know of any other link words and expressions with similar functions? Tell them to the class and use them in sentences of your own.

C. What punctuation marks are associated with some of the link words? Illustrate the use of the punctuation marks in sentences of your own.

Â Fill in the blanks in the sentences below with the link words listed in Grammar Explorer III above. There are several possibilities.

Aim: pps fill in the blanks with link words to express cause.
A. Advertising is necessary for new businesses because it informs consumers about the services and products they offer.

B. Because of / owing to / due to the advertisement of fast foods, many people have developed unhealthy eating and drinking habits.

C. Because / since consumers are aware of the importance of the environment, most food industries now put eco-labels on the packages of their products.

Rewrite the sentences in task 1 on the previous page using therefore, consequently, as a consequence, or as a result.

D. Advertising informs consumers about the services and products they offer. Consequently, it is necessary for new businesses.

E. Many people have developed unhealthy eating and drinking habits as a consequence of the advertisement of fast foods.

F. Consumers are aware of the importance of the environment. As a result, most food industries now put eco-labels on the packages of their products.

Read the tips below carefully. Then do task 1 that follows.

We can add the suffix -y to many nouns to form adjectives. E.g. sugar → sugary. The suffix -y means the state of. When a noun ends with a consonant +vowel +consonant (CVC), we double the last consonant if the concerned syllable is stressed. E.g. fat → fatty.

There are 6 nouns in texts A and B below which need to be turned into adjectives ending in -y. Identify them and rewrite the paragraphs using the adjectives in their stead. An example is given.

Aim: pps identify the required nouns and turn them into adjectives with the suffix ‘-y’.

‘Salty, spicy, and peppery foods are both savoury and tasty. Be careful, eating too much of these foods may cause you tricky health problems in the long term. So don't be greedy.’ (A)

‘People are well aware that it is not easy to have a speedy recovery’
from food poisoning. And yet, they continue to eat in dirty, dusty and stuffy fast food restaurants with slimy floors and counters.’ (B)

Make the text below meaningful by selecting the most appropriate word or phrase in brackets.
Aim: pps select appropriate words to make a meaningful text.

Life is becoming increasingly (cheap/expensive). So when (shoppers/sellers) do their shopping they are more likely to look at the (price tags/quality labels) of the products than anything else. (Saving/Spending) even a little money by buying (high/poor) quality goods helps people with a (high/low) budget to pay utility (bills/charges) and the (rent/lease) for the flat at the end of the month. These (savings/spendings) also help to (purchase/sell) mobile phones for the loved ones.

Pronunciation and Spelling

• Read the tips below. Then do tasks 1, 2 and 3 that follow.

Sentences contain words which are stressed and words which are unstressed.
The stress usually falls on content words rather than on function words, i.e. pronouns, articles, modals, etc.
Sentences also contain words which carry the main stress. These words are key words. They give the most important information.

Read the dialogue below and circle the words which you think should be stressed.
Aim: pps stress content words in sentences.

Speaker A: I'm 'going to the 'supermarket, do you 'need 'anything?
Speaker B: Yes, could you 'get some 'flour, some 'oil, some 'oranges, and 'two or 'three 'packets of 'biscuits, ‘please?'
Speaker A: So, you 'need some 'flour, some 'oil ... and 'two or 'three 'bottles of 'juice.
Speaker B: 'No, I 'said 'two or 'three 'packets of 'biscuits.
Speaker A: 'Oh! I 'see.

Compare your answers to task 1 above with those of your partner. They listen to your teacher and identify the word which carries the main stress in the sentences of the dialogue above.
Aim: pps listen and identify content words which bear the main stress.

É Compare and discuss your answers to task 2 above with your classmates. Then make a similar dialogue and act it out with your partner.
Aim: pps compare, discuss their answers and make a similar dialogue and act it out.

ß Think, pair, share ✝

• Write an expository article developing the statement in italics below. Follow the procedure on the next page.
Aim:

Start like this
Food safety has become one of the major worries for mankind. This worry has three major sources: , and .

