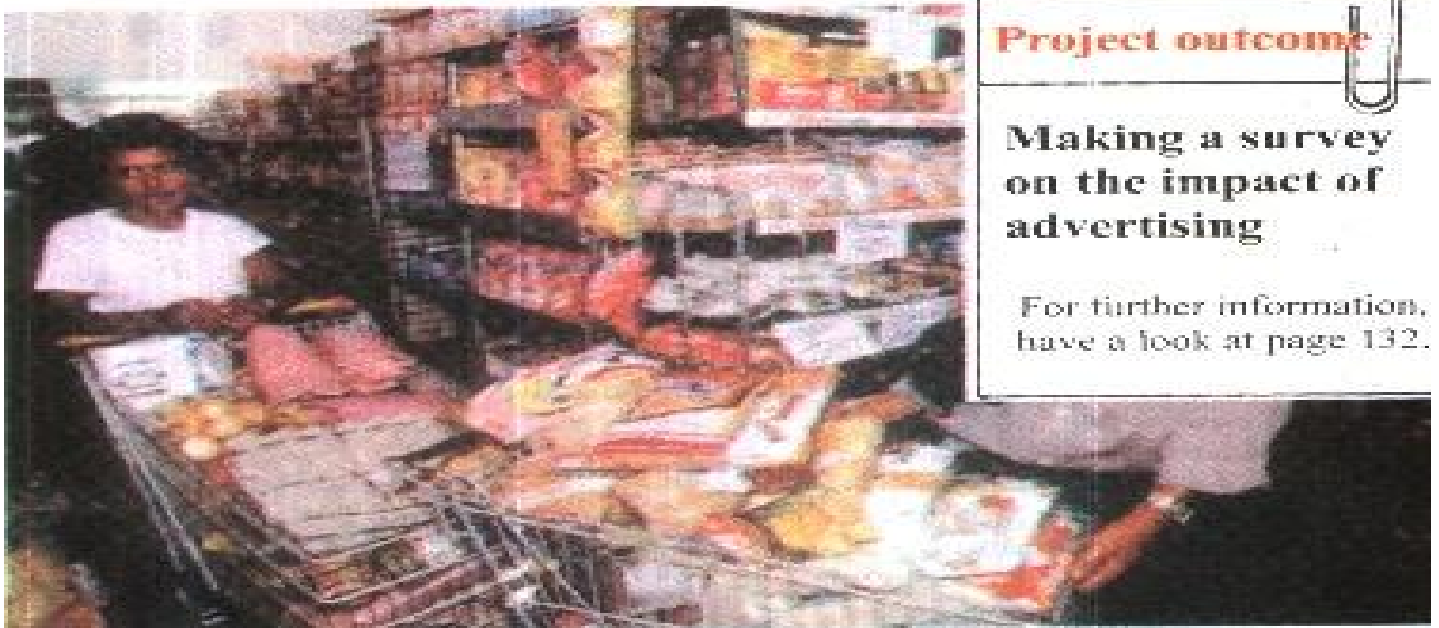


Unit 4: safety First



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.



Topic	Language Outcomes			
ADVERTISING, CONSUMERS AND SAFETY	Functions	Grammar	Vocabulary & Sound System	
	<ul style="list-style-type: none"> • describing • expressing cause and effect • expressing probability • expressing possibility • expressing concession • expressing condition • deducing • expressing quantity • prescribing 	<ul style="list-style-type: none"> • present simple • the gerund • because of, due to, owing to, as, for • so, as a result, that's why, as a consequence • may, might, can, could • though, although, admittedly, etc. • if-conditional • might have, must have • too much , too many, not ... at all, a large amount of a large number of, enough + noun 	Word Building	Pronunciation
<ul style="list-style-type: none"> • verb + preposition E.g. accuse X of Y - complain about X to Y - protect X from Y - provide X with - suffer from X • forming adjectives with -y E.g. - greed - greedy - speed- speedy - milk - milky 	<ul style="list-style-type: none"> • reduced forms of - might have - could have • word stress and sentence stress 			

