

School: Hassiba ben-Bouali secondary school

Unit: (1) Diversity

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

UNIT ONE (1): DIVERSITY (Signs of the Time)

In this unit my pupils will learn to...

Discovering Language

I) Grammar in Context:

- compare;
- express similarities and differences;
- asking for and giving information about cultural differences;
- predict;

II) Say it Loud and Clear:

- shift of stress from noun to adjective : courage/ courageous;
- contrast short and long vowels;
- minimal pairs;
- homophones and homonyms.

III) Working with Words:

- vocabulary related to food, clothes,...;
- suffixes: “-ism”, “-dom”, “-ary”
- form adjectives with: “-ive”, “-ous”, “-ful”, “-able”, “-ic”
(hospitable/sympathetic/generous)
- work with an “English-French-English” dictionary.

Developing Skills

I) Listening and Speaking:

- Listen for specific information;
- listen for general ideas;
- solve problems through dialogue;
- talk about changes in lifestyles: eating habits, clothes,....

II) Reading and Writing:

- read for specific information;
- read for general ideas;
- read a biography, a newspaper article...;
- write a policy statement, slogans, a newspaper article, a letter...

Putting Things Together:

Where do we stand now?

Exploring Matters Further:

PROJECT

- write a:

*life styles' profile.

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Project Outcome: Writing a life styles' profile.

Your life styles profile will be divided into three parts and will deal with three main aspects of life: clothes, food, and entertainment in Algeria and abroad. Include pictures to illustrate your theme.

Part I: Life styles in the past

(Use "used to")

Part II: Life styles in the present time

(Use the present simple tense with link words

When / after / before / until / while)

Part III: future life styles

(Use will / may / might and their negatives in making predictions)

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Discovering Language

I) Grammar in Context:

Language Outcomes: by the end of this sequence, pupils should be able to:

- compare;
- express similarities and differences;
- asking for and giving information about cultural differences;
- predict;

Think it Over: (p 15)

What does the picture illustrate?

What does Mohammed Racim's tableau/miniature represent/show?

What can you see at the background?

What did the women use to wear when they went outside then?

What about their menfolk?

What did they use to put on their heads?

Aim: to introduce the pupils to the topic of the file, which is life styles..

Key:

It illustrates a tableau (/ˈtæbləʊ /a group of models or motionless figures representing a scene) or miniature (/ˈmɪniətʃə/) "Ramadan Nights" by Mohamed Racim.

It shows/represents life as it **used to** be like in Ramadan in the olden times.

Words to Say: (p 15)

Aim: to revise the pronunciation of vowels and diphthongs through vocabulary related to the topic.

Before You Read: (p 16)

There are three sectors of economy: the primary, the secondary and the tertiary.

Look at the pictures and identify them. Then say in which sector your father and/or your mother work(s):

Aim: to identify/categorise the smaller pictures within the montage (contrast past to present).

Key:

Primary sector: production (agriculture)

Secondary sector: transformation (industry)

Tertiary sector: services

As you read: (p 16 - 17)

1. Read and check some of your answers to the questions above:

Aim: to get the pupils check their responses to the **Before you read** activity.

Key:

The pictures with a green background show **the primary sector of economy**

The picture with a red background show **the secondary sector of economy**

The pictures with a yellow background show **the tertiary sector of economy**.

2. Read the text again and answer the following questions:

Aim: to introduce through the written medium the semi-modal **used to** in the interrogative and negative forms as well as the **going to** form for expressing future intentions.

Key:

a- Uncle Hassan **used to** work in the primary sector of economy.

b- Every morning he **used to** get up early to milk the cows before coming back to the kitchen for breakfast.

c- No, he **didn't (use to)**.

d- This is an inference question. The sector of economy which attracts the greatest number of workers today is the tertiary sector. The inference can be made from §3.

e- Uncle Hassan **is going to** retire if his boss refuses to transfer him to a commercial service i.e., the tertiary sector of economy

3. Read aloud the second paragraph of the text and arrange the words written in bold type according to the pronunciation of the final letter "s":

Aim: to revise the pronunciation of the "s" verb inflection.

