

# **CONTENTS OF THE FIRST DISPATCH**

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## OFFICIAL SYLLABUS

### FUNCTIONS : - NARRATING

- Describing speculations about past events

### POSSIBLE INPUTS :

- **Past events** : historical, social, political, scientific.
- **Extract from a novel about** :
  - Apartheid.
  - Black people in North America.
  - Industrial revolution.
- **Natural phenomena** :  
e.g : Earthquakes, floods, etc

### LANGUAGE FORMS :

- **verbs** : stem + ed
  - \* had + stem + ed
  - \* was / were + stem + ing
- **Time clauses** : when, while, after, before, as soon as, just as + clause  
e.g : ..... Kunta was passing near the bar when he spotted a thick iron wedge
  - \* After, before, while + stem + ing :  
e.g : While sailing through the Mediterranean sea, the explorers did research into the effects of pollution on marine life
  - \* No sooner had + stem + ed than  
e.g : No sooner had arrived there than the islands were hit by a hurricane.

Conditional type III :

c.g .: If they had stayed under cover, they, wouldn't have been shot.

**FUNCTIONS**:\_reporting-deducing/drawing                      onclusions-    accusing  
/denying

**POSSIBLE INPUTS** : - Reporting an investigation into a social and economic problem or crime.  
- Proceeding in a tribunal.  
- Description of a trial c.g. : Diary of Angela Davies,

**LANGUAGE FORMS:**

- **Verbs** : Stem + ed.  
 had + stem + ed.  
 was / were + ing  
 Is / Are.  
 There is / there are.  
 has / have + stem + ed

**- Deducing :**

- \* Must have + stem + ed.  
 Could'nt have + stem + ed
- c.g : He must have hidden the weapon.  
 at could'nt have been her because she was at my house all day.
- \* Markers : therefore - thus - so-consequently

**Reporting questions :**

He asked	if .....
He wondered	what.....
He wanted to know	when .....
he tried to find out	who .....

c.g : the police wanted to know what he had done the night before

Denying : \* Deny, claim, insist.  
 \* Certainly not.

c.g : He denied stealing the money.  
 He insisted that he had nothing to do with the robbery.

**- Purpose clauses :**

So that In order that	}	+	could would might	}	+ Stem.
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**FUNCTIONS:** **DESCRIBING** : Planning - Predicting -  
 Expressing probability

- POSSIBLE INPUTS** : Describing a project :
- \* Scientific research.
  - \* Space exploration .
  - \* Solar energy.
  - \* Medical discoveries / inventions.

- \* Human / social achievements by the year 2000 (futurology)
- \* Reform to the Algerian educational system.
- \* Promotion of agriculture in Algeria.

**LANGUAG FORMS : Verbs : Stem (s).**

Is / are.  
 there is / are.  
 has / have.  
 has / have + stem + ed.  
 will + stem  
 is to + stem

e.g. : Tanzania is to sell Algeria \$ 75 million of agricultural and industrial goods in a government to - government agreement.

**- future perfect simple : will have + stem + ed.**  
 e.g Scientists predict that in 20 years we will have improved methods of prevention of heart diseases.

Passive in the present simple\_continuous :  
 Is / are being + stem + ed  
 c.g : Old buildings are being restored.

- Modals in the passive :

could	}	be + stem + ed.
would		
might		

e.g .: The traffic policies would be extended to favour cyclists and public transport users.  
 Will have to be + stem +ed.  
 e.g : Delivery schedules to commercial permits will have to be tightened up.

**- Expressing propability :**

\* **Modals :**      might }  
                              could } + stem

e.g ..... In the future anyone on earth could glean  
the information stored in a satellite.

- Adverbs ; likely - unlikely - possibly - probably-ete

**FUNCTIONS :** Past process.

**POSSIBLE INPUTS :** - How things were made in the past.

e.g : Printing

- Olive oil making.

- How things used to be done.

e.g. : Irrigation .

Coal-mining.