Skills and strategies outcomes		Learner's outcomes	Intercultural outcomes
Listening and speaking	Reading and writing	<ul style="list-style-type: none"> • discussing issues related to the effects of advertising on people • raising awareness about safety and consumption • developing a sense of salesmanship 	<ul style="list-style-type: none"> • raising awareness about the effects of advertising on different cultures and societies • understanding the importance of integrating cultural features of a society into advertising
<ul style="list-style-type: none"> • predicting the content of a text • listening for a gist • listening for details • summarizing /synthesizing information • debating (arguing by making concessions) • Making a speech 	<ul style="list-style-type: none"> • persuading • Skimming • Scanning • Analysing and making a synthesis • Writing a letter of complaint • Writing an advertisement 		

Project outcome:

Making a Survey on the Impact of Advertising



LISTEN AND CONSIDER



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



BRAINSTORMING

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

► Getting started

10mn

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

Aim: to raise awareness about safety and food consumption.

• Answer the questions below.

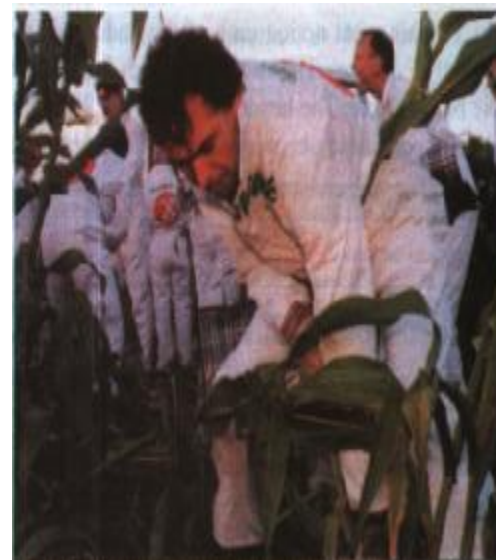
1. Do you usually read the labels on the packages of food before you buy them? If yes, is it in order to know about the ingredients, the expiry date or any other information? Explain.

- 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 because I avoid to eat outside my home. 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

5mn

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.

- A. As a result of the impact of advertising, consumers prefer buying organic food to purchasing conventional or genetically modified food.
- B. Owing to bad publicity, GMFs will certainly disappear.
- C. GMFs are harmful to both man's health and the environment.
- D. The debate about the farming of GMFs will possibly continue.

T
NM
NM
T

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

k 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.

15mn

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.

Around the text

Grammar Explorer I

60mn

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.

Degrees of certainty	Positive statement	Negative statement
****Categorical certainty	GMFs will certainly disappear.	It is impossible
***Probability	They may disappear. It is probable' that... subject + probably +verb	They may not disappear. It is unlikely that... / improbable that...
**Possibility :	They can have a comeback. It is possible that...	
*Remote possibility	They might have harmful effects The debate could continue.	They might not have harmful effects

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

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

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?

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

Positive statement I/You/He/She/We/They/It	can / could	verb.
Negative Statement I/You/He/She/We/They/It	cannot / could not can't / couldn't	verb.
Question Can / could	I / you / he / she / we / they / it	verb?
Negative Question Can't / Couldn't	I / you / he / she / we / they / it	verb?
Can / Could	you / he...	not + verb?

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:

Positive	Negative	Interrogative
I / you / he / she / they / we must go now.	I / you / he / they / we must not / mustn't go now.	Must I / he / go now? When must I / you... go?

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 kms per hour.

2. Have Forms:

Positive	Negative	Interrogative
Zohra is a nurse. Sometimes she has to work on weekends.	Yasmine is a teacher. She does not have / doesn't have to / needn't work on weekends.	"Does Yasmine have to work on weekends?" "Yes, she does."

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.

Column A : Notions	Column B
Remote possibility	<p>In the near future, advertisements for fast foods will be banned, and health warnings will be written on then packages of processed food.</p> <ul style="list-style-type: none"> • In the near future, advertisements for fast foods might be banned and health warnings might be written on the packages of processed food.
Possibility	<p>The Algerian government will impose an eco-tax on polluting industries next year.</p> <p>The Algerian government may impose an eco-tax on polluting industries next year. —————> It is possible that the Algerian government will impose an eco-tax on polluting industries next year.</p> <p>Flavourings and colourings cause irritability and skin irritations.</p> <p>Flavourings and colourings may cause irritability and skin irritations . —————> It is possible that flavourings and colourings will cause irritability and skin irritations.</p>
Probability	<p>Most Algerian consumers will boycott products which are not environmentally safe soon.</p> <p>Most Algerian consumers will probably boycott products which are not environmentally safe. —————> It is probable / likely that most Algerian consumers will boycott products which are not environmentally safe.</p>
Certainty	<p>Food safety may be one of the major problems in the next decade. Food safety will (certainly) be one of the major problems in the next decade.</p> <p>In the future people might not eat as much processed food as they do now</p> <p>In the future people won't eat as much processed food as they do now.</p>

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**.

