

LI (S1+S2)

Semester: 01

Teaching Unit: Fundamental

Module: Comprehension and written expression

Credits: 04

Coefficient: 02

Course Objectives

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Allow the student to develop his textual, meta-textual and linguistic knowledge by reading all types of texts to produce them subsequently.
- Install / develop reading and writing skills (and strategies).
- Know how to identify the literal and inferential meaning.

Prerequisite

-To learn all the skills necessary for written expression, a highly structured, explicit, systematic teaching approach is needed with many opportunities for students to practise and apply learned skills.

Subject Contents

- Parts of speech (introduction)
- From word to sentence
- Sentence problems
 - Unparalleled Structures

- Wordiness
- Choppy Sentences
- Stringy Sentences
- Run-ons (Fused Sentences) and Comma Splices
- Sentence Fragments
- Faulty Coordination/Subordination
- From sentence to paragraph
- Types of Sentences
- According to Function (Declarative, Interrogative, Exclamatory and Imperative)
- According to Form (Simple, Complex, Compound, and Compound-Complex)

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

<http://writingguide.geneseo.edu/?pg=topics/formalinformal.html>

- 1- <http://grammar.ccc.commnet.edu/grammar/>
- 2- <http://www.powa.org/>
- 3- <http://owl.english.purdue.edu/owl/>
- 4- Malcolm Mann, Steve Taylore-Knowles Writing: Student's Book; Macmillan ELT 2003
- 5- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart IELTS Preparation and Practice Reading and Writing: Academic Module; Publisher: Oxford University Press 2004

Semester: 02

Teaching Unit: Fundamental

Module: Comprehension and written expression

Credits: 04

Coefficient: 02

Course Objectives

- Approach comprehension and written expression in the language of study, so that the student will be able to produce a coherent text.
- Install / develop reading and writing skills (and strategies).

Students will be able to start the process of writing based on planning and outlining, drafting, revising and editing and writing a final copy in a clearly structured, logical sequence.

Prerequisite

-Students must be taught to identify features and structures of texts when reading and work towards transferring their spoken language into written work.

Subject Contents

- Paragraph organization
 - topic,
 - supportive
 - concluding sentences
- Mechanics of writing
 - Capitalization
 - punctuation,...etc)
- Types of paragraphs
 - Descriptive
 - Narrative
 - Descriptive narration
 - Expositive (examples developed by: division, definition, cause, effect , comparison and contrast
- Basic essay structure
 - introduction
 - body -development
 - conclusion

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- 1- <http://writingguide.geneseo.edu/?pg=topics/formalinformal.html>
- 2- <http://grammar.ccc.commnet.edu/grammar/>
- 3- <http://www.powa.org/>
- 4- <http://owl.english.purdue.edu/owl/>
- 6- Malcolm Mann, Steve Taylore-Knowles Writing: Student's Book; Macmillan ELT 2003
- 7- Wendy Sahanaya, Jeremy Lindeck, Richard Stewart IELTS Preparation and Practice Reading and Writing: Academic Module; Publisher: Oxford University Press 2004

Semester: 01

Teaching Unit: Fundamental

Module: Comprehension and oral expression

Credits: 04

Coefficient: 02

Course Objectives

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

Prerequisite

Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

Subject Contents

Listening Comprehension

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations
- Listening for appropriate uses of collocations and idiomatic expressions
- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

Oral Expression

- Introducing yourself and others
- Discussing reasons for choosing English as an option
- Expressing ideas and opinions clearly
- Using proper forms of language to perform social functions in various contexts
- Formal discussions (Meetings, job interview, etc.)
- Describing and comparing people, places, things and habits

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.

Semester: 02

Teaching Unit: Fundamental

Module: Comprehension and oral expression

Credits: 04

Coefficient: 02

Course Objectives

- Improve students' speech skills in communicative English
- Train students to recognise sounds in English speech
- Enable students to speak English in various real-life situations and understand spoken English on TV and in other situations.

Prerequisite

Students should be aware of sound distinctions and their importance in speech comprehension and production, and of degrees of formality and registers.

