GETTING READY:

A good percentage of the population in Algeria is represented by youths. Are they all busy doing something throughout the year? Do they all go to school, or university or have a job? No, of course not. What happens when young people have nothing to do and nowhere to go? ... They usually get into trouble. John Brown a youth got into trouble. In the following text, he tells us about it.

ACTIVITY 2.1.

Read the text, and put the following main ideas in the correct order.

A. The father's reaction.
B. The child's feelings.
C. The authorities' reaction.
D. The destruction of the hut.
E. The farmer's reaction

THE HUT INCIDENT

I remember the very first quarrel I had with my father. I got into trouble with the police. I was with a few friends and we went into a field and started breaking down a sort of little hut. We would play on it and generally pull it to pieces, quite harmlessly. All my friends would do this and one day I was pulling bits of wood off when suddenly from out of nowhere came a farmer carrying a shotgun. He had a dog with him, and one of his assistants. They grabbed the three of us and bundled us onto a car and took us off to the nearest police station and we were charged. My father went up to see the farmer that night, after he had heard about it, and tried to get him to withdraw the charge. They all went down to the police-station, and they said, "well we're terribly sorry but we can't," and I had to go to court about a week later. I was eleven at that time. My father was very upset. From then onwards I've always found it difficult to communicate with my father. I don't think he has ever forgiven me for that first incident.
**ACTIVITY 2.2.**

A. Read the text again and complete the following table:

<table>
<thead>
<tr>
<th>TIME</th>
<th>SUBJECT</th>
<th>VERB</th>
<th>OBJECT</th>
<th>PLACE</th>
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</thead>
<tbody>
<tr>
<td>One day,</td>
<td>my friend and I</td>
<td>went</td>
<td></td>
<td>into a field.</td>
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<tr>
<td></td>
<td></td>
<td>started breaking</td>
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<td>bundled</td>
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<td></td>
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<td>were charged</td>
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</tbody>
</table>

B. now that you have completed the table, use the information to write a brief story of the incident using connectors.
Start like this:

One day my friends and I went into a field. .......

**ACTIVITY 2.3.**

Imagine you are the farmer, report the incident to the police. Your version of the incident is different from John Brown's version. He is exaggerating the facts.

The introduction and the conclusion are provided. Read them and complete the report taking into consideration the exaggeration of the facts. The names of the other boys are Paul Griffith and Peter Smith.

**Sunday, September 27th**

It was 2 o'clock in the afternoon. For more than a week I noticed that my shed was being seriously damaged. Every morning I would find wood lying on the ground so I decided to keep watch.
My shed is completely ruined and it will undoubtedly cost me hundreds of pounds to get it repaired. These little hooligans deserve strict punishment.

GETTING READY

John Brown narrated the hut incident. Now a B.B. C. talk producer is asking him a few questions.

Can you predict in what way this incident affected the father's and the child's behaviour.

Now read the interview and check whether your guesses were true.

INTERVIEWER : How old were you then ?

JOHN BROWIN : I was 11. My father was very upset. From then onwards I've always found it difficult to communicate with my father. I don't think he has ever forgiven me for that first incident.

INTERVIEWER : You said you feel alienated from that age. Was this a very conscious feeling ? Did you feel at the age of 11 or 12, " I'm different from other boys " ?
JOHN BROWN: I did. I can remember isolated incidents, especially when I was 14 or 15, at grammar school, when I felt completely different from everybody else. I had three or four very close friends in grammar school, and I was too embarrassed to bring them home.

DEALING WITH UNFAMILIAR WORDS:

1. quarrel: fight.
2. harmlessly: with no hidden aim or purpose
3. grabbed: took violently
4. bundled: put by force
5. were charged: had to go to court

ACTIVITY 2.4.

Now read the interview again and tick (X) the phrases corresponding to the father's and son's reactions and feelings in the appropriate column.

<table>
<thead>
<tr>
<th>Feelings / REACTIONS</th>
<th>FATHER</th>
<th>CHILD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. was upset</td>
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<tr>
<td>2. didn't forgive him</td>
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<td></td>
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<tr>
<td>3. found it difficult to communicate with him</td>
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<tr>
<td>4. felt alienated</td>
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<td>5. felt different from others</td>
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ACTIVITY 2.5.

Use the table in ACTIVITY 4. (refer to the keys) to label the following diagram. The arrows symbolize the father's and son's reactions.
ACTIVITY 2.6.

Using the table in ACT. 4 and the diagram in ACT.5 (you can refer to the keys) write a short paragraph (2 or 3 sentences). The following sequence markers can be used.
after - from then on - since then - after that ...

GETTING READY:

From all that you have studied about the incident, the father's feelings and reactions;

* What kind of personality features would you attribute to the father?
* Can you imagine what personality features could the mother have?

Think of some adjectives that can qualify the father's and the mother's personality features.

Then read the rest of the interview and check whether your guesses were true.
* How many adjectives in your list correspond to the ones in the interview?

INTERVIEWER: Can you explain to yourself now the basis for the difference between you and your father? What is it?

JOHN BROWN: He was very intelligent and he was brought up in a very hard way. His father died quite early and he was pushed into the Navy instead of going to College. Having been in the Navy for so long and having come from a background where mother is the main influence, he is very, very rigid and authoritative; and he bases such ridiculous arguments
on my behaviour, things about manners, politeness, haircuts, instead of important things.

**INTERVIEWER** : What about your mother? Is she authoritative like your father?

**JOHN BROWN** : My mother is somehow the complete opposite of my father; she is well-balanced and never worries about anything for very long; she is a very good mother and a very good wife. I suppose that is the reason I get on "well" with her; she doesn't tell me what to do very much, although we have arguments.