See Grammar Reference pp. 221 - 222

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 **si** 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 **breathe**' 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 **live**.

The art of **cooking** **requires** the use of garlic. Of course, the **eating** or consumption of garlic **is** generally not approved of. **Working** beside someone who has eaten garlic is as bad as **sitting** beside someone who smokes. But while **smoking** is definitely bad for you, there is no doubt that **eating** garlic is good for your health and your high blood pressure. We are likely to see more 'No **smoking**' signs, but we won't see an 'No **breathing**' signs for garlic eaters.

Cultivating and **exporting** garlic has become big business now that so many people use it for **flavouring** meat and for **making** medicine that reduces cholesterol. People often **buy** it when they do their **shopping**. **Being** a garlic eater is something to be proud of and shows 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.

Vocabulary Explorer

- 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.

consume – advertise – produce – promote – compete – react – oppose –
introduce – reject – treat – manage – farm – pay – commercialize

-er /-or	- tion	-ing	-ment
consumer	Consumption		
			Advertisement
producer	Production		
promoter	Promotion		
competitor	Competition		
reactor	Reaction		
opposer	Opposition		
introducer	Introduction		
rejector	rejection		
treater			Treatment
Manager		managing	Management
Farmer		farming	
payer			Payment
	commercialization		

, 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.

f 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.

See Grammar Reference pp. 212 - 215

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

above	as	down	past	until
across	with	on	opposite	
after	behind	from	than	within
against	below	in	through	without
along	between	into	to	
among	beyond	like	toward(s)	
at	during	round	up	

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:

according to	due to	by means of
along with	except for	in comparison with
as for	out of	in relation to
away from	owing to	in addition to
because of	up to	in connection with

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

afraid of	proud of	suspicious of	envious of
ashamed of	jealous of	conscious of	tried of
aware of	scared of	fond of	short of

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

angry with	annoyed with	bored with	delighted with
familiar with	furious with	pleasant with	satisfied with

E.g. *I'm delighted **with** my new camera.*

Adjectives + other prepositions

angry at	annoyed about	bad at	close to	different from
good at	hopeless at	interested in	keen on	similar to
sorry about	worried about			

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 be 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 team 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.*

Pronunciation and spelling

- **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.

advertise (v)	/ 'ædvətəɪz /	advertisement (n)	/ əd'vɜːtɪsmənt /
commerce (n)	/ 'kɒmɜːs / (n)	commercial (n)	/ kə'mɜːʃl / (n)
publicize (v)	/ 'pʌblɪsaɪz / (v)	publicity (n)	/ pʌb'lɪsəti / (n)

associate (v)	/ ə'səʊʃieɪt/ (v)	association (n)	/ ə,səʊsɪ'eɪʃn/
regulate (v)	/'regjuleɪt/ (v)	regulation (n)	/'regjʊ'reɪʃn/ (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.

f 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** /ʃədnt 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** /maɪt 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!

// 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.

Ø 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/ 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

***f* 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:



Language outcomes

- Using the present simple to describe a present state.
- Expressing hypothesis/condition using if-conditional type 1
- Expressing quantity with enough, too much, too many, etc.
- Expressing concession with though and although.
- Expressing cause and effect with because, as, etc.
- Forming adjectives by adding the suffix -y to nouns.
- Recognizing and pronouncing sentence stress
- Writing an expository article
- Prescribing a set of rules



FACT FINDING

▶ Getting started

30 mn

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?

ü

2. Do you think that advertising has contributed in any way to changing these habits? Explain.

ü

▶ Taking a closer look

60 mn

• 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

Statements	True	False
A. An insufficient amount of food can cause a loss of energy balance. (§1)	X	
B. Today people don't take the amount of exercise necessary for their energy balance. (§2)	X	
C. There are too many advertisements for unhealthy food. As a consequence,	X	

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

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 view points.

f **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.