Subject Contents

Listening Comprehension

- Listening to identify main ideas and important details of spoken texts (dialogue, monologue, conversation, etc.)
- Listening to understand the speaker's purpose and attitude
- Listening for intonation
- Listening for making predictions, inferences and generalizations

- Listening for appropriate uses of collocations and idiomatic expressions
- Listening for topics
- Listening for personal opinions
- Listening for summarizing and paraphrasing

Oral Expression

- Talking about food, meals, restaurants, invitations and eating habits
- Telling someone else's life story
- Talking about studies and occupations
- Giving advice and instructions
- Taking part in a conversation
- Role playing

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Fragiadakis.H.K. (2007). All Clear 2- Listening and Speaking with collocations. Thomson Heinle: USA.
- Hanreddy. J and Whally.E. (2007). Mosaic 1- Listening/ Speaking. Silver Edition. McGraw- Hill: Singapore.
- Brooks. M. (2011). Q: Skills for Success- Listening and Speaking. Oxford University Press.

Semester: 01

Teaching Unit: Fundamental

Module: Grammar

Credits: 04

Coefficient: 02

Course Objective

- Improve students' knowledge of language structure

Subject Contents

- The sentence, the clause, the phrase: basic definitions
- Types of speech: basic definitions
- Nouns and pronouns
- Adjectives and adverbs

- **Quantifiers and prepositions**

NB. *Subject Contents can be adapted according to students language needs*

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln, M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M., Hopkins, D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University. https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker, E., Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

Semester: 02

Teaching Unit: Fundamental

Module: Grammar

Credits: 04

Coefficient: 02

Course Objective

- Improve students' knowledge of language structure

Subject Contents

- Verbs and auxiliaries
- Tenses: simple, continuous and perfect
- Modals
- Phrasal verbs
- Special verbs : get, do, make

NB. *Subject Contents can be adapted according to students language needs*

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Alexander, L.G. (1990). Longman English Grammar Practice for intermediate students. Self-study edition with key. Addison Wesley Longman Limited. Longman.
- Kolln,M.J., Gray, L.S. (2013). Rhetorical Grammar: Grammatical Choices, Rhetorical Effects. Pearson
- Murphy, R. (2004). English Grammar in Use. A self-study reference and practice book for intermediate students of English: with key. Third Edition. Cambridge University Press.
- Nettle, M.,Hopkins.D. (2003). Developing Grammar in Context. Grammar reference and practice: Intermediate with Answers. Cambridge University Press.
- Rozakis, L. (2003). English Grammar for the Utterly Confused. The McGraw-Hill Companies.
- Sprachenzentrum. Eingangskurs. Grammar Exercises. Bayreuth University.https://www.academia.edu/33388867/A1_Eingangskurs_Grammar_Exercises (2016)
- Vince, M. (2008). Macmillan English Grammar in Context: Advanced with keys. Design and Illustration Macmillan Publishers Limited. Oxford.
- Walker,E.,Elsworth, S. (2004). New Grammar Practice for Pre-intermediate Students: with key. Pearson Education Limited 2000. Longman.

Semester: 01

Teaching Unit: Fundamental

Module: Linguistics and Phonetics

Credits: 04

Coefficient: 02

Course Objective

- To introduce the students to the basic foundations of the discipline

Subject Contents

Linguistics

1) linguistics definition

- a) a historical overview (as an introduction) the appearance of modern linguistics
- b) linguistics as a science
- c) what does linguistics cover? (macro and micro functions)

2) language definition

a) linguists' contribution

I- sapir

II- ferdinand de saussure diachotomies

- -langue and parole

- -signified and signifier

- - syntagmatic and paradigmatic relations

- - diachronic and synchronic linguistics

N.B-Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts).

- Use video-based course to support your lectures and motivate your learners.

Phonetics

-Phonetics and phonology: basic definitions and differences

-Organs of speech

-English consonants (classification of consonants according to their place and manner of articulation)

-Allophones

- English vowels (short vowels, long vowels)

-English Diphthongs and triphthongs

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- 1- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- 2- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 3- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- 4- <http://www.englishmedialab.com/pronunciation.html>
- 5- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 6- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 7-

Semester: 02

Teaching Unit: Fundamental

Module: Linguistics and Phonetics

Credits: 04

Coefficient: 02

Course Objective

- To develop students theoretical knowledge about the discipline

Subject Contents

Linguistics

2language definition

III- chomsky: competence and performance

IV- bloomfield

- b) language as a means of communication (communication model)
- c) introduction to semiotics/semiology

N.B-Each unit should be based on selected readings, upon which students should write a linguistic essay in general and for each unit in particular.

