

Departement of architecture.

COURS EN LIGNE

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M1 Students

LECTURE 1

Architecture is the designing and construction of building, it is the creative process behind buildings, houses, and other structural development. This is a fancy term for design creation that can be modern in detail. There are designs that help highlight the past, present, and future engineering concepts that help shape the world we all live in. Other elements related to architecture include construction, engineering, and landscaping. Concepts from remodeling to historical designs and time periods play a role in how structures are designed and created.

It is made up of different concepts that help skilled individuals build and create works of art suitable for living and working in. An example includes understanding the significance of symmetry, design, and proportion. There is a level of mathematical intuition one should be familiar with when designing buildings and tall structures. Architecture has evolved over the years based on earlier creations that are seen as historical elements in today's society. Now, people can use basic elements of architecture to create their dream home, travel, and even admire the works of highly skilled architects from the past and present.

I-Reading Comprehension :

1-Answer the following Questions from the text :

- What is Architecture ?
- What do designs do ?
- What are the elements related to Architecture ?
- Why do people use these elements ?

2- Answer with True/False :

- Mathematics is not necessary for architects.
- Architecture is an art.
- Architecture is a creative work.

II- Vocabulary :

1-Find in the text words closest in meaning to

- Adapted =
- Procedure =.....

2- find in the text words that are opposte in meaning to :

a) Ancient ≠

b) Similar ≠.....

III- Master of Language :

Grammar

1-Make these sentences in the passive voice :

- a) Architects decide the size and the shape of the building.
- b) the Roman architecture impressed me .
- c) Architects projected huge places
- d) Public buildings have possessed many features of Roman Architecture.

2- Fill in the gaps with the appropriat word :

Drafting – Architecture – University – Buildings – Attractive- Architect – Plans.

An is a person who designs and preparesto give to a builder. What he or she designs is called Architect makes drawings with pencil and computer, and this is also called..... They must go to..... and learn how to make a building's structure safe so that it will not collapse. They should also know how to make a building..... , so that people will enjoy using it.

Essay :

- **Translate the following paragraph from English to French.**

Architecture has evolved over the years based on earlier creations that are seen as historical elements in today's society. Now, people can use basic elements of architecture to create their dream home, travel, and even admire the works of highly skilled architects from the past and present.

Lecture 2

FORMAL AND INFORMAL ENGLISH

Working out when to use formal language and when to be informal is a big part of mastering a language.

In English, formal language is used in situations that are more serious, for example when you're in a job interview or emailing your university professor. It can also be used when you're speaking to someone you don't know very well and want to make sure you sound respectful.

Informal language is used in more relaxed, everyday situations. Of course, this includes conversations with friends, family and other people you know well. Unlike many other languages, though, most English speakers tend to use informal language with people they've just met, too.

In fact, if you start a conversation with someone on the train or speak to someone working in a shop, they will usually find it strange if you use very formal language!

But what's the difference between them?

Formal English uses longer, full sentences and perfect grammar. Often, there are lots of sub-clauses to explain details, and few unnecessary words.

For example, if you were describing a trip you went on in a formal context such as an essay, you might say something like:

“Last week, my sister and I took the train to Brighton, a popular seaside town in the South of England. Although it's a pebble beach, and despite the cloudy weather, the beach was crowded with sunbathers and families. One group nearly lost their picnic when a strong wind blew their blanket and paper plates away.”

On the other hand, if you were telling the same story to a friend, you would be more relaxed about your grammar. You might use short or broken sentences, everyday phrases or slang, and plenty of delaying, qualifying or correcting expressions. For example:

“Oh, did I tell you me and my sister went to Brighton last week? We got the train down, it was really fun. I mean, it was really cold and there's no sand, just, you know, stones, but it was still pretty good. All these people were trying really hard to sunbathe and have picnics and stuff, and then there was this, like, big gust of wind and all the plates and blankets were flying everywhere. So funny!”

We use formal English much more often when we're writing and use informal English much more when we're speaking, but that isn't *always* the case.

For example, you would use more formal language when you're giving an academic presentation or speech, and you would use informal language when you're writing a message to friends.

If you're unsure whether you should be using formal or informal language in a conversation, especially when you're talking to someone older than you, or in a work situation, pay attention to how they speak to you and try to do the same. If you're emailing or writing to someone and you're not sure, it's a good idea to use formal language. This makes sure that you always sound polite and professional.

ACTIVITY:

1) Say if these sentences are written with Formal or in Informal language

Hi Toney, it's Sam! What's up man?