Å Go through the causes and effects listed below and add other ideas of your own.
Aim:

Reasons/Causes

• industries polluting the soil with chemicals/ too much toxic waste thrown into rivers / too many oil spills/ farmers using too many insecticide sprays ... (§1)
• too many additives (preservatives, flavourings, colourings) using too much salt/sugar/to sweeten the food ... (§2)
• too few people preparing their own meals/ too many people eating in fast food restaurants/ fast food containing too much fat (§3)

because, owing to, for, since, as, due to as a result, so, consequently

Results /effects

• poisoning of water sources; too little water to drink fruits and vegetables containing insecticide and chemical residues destruction of aquatic life ... (§1)
• children becoming hyperactive/lacking concentration at school; people developing allergies,’ suffering from food poisoning ... (§2)
• putting on eight developing diseases ... (§3)
Food safety has become one of the major worries for mankind. This worry has three major sources: the chemical contamination of agricultural products, the use of additives, preservatives and colourings in a large number of food products and the consumption of ready-made food.

Perhaps the first cause for worry about food safety is the highly intensive mode of farming and agribusiness now prevailing in industrialised countries. This has led big companies to use chemicals, fertilisers and pesticides to ensure maximum output. As a result, fruits and vegetables are contaminated by chemicals which may prove harmful to our health.

The second cause for concern is again related to mass production, and the need to keep products fresh and attractive. Consumer requirements have led manufacturers to introduce colourings, additives and preservatives. Some of them have been suspected of being dangerous while others have definitely been classified as harmful by independent research laboratories. Scientists maintain that some colourings and sugar substitutes can cause cancer, diabetes and other metabolic disorders.

Finally, fast food and ready-made meals have led people to take undesirable eating habits, like nibbling at work or at home, or having frequent snacks in front of the computer or the TV set. More worrying is the fact that the younger generation are the most prone to consume fast food and soft drinks. These eating habits, as shown in “advanced” countries especially, have caused a large part of the population to become overweight or obese, and to develop diseases like diabetes or high blood pressure. These are due to an excess consumption of animal fat and fried food, as well as sugar and salt.

In conclusion, the conjunction of contaminated agricultural products, processed foods and poor eating habits is indeed a good reason to worry about food safety and to take corrective measures to change or improve our attitudes to eating.
Join a group and discuss how you can further improve your article.

Aim:

---

A cartoon

Proverbs and sayings

Guess what the sayings and proverbs below mean. Then try to find their equivalents in your language.

- It's no use crying over spilt milk.
- Don't teach your grandmother to suck eggs.
- Gluttony kills more than the sword.
- You cannot make an omelette without breaking eggs.
- You cannot sell the cow and drink the milk.
Assignment One: Food Contents and Health

Organising

Choose three brands of processed food that you consume most (pasta, biscuits, yoghurts etc.). Read their labels and make a note of their ingredients, additives, etc. in the comparative table below.

<table>
<thead>
<tr>
<th>Pasta brands</th>
<th>Ingredients</th>
<th>Additives: Colourings, Flavourings, Preservatives</th>
<th>Energy content/ Nutritional value (in Kcals)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sim</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Panzani</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Barilla</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare and contrast the brands in your table. Use too much, too little, too few, or too many to describe their ingredients.

Report and discuss your findings with your classmates. Then write a consumers' report following this discussion.

Assignment Two: Prescribing Home Safety Rules

Imagine you are a Civil Protection Officer. Think of 3 to 4 types of home accident (fires, explosions, falls, burns, electric shock, poisoning, etc.) and prescribe rules that can avert such accidents. Use the present simple tense and appropriate modals and conditionals. E.g.

How to prevent home accident fatalities
Rule one: Fire is a useful servant; it may also become a ferocious enemy.
Explosions are often caused by ___________________. So _______________
Present your rules to your classmates. Then, as a class, try to make a synthesis of the rules on a wallsheet, preferably with illustrations.