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

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)

/fu:d/

/rɒŋ/

/enədʒi/

/i'nʌf/

/'eksəsəɪz/

/nəʊ/

/dɪfɪkəlt/

/rɪ'freɪn/

/pɪ:pl/

/bæləns/

/prɒdʌkts/

/ə'maʊnt/

/'kwɒntətɪz/

/əd'vɜ:tɪsmənts/

/'peərənts/

/ə'tenʃn/

/ɪk'spəʊzd/

/ʌn'fɔ:tʃənətɪv/

/əʊ'bi:sətɪz/

/əʊ'bi:s/

/'aʊvəweɪt/

/dɪ'veləpt/

/'kʌntrɪz/

/'wɜ:sn/

/'meɪʒəz/

/'mɒdn/

/'gʌvənmənt/

/ʌn'helθɪ/

/'sɪgə'rets/

/'wɜ:nɪŋz/

/'pækɪdʒɪz/

Around the text

Grammar Explorer I

30 mn

Consider the tenses used in the text above and answer questions A-B below.

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

A. The tense which is mostly used in the text is the present simple. Why?

ü 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.

ü

Have another look at **the present simple tense** in SE2 Grammar Reference. p.188.

The present simple tense

Form:

Affirmative	Interrogative	Negative
I /we/you/they/the children like fashion. He/she/the child likes fashion. The cat/it likes pet food.	Do I /we/you/they/ the children like fashion? Does he/she like fashion? Does the cat/it like pet food?	I /we/you/they/ the children don't like traditional clothes. He/she/it doesn't like traditional clothes. The cat/it doesn't like cold water.

Meaning and uses:

We use the simple present when we:

Ü talk about **habitual actions**. e.g., *I generally wake up at 7 on weekdays and at 8 at weekends.*

Ü talk about **permanent truths**. e.g., *Uncle Hassen works in a factory.*

Ü make future references to timetables. e.g., *The conference begins at 8.30 next Saturday.*

Ü **make declarations**. e.g., *I love you. I wish you full success.*

Ü **give instructions**. e.g., *You go straight ahead.*

Ü say **how often we do things**. e.g., *I regularly go for a check-up.*

Before he goes to work, he buys three or four pasteurised milk.

Pronunciation and spelling of the third person singular `s' in the simple present tense:

Spelling

Add **-s** to most verbs : live/lives, work/works/, eat/eats, run/runs

Add **-es** when the verbs ends in **-o**, **-s/-ss/-sh/-ch** and **-x**

wash/washes - kiss/kisses - watch/watches - go/goes - do/does - mix/mixes

If the verb ends in a consonant + **y** (- ry, ly, dy etc) change the **-y** to **-ie** before **s**.

apply/applies , try/tries, study/studies ...

Pronunciation

We pronounce **-s** as /s/ after voiceless consonants: /k/ cooks, /f/ coughs, /p/ drops, /t/ eats.

We pronounce **-s** as /z/ after all vowel sounds and voiced consonants: /b/ robs, /d/ reads, /g/ logs, /l/ travels, /m/ dreams, /n/ cleans, /v/ lives.

We pronounce **-s** as /ɪz/ after /z/ loses, /s/ passes, /ʃ/ pushes, /dʒ/ manages, /tʃ/ stretches and /ks/ mixes.

Grammar Explorer II

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**. It indicates that the author is just making a supposition.

- B. What do the two clauses which are not written in bold express?
 ✚ The two clauses which are not written in bold express **result** / **prediction**.
- C. Which of them are the main clauses and which are the subordinate clauses?
 ✚ The main clauses are: They won't get enough energy / They will put on weight.
 ✚ The subordinate clauses are: the clauses which start with **if**.
- D. Why are they called so?
 ✚ The main clauses can stand alone whereas the subordinate ones depend on the main clauses for their meaning.

Have another look at **the if-conditional** in SE2 Book. Pp.201-202

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** 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.)

future possibility	result
If it's sunny,	we'll go to the beach

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

If I ~~will~~ 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 their 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

countable nouns	uncountable nouns
a glass	water
an apple	milk
a pound	money
people	crowd

Asking and answering questions about quantity using countable nouns

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

• Possible answers:

There are **a lot of / lots of** people in the restaurant.