- a. Dear Madam; am very glad to accept me for the interview.....
- b. Ahmed writes an email to the head office of the bank.....
- c. Are you free this afternoon? Am going to invite you into a lunch.....
- d. I'm so happy to hear from you guys, it's such a nice day. Thank you.....
- e. Pleased to know you're coming next week. I'll come and pick you up at the airport.....

Lecture 3

ACTIVE AND PASSIVE VOICE

Sentences can be active or passive. Therefore, tenses also have "active forms" and "passive forms." You must learn to recognize the difference to successfully speak English.

Active Form

In active sentences, the thing doing the action is the subject of the sentence and the thing receiving the action is the object. Most sentences are active.

[Thing doing action] + [verb] + [thing receiving action]

Examples:

Passive Form

In passive sentences, the thing receiving the action is the subject of the sentence and the thing doing the action is optionally included near the end of the sentence. You can use the passive form if you think that the thing receiving the action is more important or should be emphasized. You can also use the passive form if you do not know who is doing the action or if you do not want to mention who is doing the action.

[Thing receiving action] + [be] + [past participle of verb] + [by] + [thing doing action]

Examples:

Active and Passive Overview

| Tense | Active | Passive |
|----------------------------|--|--|
| Simple Present | Once a week, Tom cleans the house. | Once a week, the house is cleaned by Tom. |
| Present Continuous | Right now, Sarah is writing the letter. | Right now, the letter is being written by Sarah. |
| Simple Past | Sam repaired the car. | The car was repaired by Sam. |
| Past Continuous | The salesman was helping the customer when the thief came into the store. | The customer was being helped by the salesman when the thief came into the store. |
| Present Perfect | Many tourists have visited that castle. | That castle has been visited by many tourists. |
| Present Perfect Continuous | Recently, John has been doing the work. | Recently, the work has been being done by John. |
| Past Perfect | George had repaired many cars before he received his mechanic's license. | Many cars had been repaired by George before he received his mechanic's license. |
| Past Perfect Continuous | Chef Jones had been preparing the restaurant's fantastic dinners for two years before he moved to Paris. | The restaurant's fantastic dinners had been being prepared by Chef Jones for two years before he moved to Paris. |
| Simple Future will | Someone will finish the work by 5:00 PM. | The work will be finished by 5:00 PM. |
| Simple Future be going to | Sally is going to make a beautiful dinner tonight. | A beautiful dinner is going to be made by Sally tonight. |
| Future Continuous will | At 8:00 PM tonight, John will be washing the dishes. | At 8:00 PM tonight, the dishes will be being washed by John. |

| | | |
|--|--|--|
| Future Continuous be going to | At 8:00 PM tonight, John is going to be washing the dishes. | At 8:00 PM tonight, the dishes are going to be being washed by John. |
| Future Perfect will | They will have completed the project before the deadline. | The project will have been completed before the deadline. |
| Future Perfect be going to | They are going to have completed the project before the deadline. | The project is going to have been completed before the deadline. |
| Future Perfect Continuous will | The famous artist will have been painting the mural for over six months by the time it is finished. | The mural will have been being painted by the famous artist for over six months by the time it is finished. |
| Future Perfect Continuous be going to | The famous artist is going to have been painting the mural for over six months by the time it is finished. | The mural is going to have been being painted by the famous artist for over six months by the time it is finished. |
| Used to | Jerry used to pay the bills. | The bills used to be paid by Jerry. |
| Would Always | My mother would always make the pies. | The pies would always be made by my mother. |
| Future in the Past Would | I knew John would finish the work by 5:00 PM. | I knew the work would be finished by 5:00 PM. |
| Future in the Past Was Going to | I thought Sally was going to make a beautiful dinner tonight. | I thought a beautiful dinner was going to be made by Sally tonight. |

Passive and active voice activity:

1. He teaches English. / English by him.

taught

is taught

was taught

2. The child is eating bananas. / Bananas by the child.

are eaten

are being eaten

have been eaten

3. She is writing a letter. / A letter by her.

is written

is being written

has been written

4. The master punished the servant. / The servant by the master.

is punished

was punished

has punished

5. He was writing a book. / A book by him.

was written

had written

was being written

6. Who wrote this letter? / By whom?

was this letter written

was this letter being written

had this letter written

7. Somebody cooks meal every day. / Meal by someone every day.

is cooked

has cooked

is cooking

8. He wore a blue shirt. / A blue shirt by him.

wore

was wore

was worn

9. May God bless you with happiness! / with happiness.

May you blessed

May you be blessed

May blessed you be

10. They are building a house. / A house by them.

is built

is being built

was built

11. I have finished the job. / The job by me.

has finished

has been finished

is finished

12. I sent the report yesterday. / The report yesterday.

is sent

was sent

had sent

LECTURE 4

Some 'rules' of word stress:

There are patterns in word stress in English but, as a rule (!), it is dangerous to say there are fixed rules. Exceptions can usually be found.