- Courses should be based on reflections and discussions of the points tackled.

(not dictation-based course, or handouts).

- Use video-based course to support your lectures and motivate your learners.

Phonetics

- Diacritics : aspiration, devoicing, velarization, glottalization etc.
- The English syllable (structure of the English syllable)
- Consonant clusters
- Syllabic consonants
- (The concept of Suprasegmental) Stress (primary and secondary) and pitch

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- 8- P. H. Matthews, The Concise Oxford Dictionary of Linguistics (Oxford Paperback Reference) (2007)
- 9- Guy Cook, Applied Linguistics (Oxford Introduction to Language Study Series) (2003)
- 10- Bruce M. Rowe and Diane P. Levine Concise Introduction to Linguistics, A (2nd Edition)
- 11- <http://www.englishmedialab.com/pronunciation.html>
- 12- <http://www.englishstudymaterials.com/2008/08/english-phonetic-activities.html>
- 13- J. C. Catford, A Practical Introduction to Phonetics (Oxford Textbooks in Linguistics) (2002)
- 14- Peter Roach and H. G. Widdowson, Phonetics, 2000

Semester: 01

Teaching Unit: Fundamental

Module: Study of Literary Texts

Credits: 2

Coefficient: 1

Course Objectives

- To distinguish literary discourse from other types of discourse
- To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

Prerequisite

- General knowledge of literature, its genres and its discourse

Subject Contents

- 1- What is literature ?
- 2- Literary Genres : Poetry, Prose narrative (fiction and non-fiction) and Drama
- 3- Poetic types
- 4- Prosody, rhyme and rhythm
- 5- Figures of Speech
- 6- Method of Poem Analysis
- 7- Romantic Poetry : A study of selected poems belonging to the English romantic movement

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Beard, Adrian. *Texts and Contexts : Introducing literature and language studies*, London & New York: Routledge, 2001.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Hawthorne, Jeremy. *Studying the Novel*, London: Bloomsbury Academic, 2010.

- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.

Semester: 02

Teaching Unit: Fundamental

Module: Study of Literary Texts

Credits: 2

Coefficient: 1

Course Objectives

- To distinguish literary discourse from other types of discourse
- To distinguish the three major literary genres (poetic, narrative and dramatic) and their subcategories

Prerequisite

- General knowledge of literature, its genres and its discourse

Subject Contents

- 1- Old English Literature: Beowulf
- 2- Middle English Literature
- 3- Geoffrey Chaucer's The Canterbury Tales
- 4- Elizabethan Literature
- 5- William Shakespeare's Selected Works
- 6- The Rise of the English Novel (Aspects and major figures)
- 7- Daniel Defoe's the Life and Adventures of Robinson Crusoe

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Beard, Adrian. *Texts and Contexts : Introducing literature and language studies*, London & New York: Routledge, 2001.
- Cuddon, J. A. *The Penguin Dictionary of Literary Terms and Literary Theory*, London: Penguin, 1999.
- Hawthorne, Jeremy. *Studying the Novel*, London: Bloomsbury Academic, 2010.
- McMahan, Elizabeth. *Literature and the Writing Practice*, New Jersey: Prentice Hall, 2002.
- Greenblatt, Stephen, Katharine E. Maus, and George M. Logan. *The Norton Anthology of English Literature: Volume B.* , 2013. Print

Semester: 01

Teaching Unit: Methodology

Module: Study skills

Credits: 4

Coefficient: 2

Course Objectives

- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

Prerequisite

- Students should be aware of basic techniques of English use.

Subject Contents

1. Introduction and pre-course assessment (What are the “study skills”? Why are they important for university students? What is the LMD system? Identifying the strengths and weaknesses of students, and how they can study more effectively and efficiently)
2. Studying Habits and Setting
3. Organization and Time-Management
4. Setting goals and priorities
5. Using the dictionary
6. Using the library (searching for a document in a library or on the internet)
7. Study group

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3rd Edition. Pearson.