There are **many** people in the restaurant.

There are **a few** people in the restaurant.

There are **some** people in the restaurant.

There are **few** people in the restaurant.

There aren't **many** people in the restaurant.

There aren't **any** people in the restaurant.

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

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

some = a few

Asking and answering questions about quantity using uncountable nouns.

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

• Possible answers:

I have **a lot of / a great deal of** money in my pocket.

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

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

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

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

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

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

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

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

some = a little

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

- In **spoken English**, we usually use **a lot of/lots of** (with countable and uncountable nouns) in positive sentences, but in **written English** we often use **many** (countable nouns).
- We often use **much** in negative sentences (not in positive ones).
- **Little** and **few** (without **a**) are **negative**. They mean **not much, not enough**. The speaker is not happy about it.

enough - too much - too many

- When we want to say that we have a sufficient quantity of something, i.e. **as much** 'as needed' or **as many as needed** we use **enough**.

E.g. * There's **enough** (= *as much food as needed*) food for everybody.

* There are **enough** (= *as many as needed*) books for everybody.

- When we want to say that we have an **excessive quantity** of something, we use **too much** or **too many**.

E.g. * You put **too much** sugar in your tea.

* You have made **too many** mistakes.

Comparative and superlative forms of quantifiers

Quantifiers	Comparative forms	Superlative form
many	more - as many as	the most
much	more - as much as	the most
little	less - as little as	the least
few	fewer - as few as	the fewest

- **Examples: The comparatives and the superlatives of many and much.**

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

Note

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

- **Examples: The comparatives and the superlatives of little and few.**

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

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

- We can also use adjectives like **a smaller** + **quantity** / **amount** to replace **less**.

E.g. There is **a smaller quantity of** water in this well **than** in that one over there.

- The superlative forms of **little** is **the least**, but we can also use **the smallest** + **quantity**.

E.g. Kader has **the smallest amount of** money in his pocket.

- **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.

Grammar Explorer III

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.

ü

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.

ü

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

ü

- **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.**

Aim: pps turn cause clauses to result clauses with given link words.

- 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.

Vocabulary Explorer

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



TIPS

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)

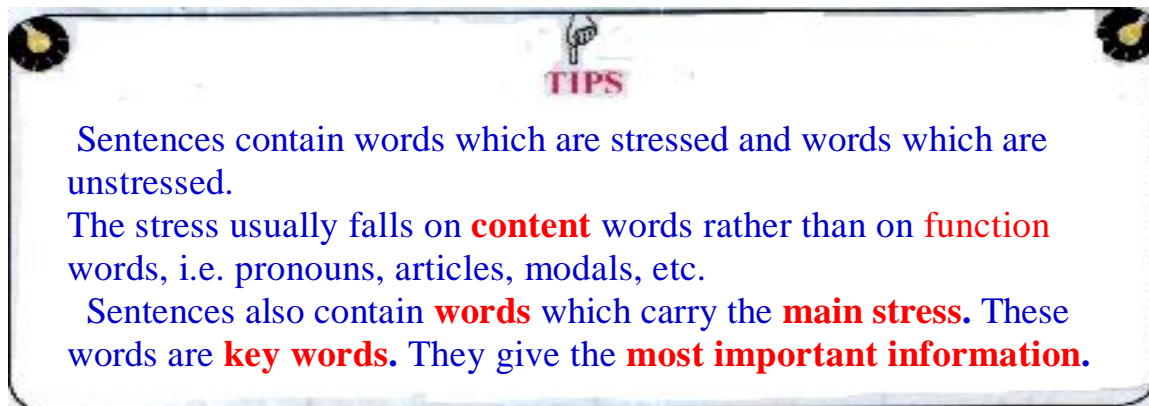
, **Make the text below meaningful by selecting the most appropriate word or phrase in brackets.**

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.



TIPS

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. Then 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.

f 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.

Ø 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 .