**LANGUAGE FORMS :** - Verbs : - Stem + ed.

was / were + stem + ed.

e.g : the flat pages of printing type were pushed  
by steam power.

Had been + stem + ed.

e.g. : the whole process was repeated until the  
desired thickness had been built up

- **Sequence markers** : first, then, next, finally.

- Time markers : x ..... years ago.

In 1880 In the 18<sup>th</sup> century.

Relative clauses : where, which

( defining and non defining)

\* Defining which : e.g. : then the grain was piled in to forma  
mound which was covered with straw.

\* Non ddefining which :

e.g Cristal whiteness could be given by adding an oxide of  
manganese, which came to be known as glass makers soap.

Result clause :

e.g Root foods and grains were spread in the sun until most of  
the moisture had evaporated.

Expressing means :

c.g : the first glass vessels were made by winding threads of hot  
molten glass.....

**FUNCTIONS** : Making hypotheses.

**POSSIBLE INPUTS** : - Describing / making hypotheses about past events, things, places e.g . Origin of life.  
The earth flight.  
- Tentative explanations of mysterious happenings.

**LANGUAGE FORMS / Verbs** : Stem (1)

Has/ have/ + stem +ed.

Stem + ed.

There was / there were + stem were.

Was / were + stem + ed

**Marking hypotheses :**

May  
might  
could } have + stem + ed.

e.g : The muscles of the archaopteryx's could have attached to the wishbone, even though the bird had no keel.

May  
Might  
Could } have been + stem + ed.

c.g . : the first wings might have been employed to catch insects

**Adverbs** : Presumably, probably, may be, perhaps, apparently; may be, apparently, almost, certainly.

2.g : May be the archaopteryx's ancestors used their wings for balance rather than lift.

**- Tentative explanation :**

·To seem }  
appear } to have + stem + ed.

·To suggest that....; Is / are thought }  
believed } to.....

·It seems }  
appears } that.....

c.g The animals appear to have perished by drowning

**FUNCTION** : Comparing / contrasting.

**POSSIBLE INPUTS** : - Species : man and ?

- Geographical areas / economies
- ways of life / customs.
- scientists and + their achievements.
- People / characters.
- Evolution of family life ( size, nature,....)

**LANGUAGE FORMS** : - **Verbs** : Describing in the present :

Stem (s)

Is / are.

has/ have.

here is / there are

Describing in the past :

Stem + ed

Was / were

Had

There was / there were.

**-Superlatives** : the least the most, the furthest

e.g : . . . . . This method is the least expensive.

**Quantifiers** :

all, most, some, a few ..... ( of ), others.

e.g : Most animals crave when they're short of it . . . .

Some people by contrast, crave salt all the time while others never want it.

As many }  
much } . . . . . as

e.g . : By the end of this century, Etiopia will have as many peoples Britain

**SIMILARITIES** like both, similarly , likewise , in the same way .  
e.g. : Both men and apes have large brains,  
compared to their bodies.

**DIFFERENCES** Likewise , neither has a toil.  
unlike while, whereas, On the other hand, howeve,  
n evertheless, in contrast, neither oples nor any other  
animals

possess this secret,  
eg : Man has possessed the secret of making fire for thousands of years.  
In contrat, neither apes nor any other animals possess this secret )

**- Stare or habit in the past :** used to/would.  
e.g : pirates used to / would bury  
their treasure.

**FUNCTION :** Instructing.

- POSSIBLE INPUTS :** - Travel regulations.  
- Immigration Acts  
- Youth hostel regulations.  
- Highway code.  
- Holiday camp regulations.  
- school regulations.

**LANGUAGE FORMS :**  
- **Verbs :** Stem (1)  
Is / are  
Is / are + stem + ed.  
has / have.  
will be + stem + ed.

**- Modals in the passive :**

Should	}	be + stem + ed.
can		
may		
Must		

e.g All foreign currency and precious metals brought into Algeria must be declared.

A dog or a cat should not be embarked for the voyage to Britain until the owner has been given the number of the landing licence.