Semester: 02

Teaching Unit: Methodology

Module: Study skills

Credits: 4

Coefficient: 2

Course Objectives

- Enable the students to accomplish their academic goals and achieve success in their courses.
- Help the students to become independent life-long learners and critical thinkers.
- Improve their reading, writing and research methodology skills.

Prerequisite

- Students should be aware of basic techniques of English use.

Subject Contents

1. Examination techniques (planning examination strategies, including managing exam stress, as well as tackling the common mistakes)
2. Learning to revise
3. Reading and Analysis
4. Explaining a text
5. Note Taking (making comprehensive and effective notes, using abbreviations, diagrams, and good visual layout, etc.)
6. Memorization and concentration techniques (using mind maps, mnemonics, visual aids and good notes)

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Briggs. C.I and Dummett. P.C. (1996). Skills Plus- Listening and Speaking- Advanced. Macmillan Heinemann.
- Jaffe. C.I. (2016). Public Speaking Concepts and Skills for a Divers Society. Cengage Learning: USA.
- Devito.J.A. (2009). The Essential Elements of Public Speaking- 3rd Edition. Pearson.

Semester: 01

Teaching Unit: Methodology

Module: Reading and Text Analysis

Credits: 4

Coefficient: 2

Course Objectives

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

Prerequisite

- Students should be at least at a lower-intermediate level in English.

Subject Contents

Reading skills and strategies

- Scanning
- Previewing and predicting
- Making inferences
- Understanding paragraphs (the topic and main ideas)
- Skimming
- Distinguishing between literal and implied meaning
- Analyse vocabulary (word parts and collocations)
- Coherence and cohesion

N.B Content can be developed by the pedagogical committee according to students' needs

Assessment

100% continuous Assessment

Sources and references

Teachers can use different sources to improve students' texts comprehension

Semester: 02

Teaching Unit: Methodology

Module: Reading and Text Analysis

Credits: 4

Coefficient: 2

Course Objectives

- Develop students' reading / comprehension skills.
- Read and interpret different speeches.

Prerequisite

- Students should be at least at a lower-intermediate level in English.

Subject Contents

Reading to identify paragraph organization

- The paragraph (types of paragraphs, components, ...)
- Descriptive
- Narrative
- Descriptive narration
- Expositive (examples developed by: division, definition, cause, effect ,
- Comparison and contrast
- Coherence and Cohesion

N.B Content can be developed by the pedagogical committee according to students' needs

Assessment

100% continuous Assessment

Sources and references

Teachers can use different sources to improve students' texts comprehension

Semestre I

UE Méthodologie

Intitulé de la matière : ICT and E-LearningI

Crédits : 01

Coefficients : 01

La séance de cours ne peut être que théorique, et même si les cours sont disposés via un datashow (indispensable) l'évaluation doit se faire sur ordinateur

Connaissances préalables (Prérequis) :

Objectifs de la matière :

Au terme de cette première année d'étude, l'étudiant devra être capable de :

- ☐ Développer des compétences en technologies d'information et de communication numérique en contexte universitaire.

Contenu de la matière

Volet Technologie de l'Information et de la Communication (TIC)

- Initiation aux logiciels de traitement de texte (Word, Power Point et conversions word ☐ PDF).
- Initiation aux produits et applications Google. (Docs, Sheets, Slides),
- Création d'adresses électroniques ; technique(s) de correspondance électronique (e-mailing).

Mode d'évaluation : contrôle continu (100%)

Bibliographie

Semestre 2

UE Méthodologie

Intitulé de la matière : TIC et E-learning 2

Volume horaire hebdomadaire : 01h00

Crédits : 01

Coefficient : 01

Connaissances préalables (Prérequis) :

Objectifs de la matière :

Au terme de cette première année d'étude, l'étudiant devra être capable de :

- ☐ Développer des compétences en technologies d'information et de communication numérique en contexte universitaire.

Contenu de la matière

TD avec connexion internet indispensable

Volet E-LEARNING

- Initiation à l'utilisation des plateformes d'enseignement universitaire : MOODLE (s'identifier, téléchargement/chargement de documents), les quizz et les forums.
- Initiation à l'utilisation des plateformes d'accès libre : MOOC, classroom ...
- Initiation à l'utilisation des plateformes de visio-conférences (Zoom et Google Meet).