- 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

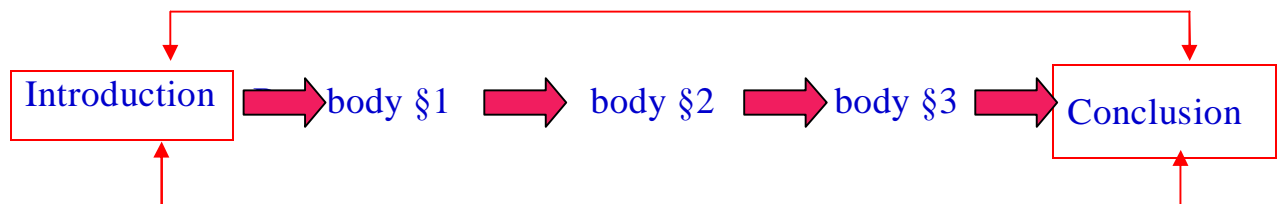
- poisoning of water sources; too little water to drink fruits and vegetables containing insecticide and chemical residues destruction of aquatic life ... (§1)
- children becoming hyperactive/lacking concentration at school; people developing allergies, suffering from food poisoning ... (§2)
- putting on eight developing diseases ... (§3)

, Select the ideas you think are relevant to the topic.

Aim:

***f* Write a first draft of your newspaper article. Organise it according to the diagram below. In your conclusion, try to suggest a solution to the problem.**

Aim:



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.

// Revise your essay and pass it to your partner for error checking.

Aim:

...Join a group and discuss how you can further improve your article.

Aim:

TAKE A BREAK

▶ A cartoon



Proverbs and sayings

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

- q It's no use crying over spilt milk.
- q Don't teach your grandmother to suck eggs.
- q Gluttony kills more than the sword.
- q You cannot make an omelette without breaking eggs.
- q 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.**

Pasta brands	Ingredients	Additives : Colourings, Flavourings, Preservatives	Energy content/ Nutritional value (in Kcals)
<i>Sim</i>			
<i>Panzani</i>			
<i>Barilla</i>			

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

Rule two: _____

Rule three: _____

Rule four: _____

- Present your rules to your classmates. Then, as a class, try to make a synthesis of the rules on a wallsheet, preferably with illustrations.



LISTENING AND SPEAKING U

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



WRITING UP

60 mn

▶ Before listening **15 mn**

- 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**

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

Aim: to .

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.

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

Coping

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 .

Coping

One way of putting forward an argument without sounding intolerant is to admit that there are arguments that differ from your own. Link words such as **while, although, though, despite the fact that** and **in spite of the fact that** are useful in doing this. Adverbs like **admittedly, undoubtedly, certainly** can also be used. E.g.
Argument: As far as I can tell, television offers few benefits for children.
Concession: (Admittedly) there is too much junk food advertising on TV these days and this makes TV viewing very undesirable; still you can't deny that some educational programmes are quite beneficial for them.

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

60 mn

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 brain storm ideas in a spidermap and explain justify one's decisions.

Coping

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

READING AND WRITING

Skills and strategies outcomes

- Skimming
 - Scanning
 - Persuading
 - Analysing and synthesizing
 - Writing an advert
- Writing a letter of complaint



ASSESSING

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

15 mn

► 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

45 mn

- **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.

Coping

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

Brand	Advertised item	Audience	The four expectations exploited	Your reaction
				Is the advert persuasive or not? Why?

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

- What type of pot do you need to use on the cooktop?
- What two things make this cooktop better than others?
- The picture shows a surface which is ready to boil water, but the person's hand is not getting burned. Can you say why?
- 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**

30 mn

• 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
- a promise of enjoyment
- reference to the local culture
- a catchy slogan
- an appeal to the environment issue

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

► Writing development

120 mn

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*

- q canoeing
 - q rockclimbing
 - q wind-surfing
 - q sailing
 - q hiking
- per day!*
We certainly won 't!
For eight days, neither windsurfing nor sailing offered !

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

- q one three-day camping expedition *We couldn't even*
- q two problem-solving activities *pitch the tents !*

`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 residential centre .

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

"Full !" Instead, they put us in a youth hostel, seven kilometres away. We never saw this place(no buses, no taxis).

Only facilities at youth hostel: table tennis. a pack of cards.

`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.)

Project outcome

Making a survey on the impact of advertising

Your survey should comprise the following:

q a questionnaire q a results form q diagrams q 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.

q 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*.

q 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.

q 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>

www.shoppingpage.us

www.ofcom.org

www.decisio.info

www.advertopedia.com

www.speedtv.com/speed/advertising

ASSESSMENT

Language assessment

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

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

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

, Tick (ü) 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.