**- Expressing obligation :**

- It is necessary to .....
- It is essential that .....
- It is strictly forbidden to .....
- to be required to .....

e.g You are required to make currency declaration at the customs office at your point of entry.

It is strictly forbidden to bring any of the following items into Algeria :  
 alyugs,weapons,etc.

**condition :** If, only if, unless, provided that.

Parties of tourists and cultural and sporting groups can travel on a Collective passport provided that all members of the party are of the same nationality.

No deposit can be returned unless the vacancy caused by cancellation can be filled.

**Reduced relative clauses :**

e.g Visitors permanently resident outside Europe are allowed to take with them .....

Students travelling from other towns should inquire at their local railway or coach station.

the fares quoted in this programme are correct at the time of going under press.

**FUNCTION** : Eliciting and expressing opinion - Arguing .

**POSSIBLE INPUTS** : - Development issues.  
- Nuclear weapons.  
- Space research.  
- women and work  
- Sporting spirit.  
- Medical research.  
- Death penalty.  
- co-education.  
- Mass media, etc ....

**- LANGUAGE FORMES :**

**- Verbs :** - Stem (s)  
- Is/are.  
- has / have.  
- there is / there are.

**Eliciting opinions :**

What do you think of ? . . . . .  
What's your opinion on / about . . . . .  
How do you feel about / against . . . . ?  
Don't you think that ? . . . . .  
Are you in favour / against . . . . ?

**- Expressing opinions :**

I think . . . . .  
I believe . . . . .  
In my opinion . . . . .  
I'm in favour / against . . . . .  
I agree / I don't agree . . . . .

**- Discourse connectors :**

- \* Addition : also, in addition to, moreover, besides, furthermore.
- \* Contrast : but, however, on the other hand, although, though, yet.
- \* Cause because, for, since, as.
- \* Result : Therefore, as a result, consequently, thus, because of this.
- \* Condition : if, provided that Unless, as long as.
- \* Intensification : On the contrary, in fact, as a matter of fact

**Explanation** : that is, in other words, .....

**Exemplification** : For instance, for example, such as

**Order of ideas** : First, secondly, thirdly, lastly, finally, next.

**Complex prepositions** : according to, as for, due to except for, owing to,  
Along with

**Phrases :**

**- Introduction markers :**

- \* To begin with ....
- \* In this section we shall look at .....
- \* By way of introduction .....
- \* The purpose of this essay is .....

**- Importance markers :**

- \* It is essential to realize that .....
- \* It is well worth noting that .....

**- Summary makers :**

- \* To sum up .....
- \* Briefly, we can say that .....
- \* more concise terms, this means .....
- \* be brief ..... / To be short .....

**- Conclusion markers :**

- \* It is clear from all I have said before .....
- \* Finally, you can see that .....

**- Discussion markers :**

- \* On the one hand .....on the other hand .....
- \* I admit / one must admit that .....
- \* I'm opposed to .....
- \* One of the advantages is .....
- \* It can't be denied that .....

**FUNCTIONS :** Making request.

**POSSIBLE INPUTS :** - Business letter.  
- Personal letter.  
- Dialogue / Conversation.

**LANGUAGE FORMS :**

<b>Expository</b>	<b>Spoken</b>
<ul style="list-style-type: none"> <li>- I should be grateful if you would send me your book list of .....</li> <li>- we should appreciate you sending us immediately a wide choice of samples.</li> <li>- Perhaps you could also let me know your terms of business</li> <li>- Would you please send us .....</li> </ul>	<ul style="list-style-type: none"> <li>- Can you spare a moment please</li> <li>- I think it is a shame to .....</li> <li>I'm sorry to have to say this but.....</li> <li>- I'm sorry to trouble you but ....</li> <li>- Look, I'm sorry to trouble you, but .....</li> </ul>

**FUNCTIONS:** Apologizing

- POSSIBLE INPUTS :**
- Business letter
  - Personal letter
  - Dialogue / Conversation.