Key:

/s/	/z/	/ɪz/
works – wakes – fruits gets - puts	goes – buys – litres – overalls – does – stays loaves	finishes – services – refuses.

After reading: (p17)

Grammar Desk : (p17) -----Grammar reference N°1/2/3 - p189

Read sentences (1- 5) and answer the questions (a-c):

Aim: to make the pupils observe, analyse and draw the rules for using the semi-modal **used to** by contrasting its uses with **the present simple tense**, and the **going to** form.

Key:

- a- Sentence 1 expresses a **habit in the past**.
Sentence 3 expresses a **habit in the present**.
- b- To express a **habit in the past** the author uses the semi-modal **used to**. He uses the **present simple tense** and a **frequency adverb (usually)** to express a **habitual action in the present**.
- c- What **did** uncle Hassen **use to** be?
Did he **use to** go shopping in the town very often?
- d- Sentence 5 expresses **future intention**. The author uses the “**going to**” form.

Practice: (p18 - 19)

1. Complete the sentences below with the positive, negative or interrogative forms of the semi-modal ‘used to’. An example is given:

Aim: to have pupils consolidate the use of the semi-modal **used to** (in contrast with the present simple tense).

Key:

- a- Samira doesn’t like reading now, but she **used to** read a lot.
- b- I know that Nassima is living in a small village now, but where **did** she **use to** live?
- c- Now, there are four libraries in our town, but there **used to** be only one.
- d- When I was a child I **didn’t use to** wear a burnous, but now I wear one.
- e- I know that she doesn’t work in a bank now, but **did** she **use to** work in one before?

2. Your teacher will read the completed sentences you have obtained in exercise 1. Pay attention as he/she reads them and note how the letter (d) of ‘used to’ is pronounced:

Aim: to make the pupils aware of the pronunciation of the letter “**d**” in the semi-modal **used to** as /t/ because of the phonological phenomenon known as assimilation

Key:

“Used to” is pronounced / **ju:zɪtə** / just like “had to” (/hætə/)

3. Each of the sentences below contains an incorrect form of the verb. Correct them to express a habit either in the past or in the present:

Aim: to make the students edit the wrong uses of tenses

Key:

- a- In ancient times, most people **used to** worship stones.
- b- We **used to** go for long walks in the country when my father was alive.
- c- We **usually/sometimes eat** out for dinner. (**Dine out**)
- d- I **used to** go to school by bicycle, but I don’t do it any longer.
- e- In England, most people **often go** to the theatre at weekends.

4. Use 'used to/didn't use to/never used to' or the present simple tense with the verbs between brackets:

Aim: to get pupils express a habit either in past or in present.

Key:

All the members of my family have changed their lifestyles of late. My grandfather **used to** drink coffee. Now he **drinks** milk. My father **didn't use to** jog. Now he runs more than three kilometres every afternoon. My mother **used to** cook food for every meal because she could not eat leftovers and processed food. Now, she often sends me to buy pizzas whenever she feels she can't prepare dinner.

My brothers **used to** go to bed early. These days, they **stay up** late with the other members of the family watching films on TV. They **didn't use to** play video games. Now they are addicted to them. Even I haven't escaped the change. I **used to** read books...

5. Complete the sentences below in a logical way using 'going to'. An example is given:

Aim: to make pupils consolidate the use of "going to" to express future intentions.

Key:

- a. You've put too much pressure in the balloon. Mind, **it is going to** explode/ blow up.
- b. The referee has put the whistle in his mouth. He **is going to** end the match.
- c. Mouloud has lost his balance. He **is going to** fall down.
- d. Zohra has switched the TV off. She **is going to** bed/sleep/revise his lessons.
- e. Karim has just entered the post office. He **is going to** send a letter/buy a stamp.