**INTERVIEWER** : Why wasn't your mother sufficient to keep you respectable?

**JOHN BROWN** : I think I needed the authority, or at least the friendship of a father for me to come through without getting into trouble; but I had no sort of guiding hand from my father after the age of eleven.

**ACTIVITY 2.7.**

Read the second part of the interview and fill in the following table with the mother's and father's personality features (use adjectives).

N.B Some of the adjectives have to be worked out.

<table>
<thead>
<tr>
<th>FATHER</th>
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</table>
"I'm thinking of leaving home—Have you any stupid, unhelpful middle-aged comments to make?"

**WORD STUDY**

Study the following example:

* A **rigid** person exhibits the following characteristics:

1. He / she is usually **hard to convince**.
2. He / she **never changes his / her mind**.

So we can define a **rigid** person as:

1. a person who never changes his / her mind
2. or a person who is usually hard to convince.

Now, in the same way, give definitions for the following adjectives:

1. good
2. mean
3. authoritative
4. well-balanced
5. understanding

**ACTIVITY 2.8**

Choose the appropriate word from the list and fill in each gap so that the text makes sense.

a. youth b. wrong c. than d. think e. same f. misbehaviour g. home h. crime i. punishment j. delinquent k. problems l. be.

This century has been called the century of the child because of an increased recognition of the problems and needs of children and youth.

In the past, the children, when convicted, were treated in the ....... manner as adults. They were tried in the same courts and punished in the same way. Up-to-date courts now hold that a ....... under sixteen or eighteen years of age is incapable of committing ....... . Moreover, society now believes that the blame for errors of young people should ....... put primarily upon the family, neighbourhood, or community, or all three, rather ....... upon the individual. It has been shown again and again that if a child is ......., it is because he has acquired his behaviour patterns from disorganised ....... or neighbourhood. Broken homes often mean broken lives for young people.
ACTIVITY 2.9

A magistrate is interviewed. A magistrate is a kind of judge who deals with people who have committed small crimes. The magistrate describes a man who got into trouble shortly after he came out of prison.

Read the interview carefully then answer the following questions.

INTERVIEWER: What happened?

MAGISTRATE: I can remember the man ....... he came before me ....... and he'd only just come out of prison. He lived in a very small town. His family was there, his wife and children and his old mother.

Everybody knew everybody else in that town and nobody wanted to give him a job, naturally. And the trouble he'd been in was that he'd broken into somebody's house and had taken some money....when money he came before me, I found out a lot about the man. He had actually tried really very hard to get a job, but he couldn't. He said he'd broken into the house in order to get some money ....... . He said he didn't have enough money to feed his family ....... But I think he did it because he ....... wanted to get caught ....... he wanted to be sent back to prison ... . He knew that in prison he wouldn't have the same problems he had outside. Nobody would look down on him because he'd been in prison. He wouldn't feel that there was no place for him ...... He wouldn't have to worry about food or money, either.

INTERVIEWER: What finally happened to the man? What did you do with him?

MAGISTRATE: Well, I sent him back to prison. What else could I have done? The man had broken the law again . He had been in prison before.

INTERVIEWER: What do you think will happen to the man when he comes out again?

MAGISTRATE: Well, probably the same sort of thing ..... He'll be out for a few months, he'll get into trouble again and back he'll go ! Back to prison.

1. What had happened before the man came before the judge?
2. What sort of place did the man live in and what was his problem?
3. What sort of crime had he committed?
4. Why did the man say he had committed the crime?
5. Why does the judge think the man committed the crime?
6. In what way would prison be better for the man?
7. What did the judge finally do with the man?

**USE OF ENGLISH**
Throughout this unit past tenses have been used. Why? because the topic was narration. Things that happened in the past, experiences in the past.
Let's see some examples:
* went into.
* started breaking.
* was pulling.
* came.
* was carrying.
* grabbed.
* bundled.
* had broken.
* had been.
* had come.
* would look.
* would play.
* would do.

**PATTERN SUMMARY**

```
NARRATING

(A) would + stem
   habitual past actions

(B) stem + ed
   sudden past actions

(C) had + stem + ed
   action before past actions
```

A ex: - We **would play** on it.
   - all my friends **would do this**.

B ex: - They **grabbed** us ...
   - They took us....
   - my father **went** .... he **tried** ..

C ex: - ........ after he had heard about it.
ACTIVITY 2.11.

This is the story of a boy. A narration. Read it and put the verbs in brackets in the correct tense.

There was a time in my boyhood when I (feel) that Father (handicap) me severely in life by naming me after him, "Clarence". All the Clarences in the fiction I read (be) horrible. However, Father never (hear) of these stories and he (be) too independent to care if people (think) his name fancy. He (pay) no attention to the prejudices of others, except to disapprove of them. He (have) plenty of prejudices himself, of course, but they (be) his own.

Solution to crossword puzzle

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GETTING READY:

What is juvenile delinquency?
What words does it bring to your mind? Make a list.

* How do the authorities deal with delinquents in Algeria?
* Do you agree with their methods?

The following sentences have been taken from a passage. Each of them starts a new paragraph.
They are called topic sentences.
* Read them and try to find out what the passage is about.

**Paragraph 1:** The newspapers tell us of a new method for dealing with juvenile delinquency, It is a hard method.

**Paragraph 2:** I know of no proof that a person has ever been made good by violence, or by cruelty, or by hatred.

* Now read each sentence separately and try to imagine what idea the writer will develop in each paragraph.