**LANGUAGE FORMS:**

<b>Expository</b>	<b>Spoken</b>
<ul style="list-style-type: none"> <li>- I must write to apologize for the way I behaved at your party Last night.</li> <li>- We are sorry to inform you that we stopped production of fruit Juices.</li> <li>- you do apologize for .....</li> <li>- I'm extremely sorry that the order so late. Please accept apologies for any ..... caused by delay.</li> </ul>	<p>1</p> <p>I just don't know what to say.</p>

## GENERAL RECOMMENDATIONS

### You will need :

- a note book ( 120 ) pages )
  - an English dictionary
  - a pen, a ruler, a pencil and a rubber.
  - Work regularly It is better to study half an hour a day than 5 hours one day, and nothing the rest of the week.
  - If you can, work with friends !
  - follow the instructions in the booklet very carefully.
  - keep the book, you will need it later. wish to redo certain activities later.
  - Learning is thinking : so think before you answer. think before you write.
- Think  
when you compare your answers with the key. You can discover by yourself how language works.
- Always re-read you can correct many mistakes
  - Timing is suggested for each unit. Follow it .
  - When you finish a unit, look again at its objective, can you do the things mentioned in the objective ? If the answer is no, do the unit again.
  - Give yourself marks for each, activity. See if you ,are making any progress. Read the " special advice " page 16 very carefully.
  - Copy all the reading passages on your copy book.

## SPECIAL ADVICE

### GETTING READY:

The aim of these parts is to introduce you to general topics. The questions are to be answered orally. Preferably in English, otherwise in Arabic. You may, if you wish, make a few quick notes. The key does not always contain the answer because this section refers to your personal experience, your familiar environment, your opinion.

### ACTIVITIES : ( related to the text )

Before reading the passage, look at the title ( what does it suggest to you ?), the pictures

( when they exist ), the lay out or presentation ( Is it a letter? a dialogue? Is it an advertisement ? etc ...)

- Try to get a rough idea of what the text is going to be about from the 3 elements above.

- Read the instructions carefully and follow them.

- Read the text quickly a first time to get a general idea of the contents.

- Read a second time more slowly without being disturbed or stopped by the words which are new to you.

what to do with difficult words ? we recommend the following technique:

Ignore the difficult word: Imagine it does not exist. See if you can understand the general sense of a sentence without being disturbed by the words.

b. Look in the context ( the words that come before or after the new word) to guess its general sense.

A number of difficult words or expressions are explained later, either immediately afterwards or elsewhere in the passage.

c. Read on and revise your guess.

- In any case be satisfied with approximation.

No need to have an exact definition of the new word (s).

d. If nothing works, look up the word in a dictionary.

- Read the question related to the text : first quickly then carefully. ( Réécrire toute cette phrase ).

- Go back to the text and locate the words, phrases, sentences or paragraphs which contain the answer.

## **CONCENTRATION IS NEEDED**

- Write the answers in note - form, in pencil, on rough paper.
- Go through the questions and answers, compare them with the key.

## **ACTIVITIES : ( Others ) .**

- Read the instructions carefully.
- If an example is given, study it well.
- Do the activity set.

Read your answers again.

- Compare your answers with the key.

## **PATTERN SUMMARY - USE OF ENGLISH :**

The aim of these parts is to provide you with a format grammatical or function pattern, to give you the rules.

Before looking at them, try to draw your own rules.

## **LEISURE TIME :**

This part contains games quizzes, puzzles, we hope you will find them a pleasant refreshing change and use too: they reintroduce some words used in the unit.

## **KEY :**

This part aimed at **SELF - CORRECTION AND SELF - EVALUATION**. All the activities in each unit are followed by suggested answers at the end of the unit.

when you have finished the activity or activities concerned when you have read your answers again, AND you are satisfied with your own answers.

**THEN, AND ONLY THEN** can you compare your answers with those suggested in the key.

If your answers are correct, give yourself a good mark

If you are not satisfied, ask yourself **WHY ? WHAT WAS**

**WRONG ?** then do the same activity again, 2 or 3 days later.