Write it Right :(p19)

1. The author of the paragraph below writes about the memories, but he uses the wrong tense. Correct the paragraph using the semi-modal 'used to' each time you think it is appropriate:

Aim: to have pupils edit the text using the semi-modal **used to** as appropriate

Key:

I was born in the Kasbah of Algiers in 1949. My father was a stevedore: he **used to** work in the docks, loading and unloading ships. He **used to** go to work **early** in the morning and to come back home late in the evening without getting any wages. At the time, stevedores **used to** pay French foremen on the docks to get a day's work, but my dad never paid. So he **didn't use** to get work every day. Mum **used to** cry but poor old dad never **used to** say a word. I remember, money **was** always the problem.

My sister Zohra and I **didn't have** toys. So we **used to** go down the steep and narrow alleys of the Kasbah to spend the day in the French quarter near the harbour. All day long, we **used to** look at the toys displayed in shop windows and envy the children of the French colonists playing in the park...

2. Imagine you're on an election campaign. Advertise your programme by writing a policy statement. Use 'going to' and the clues below:

Aim: to make the pupils re-invest the **going to** form to produce/write a policy statement.

Key:

Fellow Citizens,

If I am elected to office, I'm **going to** improve the standards of life in our town. First, I'm **going to** raise the salaries by 20 per cent and reduce food prices. For our children, I'm going to create parks and green spaces in every district. I'm going to build a youth club for our youngsters to practise their hobbies, too.

Moreover, I'm going to take a lot of measures to protect the environment and the health of our citizens. So, I'm going to impose higher taxes on cigarettes and citizens whose surroundings are not clean.

Finally, I'm going to improve our health system. I'm going to build two thousand flats, and provide as many jobs as possible for the jobless. Since our town is in need for a hospital, I'm going to build one as soon as possible.

Vote for a better future!

II) Say it Loud and Clear :(p 20)

Language Outcomes: by the end of this sequence, pupils should be able to:

- shift of stress from noun to adjective: (courage/ courageous);
- contrast short and long vowels;
- minimal pairs;
- homophones and homonyms.

1. Some words have the same spelling in French and English. But they are pronounced differently. Put each of the transcriptions below in the correct box:

Aim: to make pupils aware of the major differences between English and French phonics.

Key:

Spelling	English	French
Table	/teɪbl/	/tabl/
Oranges	/ɒrɪndʒɪz/	/ɔraŋʒ/
Police	/pə'li:s/	/pɔlis/
Television	/telɪ'vɪʒən/	/televizjɔ̃/

2. Listen to your teacher and add the appropriate punctuation and capital letters to mark the pauses in the pairs of sentences below. Sentences (a) and (b) should be different in meaning:

Aim: to make the students aware of the importance of **pauses** in speech.

Key:

- A- a. Ahmed, Said, Karima, Djouher and I used to be in the same class. (Five persons are listed)
b. Ahmed Said, Karima Djouher, and I used to be in the same class. (Three persons are listed.)
- B- a. Ahmed was born in Oran. On April 20 1990 he went to live in Algiers.
b. Ahmed was born in Oran on April 20 1990. He went to live in Algiers.

3. Look up the word homophone in a dictionary. Then correct the misspellings in bold type by replacing them by their homophones:

Aim: to make pupils aware of what homophones are.

Key:

* A **homophone** is a word pronounced like another but different in meaning, spelling or origin. When **I** (not **eye**) was young, I used **to** (not **too**) go **to** (not **two**) the **seaside** (not **see**). At the time, **there** (not **their**) were **no** (not **know**) **restaurants** serving holidaymakers on the beach. **So** (not **sew**) I used to take **bread** (not **bred**) with me. All the **boys** (not **buoys**) of my age used to **meet at** (not **meat ate**) **7 at** (not **ate**) the bus station, bags **full** (not **fool**) of food. **Some** (not **sum**) of them were poor. We used to **buy** (not **by**) tickets to them so that they could come with us. ...

4. Look up the word homonym in a dictionary. Then find the various definitions of the word 'can' in the tongue twister below:

Aim: to make pupils aware of what homonyms are.