Skills and Strategies outcomes
• Predicting the content of a text
• Listening for general ideas
• Listening for details
• Summarizing / Synthesizing information
• Debating (arguing by making concessions)
• Writing an argumentative speech

Before listening
• Look at the advertisement on the left and answer the questions on the right.

Aim: to
1. What is the advertisement about?
2. What is its target audience?
3. Who do you think Cindy Crawford is?
4. Why do you think she has been selected for the endorsement of the product?
5. What is the slogan of the advert? Do you think it is a catchy one?
6. On the whole, are you for or against advertising? Why?

As you listen 45 mn

Aim: to

Have a look at the coping box below. Then do the task that follows.

Coping

You are more likely to recognize and understand what someone is saying if you already have an idea of the topic, who the speakers are, and the sort of things they will mention.

• Task: You will hear two students James and Jenny talking about advertising. Jenny is for advertising whereas James is against it. Go through the statements below and guess who will say what. Put (JE) for Jenny and (JA) for James. Then listen to the conversation and check your predictions.
A. It's immoral to sell people things they don't want.
B. Advertisers essentially influence us about which product to buy.
C. Most people believe what advertisements say.
D. Advertising draws our attention to a particular product.
E. Advertising creates a need but doesn't offer real satisfaction.
F. Buying a product doesn't transform us into what we want to look like.
G. People spend their money only when they want to.
H. We're manipulated by advertisers.

C. Have a look at the coping box below. Then do tasks A-B that follow on the next page.

A summary is the condensation of a large amount of information (main ideas) from oral and written texts. Before making a summary of something written and spoken you must do two main operations: first analyse/break down the information. Then synthesize i.e., put together the analysed information in a short text using your own words. You must discard all unnecessary details. A summary must be concise and coherent.

A. Go back to task 1 and analyse Jenny’s and James's ideas about advertising. Then synthesize their conversation in 4 to 5 sentences using the gapped text below as a framework.

Jenny and James are talking about. The problem is whether or not . Jenny is in favour of whereas James is At first James denies that. Then he admits that . In the end,

B. Listen again and check whether you have not omitted any important item in your summary of the conversation between Jenny and James.

After listening 30 mn

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

Task: With your partner, prepare a short dialogue asking for and giving opinion about advertising. Use the information in the coping box above and the arguments on the next page.

Aim: to .

Voice your opinion by starting like this:

A: In my opinion, advertising is more likely to harm consumers than serve them. What do you think of that?

B: I believe that advertising is essential for both business and consumers. Though_____________________. But_______________________________________

Arguments: Pros and Cons

A. Advertisements manipulate consumers.
B. Commercial advertising is essential for both business and consumers.
C. Advertising creates new and unnecessary needs.
D. Advertising encourages children to buy junk food.
E. Advertisements can't create needs, but they can suggest new ways of satisfying them.
F. Advertising stimulates innovation and competition.
G. Advertising creates a need, but doesn't offer satisfaction.
H. Advertising promotes goods but does not sell them.
I. Advertising degrades the image of women.
J. Advertising sponsors social events like sports competitions and car races.
WITHOUT ADVERTISING, YOU COULDN'T AFFORD A FOOTBALL MATCH TICKET

Look around at any sporting event: football, baseball, soccer, auto racing. You'll see ads for the companies that sponsored the event. What you may not know is that these ads help pay the players' salaries. They pay for maintenance crews. And for the upkeep of the stadium. Without the revenue generated by advertising, this money would have to come from somewhere else. Like the cost of your ticket. Which could take the fun out of anybody's game.

Saying it in writing

Aim: to.

• Have a look at the coping box below. Then prepare an argumentative speech stating your opinion about advertising. Use the guidelines that follow.

Aim: to brainstorm ideas in a spidermap and explain justify one’s decisions.
One of the best ways of organising/structuring ideas in an argumentative speech is first to inform the audience about the main points of view on the issue. Once you have done this, you take sides in or personalize the debate by saying what you personally think about the issue.