Mode d'évaluation : contrôle continu (100%)

Bibliographie :

Semester: 01

Teaching Unit: Discovery

Module: Civilisations of the Target Language

Credits: 02

Coefficient: 02

Course Objectives

Improve students' knowledge of the English language through British life and history

Prerequisite

- General knowledge of different civilizations and cultures

Subject Contents

.The United Kingdom (overview)

.The Earliest Settlers of Britain

. Iberians/Celts/Romans

.The Nordic Invasions

.The Anglo-Saxons and The Vikings

.The Norman Conquest

.The Middle Ages

.Tudors

.Stuarts

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Simon Schama, *A History of Britain: At the Edge of the World, 3500 BC — 1603 AD* (2000)
- Peter Salway, *Roman Britain: a very short introduction* (Oxford UP, 2015).
- Copeland, Tim (2014). *Life in a Roman Legionary Fortress*. Amberley Publishing Limited. p. 14.
- Gerald Harriss, *Shaping the Nation: England 1360-1461* (New Oxford History of England) (2005).
- J. Steven Watson, *The Reign of George III, 1760-1815* (Oxford History of England) (1960) online free to borrow.
- Gerard O'Brien, "The Grattan Mystique." *Eighteenth-Century Ireland/Iris an dá chultúr*(1986): 177-194 online.
- Patrick M. Geoghegan, *The Irish Act of Union: a study in high politics, 1798-1801* (Gill & Macmillan, 1999).
- J. M. Thompson, *Napoleon Bonaparte: His rise and fall* (1951) pp 235-40

- R.E. Foster, Wellington and Waterloo: The Duke, the Battle and Posterity 1815-2015(2014)
- Jeremy Black, The War of 1812 in the Age of Napoleon (2009)
- E.L. Woodward, The Age Of Reform 1815-1870 (1938) online free
- Boyd Hilton, A Mad, Bad, and Dangerous People?: England 1783-1846 (New Oxford History of England, 2008).
- Kenneth Baker, "George IV: a Sketch," History Today 2005 55(10): 30—36.
- Brock, Michael "William IV (1765—1837)", Oxford Dictionary of National Biography, (2004) doi:10.1093/ref:odnb/29451
- Jeremy Black, A military history of Britain: from 1775 to the present (2008), pp. 74—77

Semester: 02

Teaching Unit: Discovery

Module: Civilisations of the Target Language

Credits: 02

Coefficient: 02

Course Objectives

Improve students' knowledge of the English language through American life and history

Prerequisite

- General knowledge of different civilizations and cultures

Subject Contents

- .The United States (overview)
- .The Discovery of America
- .Settlements in The New World
- .Slavery in the New World

Assessment

50% - 50% (Written exams and continuous Assessment)

Sources and references

- Hämäläinen, Pekka (December 2003). "[The Rise and Fall of Plains Indians Horse Cultures](#)". The Journal of American History. American Historical Association, Organization of American Historians, University of Illinois Press, National Academy Press. Retrieved April 27, 2011.
- [↑](#) Johnston, Robert D. (2002). [The Making of America: The History of the United States from 1492 to the Present](#). National Geographic. p. 13. ISBN 978-0-7922-6944-1.
- [↑](#) Jones, Gwyn (1986). [The Norse Atlantic Saga: Being the Norse Voyages of Discovery and Settlement to Iceland, Greenland, and North America](#). Oxford University Press. ISBN 978-0-19-285160-4.
- [↑](#) * Blum, John M. (1985). [The National Experience: A History of the United States](#). William S. McFeely, Edmund S. Morgan, Arthur M. Schlesinger, Jr., Kenneth M. Stampp, and C. Vann Woodward (6th ed.). p. 18. ISBN 978-0-15-565664-2.
- [↑](#) Boyer, Paul (1995). [The American Nation](#). Austin, TX: Holt, Rinehart and Winston. pp. 59—61. ISBN 978-0-03-074512-6.
- [↑](#) Davis, Kenneth C. (2002). Don't Know Much About American History. HarperCollins. ISBN 978-0-06-084056-3