Key:

* A **homonym** is a homograph or homophone that is the same in form and sound as another but different in meaning.

A canner exceedingly canny,
One morning remarked to his granny,
'A canner can can
Anything that he can
But a canner can't can a can, can he.'

III) **Working with Words:** by the end of this sequence, pupils should be able to:

- vocabulary related to food, clothes,...;
- suffixes: “-ism”, “-dom”, “-ary”
- form adjectives with: “-ive”, “-ous”, “-ful”, “-able”, “-ic”, “-less”
(hospitable/sympathetic/generous)
- work with an “English-French-English” dictionary.

1. Add suffixes **-ic, -ical, -al, -ism, -less, -ist and -ary** to the words between brackets in order to get a coherent paragraph. Make any necessary changes:

Aim: to make pupils infer the category of the words put between brackets and to use appropriate suffixes to form the words that correspond to each of the categories.

Key:

Marxism is an economic and political theory developed by Karl Marx. This theory claims that class struggle has been the major force behind historical change. **Marxism** believes that the exploited classes will put an end to **capitalism** and establish a **socialist** and a **classless** society in its stead.

The first country in the world to adopt the **socialist** doctrine **was** Russia. It **was** in 1917 that the Bolsheviks took power there. The Bolshevik party **was** a **revolutionary** and Marxist party. It abolished the **feudalism** of the **tsarist** regime and put in its place a **communist** system. The fall of the Berlin Wall in 1989 marked the end of the Cold War and the failure of state communism and the adoption of **liberalism** in Russia.

2. Homework

Make a word chart using the suffixes in the box. Include the phonetic transcriptions of the words and sentences to illustrate their use:

Aim: to have pupils develop their dictionary and vocabulary skills.

Key:

Suffixes for forming nouns	meaning	Example (+ transcription)
-ance / -ence	Verb+ ance / adjective+ ance	appearance / tolerance / clearance /
-ee	Verb+ ence / adjective+ ence	emergence / coexistence / adolescence
-er / -or / -ess / -ist	Person affected by an action	trainee / /
-ar, -ian	Person acting	employee / /
-ery	Agent (one who does an action)	
	Job	
	Sb or sth that carries an action	bakery /
	Place where an action is carried out	surgery / discovery /
	Art of or practice of	slavery /
-dom	State, quality, character	Wisdom
-hood	Condition, state, rank	Childhood / adulthood
-ity	Status, rank, condition of life	Eternity / futurity
-ment	Adjective+ ity	Entertainment / agreement
-ness	Result or means of an action	Up-to-dateness
-ship	Quality, state, character	apprenticeship
	State of being, status, office	

Developing Skills

I) Listening and Speaking:

Language Outcomes: by the end of this sequence, pupils should be able to:

- Listen for specific information;
- listen for general ideas;
- solve problems through dialogue;
- talk about changes in lifestyles: eating habits, clothes...

1. Predict what may happen in the field of medicine. Use “will” if you’re sure and “may be / perhaps” if you are not totally sure about your predictions:

Aim: to

Key:

Maybe scientists will invent a cure for palsy.

Perhaps scientists will succeed in their research to find a vaccine against kidney disease...

Perhaps scientists will find a vaccine to protect people from malaria.

2. Listen to your teacher and write the sentences which contain the modals in the graph:

Aim: to illustrate the use of **will**, **may** and **might** in expressing degrees of certainty.

Key:

100 | will/won't →

- Well, there **will** be changes in the next decade for sure.

- We'll eat more genetically modified foods (GMFs).

- Children **will** be able to study at home;

- Homemakers **will** do less housework.

- They **will** do all their shopping by computer

- They **won't** go to school every weekday.

will probably/ probably won't → Robots **will probably** be available for sale;

may well →

- New diseases **may well** infect us.

may/may not →

- We **may** invent a cure for killer diseases like cancer, but many diseases **may** infect us.

might well →

- **Pandemics might well** reappear in another form.

might/could →

- We **might** reduce hunger in the world.