Start with the following topic sentence.

People don't agree as to whether advertising is beneficial or harmful.

State people's points of view on the issue. Refer to the arguments on the previous page.

• Say what some people think
  Some people are in favour of____. They think/believe/claim/assert that__

• Say what other people think.
  However, ____________________________
  They think/believe/claim/assert that ________________

Take sides

Aim: to

• I am one of those who believe/think/assert that
• Support your argument by giving your reasons.
• Make sure you use appropriate link words: for one thing, for another thing, first, second, finally, as a result...)

As you develop your arguments, make concessions in order not to sound too intolerant.
Aim: to
Review your draft. Then read it aloud to your classmates. This could be the start of a class debate.

Aim: to

**ASSESSING**

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

**Before reading**

- Discuss the following questions.

**Aim:** to

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

A. To which item in the box below do you think businesses in Algeria appeal most to sell their goods and services? Argue your point.

```
environment — safety — price — tradition — modernity
```

B. Do you respond more positively to the advertisements that appeal to your culture than to the ones that don’t? Why or why not?
C. Name some of the actors/actresses who endorse products and services in your country. Whose endorsement do you think is the most persuasive?

D. Which of the advertising media in the list below is the most influential in your country? Why?

- billboards — TV — the radio — street furniture — magazines — the Internet — ad-displaying vans — balloons

As you read

- Have a look at the coping box below. Then read the advertisement on the next page and do tasks 1 and 2 that follow.

**Aim:** to.

Persuading or arguing is one of the most common forms of writing and speaking. You use *persuasion* every day, in and out of school, whenever you try to get someone to agree with you, or to change their attitudes about something, or to take a certain action.

When you argue a point in a persuasive piece of writing, you present your claims as skilfully as you can, thinking carefully about your readers/audience, i.e. their expectations, fears, prejudices and beliefs.
Believe it or not, this cooktop is ready to boil water. All it needs is an iron or steel pot. It works by creating a magnetic field that heats the inside of the pot – instead of the cooking surface. That makes it safer than conventional cooktops. And more energy efficient. So get yourself a Toshiba. Or you may get burned.

In Touch with Tomorrow
TOSHIBA
Toshiba America, inc. 82 Totowa Road Wayne, NJ 07470

Fill in the table below with information from the advert above. Just take notes. Don't write full sentences.

**Aim:** to

<table>
<thead>
<tr>
<th>Brand</th>
<th>Advertised item</th>
<th>Audience</th>
<th>The four expectations exploited</th>
<th>Your reaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Compare your answers to task 1 above with those of your partner. Then read the advert again and answer these questions.

A. What type of pot do you need to use on the cooktop?
B. What two things make this cooktop better than others?
C. The picture shows a surface which is ready to boil water, but the person's hand is not getting burned. Can you say why?
D. The expression get burned is a **pun** or a **play-on-word**. Which two meanings does it convey? Circle the two best choices from this list:
   1. be on fire   2. be happy   3. be proud   4. regret

After reading
Å Write a holiday advert for your local travel agency. Use the advert on the previous page as a model. In order to sell your holiday, do not forget to include the following

**Aim:** to .

- emphasis on low cost
- reference to the local culture
- an appeal to the environment issue
- a promise of enjoyment
- a catchy slogan

Ç Once you have corrected your advert, participate in a class competition to choose the best advert.

![Writing development](image)

**Aim:** to .

The advertisement leaflet on the next page belongs to a holiday maker who has come back home from a disappointing adventure holiday abroad. Read it carefully, then complete the letter of complaint below using the annotations in italics on the leaflet.
Dear Sir or Madam,

I am writing to _____________________________
_________________________________________ (§1)

My holiday with your company did not correspond to what the advertisement claims. Firstly, the advert states that_________, but in fact________________________________________

Secondly, the advert promises ___________________________.
Unfortunately, _________________________________.
Thirdly, it says that_____________________________. Actually,
___________________________________________________

Though__________________________________________ (§2)

In general, our holiday_______. As a result of all these non-kept promises, I feel ________________________________ because ________________________________ (§3)

Therefore, I ________________________________.