- Here are some general tendencies for word stress in English:

| Word | Type of word | Tendency | Exceptions |
|-----------------------------|---|---|--------------------|
| apple table happy | two-syllable nouns and adjectives | stress on the first syllable o o apple | hotel lagoon |
| suspect import insult | words which can be used as both nouns and verbs | the noun has stress on the first syllable o o "You are the suspect !" the verb has stress on the second syllable o O | respect witness |

| | | | |
|-----------------------|----------------|--|--|
| | | "I suspect you." | |
| hairbrush football | compound nouns | fairly equally balanced but with stronger stress on the first part o o hairbrush | |

How I help my students

Students can be alarmed when they meet words which are similar but have different stress patterns:

O o o O oo O o o o o O o

equal equality equalise equalisation

A useful thing you can do is to help students see connections with other word families. Patterns can usually be found, for example:

O o final
neutral

o O oo finality
neutrality

O o o finalise
neutralise

o o o O o finalisation
neutralisation

There are some recognised differences in word stress which depend on the variety of English being used, for example:

o o O o Caribbean aluminium (British
English)

o O o o Caribbean aluminum (American
English)

These differences are noted in good learner dictionaries. If words like these come up in class, point them out to students. Ask if there are similar cases of differences in word stress in their own language - this will heighten awareness and interest.

In the classroom

- Raise awareness & build confidence

You can use the same questions with your students that I have used in this article. These will help to raise the students' awareness of word stress and its importance. Some learners love to learn about the 'technical' side of language, while others like to 'feel' or 'see' the language more, hearing the music of word stress or seeing the shapes of the words. Try to use a variety of approaches: helping students to engage

with English in different ways will help them in their goal to become more proficient users of the language. Build students' confidence by drawing their attention to the tendencies and patterns in word stress that do exist.

- Mark the stress

Use a clear easy-to-see way of marking stress on the board and on handouts for students. I use the big circle - small circle (O o) method. It is very easy to see and has the added advantage of identifying the number of syllables in the word, as well as the stressed syllable.

Students also need to be aware of the way dictionaries usually mark stress - with a mark before the stressed syllable, e.g. 'apple. By knowing this, students will be able to check word stress independently.

- Cuisenaire rods

These different sized, small coloured blocks are great for helping students to 'see' the word stress. The students build the words using different blocks to represent stressed and unstressed syllables. (Children's small building blocks are a good substitute!)

- Integrate word stress into your lessons

You don't need to teach separate lessons on word stress. Instead, you can integrate it into your normal lessons. The ideal time to focus students' attention on it is when introducing vocabulary. Meaning and spelling are usually clarified for students but the sound and stress of the word can all too often be forgotten.

Quickly and simply elicit the stress pattern of the word from the students (as you would the meaning) and mark it on the board. Drill it too!

Students can use stress patterns as another way to organise and sort their vocabulary. For example, in their vocabulary books they can have a section for nouns with the pattern **O o**, and then a section for the pattern **o O**. Three syllable words can be sorted into **O o o** (Saturday, hospital) and **o O o** (computer, unhappy).

Remember what I noted before: The more times students mentally engage with new vocabulary, the more they are likely to actually learn it. Engaging students through word stress helps to reinforce the learning of the words.

- Troubleshooting

Initially, many students find it difficult to hear word stress. A useful strategy is to focus on one word putting the stress on its different syllables in turn. For example:

o o O computer O o o **computer** o O o computer

- Say the word in the different ways for the students, really exaggerating the stressed syllable and compressing the unstressed ones. Ask the students which version of the word sounds 'the best' or 'the most natural'.

By hearing the word stressed incorrectly, students can more easily pick out the correct version.

A personalised and effective way of getting students to hear the importance of correct word stress is by using people's names as examples. I introduce word stress with my name:

- "How many parts/syllables are there in my name?"
- "Which is the strongest - the first or second?"
- "Is it **Em**ma or Em**ma**?"

Then you can question students about their own names - this will give them a personalised connection to the issue of word stress, with a word they will never forget!

Conclusion:

Any work on aspects of pronunciation can take a long time to show improvements and be challenging for both the students and the teacher.