Yours faithfully,

ENC. The facsimile of our reservations
Isn't it time to take refreshing holidays with us at fair prices?

A fortnight's holiday with us will be an experience you'll never forget. Every day you'll be able to choose from a wide range of thrilling activities. *Only two activities offered*

- canoeing
- rockclimbing
- wind-surfing
- sailing
- hiking

To introduce you to the joys of group-work, there will be:

- one three-day camping expedition
- two problem-solving activities

`But this is my holiday! Aren't I allowed to relax?'
Whenever you like you can choose to take a `day off' and enjoy a relaxing game at some of the remarkable facilities at the residential centre.

"Full!" Instead, they put us in a youth hostel, seven kilometres away.

- swimming pool
- sauna
- games room (billiards, arts, table tennis)
- video
- library

`Won't it be just like the army: dormitories and canteen food?'
Accommodation consists of comfortable double rooms, and our talented kitchen staff prepare memorable and delicious meals using the very best of the local produce.

Ugh!

Dirty bed-clothes!

(Adapted from Hugh Cory, *Advanced Writing*, Oxford, p.94.)
Making a survey on the impact of advertising

Your survey should comprise the following:
- a questionnaire
- a results form
- diagrams
- a report

- We advise you to have a look at the ways of making a questionnaire, interpreting results, and writing a report in your SE1 coursebook, *At the Crossroads, pp.73-75.*
- Follow these guidelines in conducting your survey.

Preparing the questionnaire
Decide what **types of advertisement** and **audience** you would like to investigate before you design your questionnaire. For example, your questionnaire could focus on the impact of **TV commercials.** You may address it to various people outside the classroom or to your **fellow students** in the lycée.

Writing the report
In writing your report, you should make the best use of the elements of grammar, vocabulary, functions and skills you have learnt in this unit.

Your report should include the following sections:
A. an introduction (including background, purpose of the survey, and expected findings),
B. a short description of the questionnaire and the targeted audience,
C. a discussion of the findings with illustrative tables, charts, etc.,
D. a conclusion giving a summary of the survey and a statement of implications and recommendations.

Alternative projects
- Producing a radio or a TV commercial
- Making a leaflet for selling a product
- Designing newspaper classifieds for rent, for employment, etc.

Web sites
- [http://www.advertopedia.com/consumer-behavior-basics.htm](http://www.advertopedia.com/consumer-behavior-basics.htm)
- [www.shoppingpage.us](http://www.shoppingpage.us)
- [www.ofcom.org](http://www.ofcom.org)
- [www.decisio.info](http://www.decisio.info)
- [www.advertopedia.com](http://www.advertopedia.com)
- [www.speedtv.com/speed/advertising](http://www.speedtv.com/speed/advertising)
**Language assessment**

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

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

<table>
<thead>
<tr>
<th></th>
<th>very well</th>
<th>fairly well</th>
<th>A little</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. use the gerund and the present simple.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>B. express cause and effect using because of, due to, owing to, as, since, etc.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>C. express cause and effect using as a result, consequently, as a consequence, as a result of, etc.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>D. express possibility using modals may/may not or its equivalent expressions likely that/possible that.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>E. use might/could/might not to speak about remote possibility.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>F. use though/although to express concession.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>G. express hypothesis using if-conditional type 1.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>H. express quantity using too much/too many/too little/too few and enough.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>I. use verbs with dependent preposition. E.g. complain to about_.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>J. form adjectives by adding suffix -y to nouns.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>K. mark sentence stress.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>L. pronounce the reduced forms of could have and might have.</td>
<td></td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

Tick ( ) next to each item in the learning log to indicate what you think is your level of performance. Then hand a copy of the learning log with your examples on a separate sheet to your teacher.

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

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