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3. Listen again and answer the following questions :

Aim: to make pupils listen for specific information.

Key:

a- They are talking about **the changes that might happen in the next decade.**

b- Dr Jones is the least optimistic **because he does not simply mention the positive changes. He also mentions the negative effects of the expected changes.**

c- The summary can take several forms (in reality). For example, it can be a short report in a newspaper. The students should use **their own words** in the report. And the report should be concise and to the point.

What life will be like in the future?

Scientists predict many changes in our way of life in the next decade. According to some of them, there will be enough food for everybody in the world because of the availability of GMFs. Teleschooling will make it possible for children to study at home. ...

TIP BOX (p.23)

This will build the pupils' awareness about the different ways of expressing **certainty** and **doubt**.

certainty	doubt
I'm (almost) certain that.....	I have doubts that.....
I'm (quite) sure that.....	It's improbable that.....
I have the conviction that.....	It's unlikely that.....
I have the firm belief that.....	It seems to me that.....
It seems to me that.....	
It's likely that.....	
It's probable that.....	

Your Turn :(p23)

1. Pair work. Make predictions about the future using the clues in the blue box.

Your partner will express certainty or doubts about what you say:

Aim: to have pupils make predictions about the future by expressing certainty/doubt

Key:

You: I'm sure that scientists **will** invent a vaccine against tooth decay in 20 years.

Your partner: Personally, I **have doubts about that**. That **might or might not** happen.

You: I'm almost certain that we'll travel to space some day.

Your partner: It **seems to me that** this **won't** happen tomorrow.

You: I'm quite sure that Man **will** live up to 130 years.

Your partner: It's **unlikely that** this **might** happen.

You: I **have the firm conviction that** children **will** study at home to work through the use of computer.

Your partner: I **have no doubt about this**.

School: Hassiba ben-Bouali secondary school

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Sequence: Read and Consider

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Write it up :(p23)

Pair work. Write a short dialogue predicting what might happen in the future in different fields. Then act out the dialogue in front of the class:

Aim: to get pupils reinvest what they have seen in this sequence to write a short dialogue.

Key:

sample dialogue

You: Will all people accept to eat GMFs in the future?

Your partner: I don't know/I have no idea. They **may possibly** eat them, but on the other hand, they **may well** refuse to do so.

You: How sure are you about children who **will** stay and study at home through the use of computers?

Your partner: I **have the firm conviction that** they **will** appreciate that.

You: Will robot house maids be available for use in the near future?

Your partner: I've **no doubt that** people **will** afford buying them to help homemakers in housework.

You: Will scientists invent a cure for killer diseases like cancer and AIDS?

Your partner: Personally, I **have the firm belief that** it's improbable in the near future although I hope that **might** happen as soon as possible.

II) Reading and Writing I:

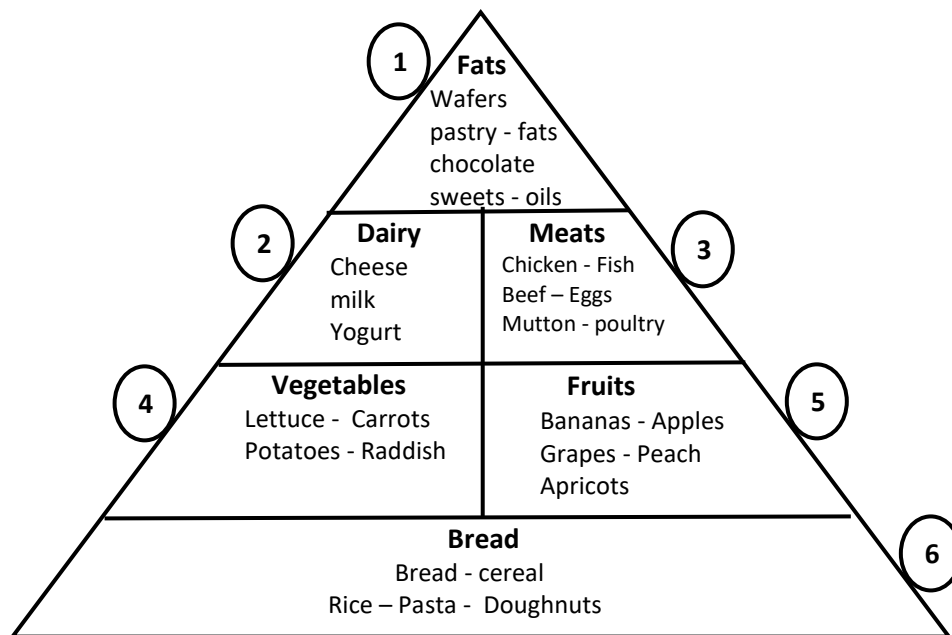
Language Outcomes: by the end of this sequence, pupils should be able to:

- read for specific information;
- read for general ideas;
- read a biography, a newspaper article...;
- write a policy statement, slogans, a newspaper article, a letter...

1. Identify the different groups of food in the pyramid using the words in the box:

Aim: to

Key:



2. Which food group did your grandparents use to eat most and which ones do we eat most today? Discuss:

Aim: to have pupils give their opinions and justify them.

Key:

3. Now read the text below and its continuation on the next page and say whether you agree or disagree with what the author says about our eating habits:

Aim: to have pupils interact with the written text .

Key:

I agree disagree with the author when he/she says that.

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4. Read the tips below and find examples from the text to complete the blanks in the tip box. There are many possible answers:

Aim: to make the students aware of the different techniques/strategies for avoiding repetition.

Key:

a-Synonyms: - eating habits = eating patterns

- contrary to = by contrast

- enjoy his meal = eat his meal

- the whole house hold = all the members of the family

- changed = transformed

b-Antonyms: - chosen $\neq$ imposed

- traditional $\neq$ modern

- declined $\neq$ increased

c-Pronouns instead of a noun or noun phrase: E.g., that (consumption)

it (this change)

it (life)

they (people)

they (most people)

d- A verb instead of a noun: eat ----- eating

e- A noun instead of a verb: this change ---- changed

5. Write 4 definitions using the information in the box:

Aim: to learn how to write definitions using relative pronouns and their corresponding categories.

Key:

- A restaurant is a place **where** people dine out.

- A waiter is a person **who** serves clients in a restaurant.

- Beef is the meat/flesh **which/that** comes from an ox, a bull , or a cow.

- Ramadan is the month **when** Muslims fast.

- A widow is a woman **whose** husband is dead.

- This is the man **whom** I met yesterday.

6. Insert essential information in the form of defining relative clauses into the places indicated to make sentences a-c both meaningful and truthful:

Aim: to illustrates to pupils the importance of **defining relative clauses** in conveying meaning.

Key:

a- Food **which** contains chemicals is dangerous for health.

b-A person **who** serves meals at the restaurant is called a waiter.

C-Summer is the season **when** most people take their holidays.

7. Insert phrases a-c in the form non-defining relative clauses in the sentences 1-32 to make them more informative. Pay attention to punctuation:

Aim: to illustrate to pupils the use of non-defining relative clauses.

Key:

A- London, **which is the Capital of the United Kingdom**, has eight million inhabitants.

B- The Earl of Sandwich, **who invented the first snack called sandwich**, was an admiral of the English Fleet.

C- Hamburg, **which gave its name to the most popular fast food in the world**, is a German town.

Write it out: (p 26-27) -----Grammar reference N°6 - p193-195

1. Group work. Write five or six advertisement slogans for a car of your choice using the information in the table:

Aim: to illustrate to pupils the use of comparatives by putting forward slogans.

Key:

2. Complete the blanks in the short newspaper article below. Get help from the questions in italics.

Aim: to make pupils aware of paragraph development by **comparison and contrast** through a completion activity.

Key:

What do people wear?

Climate, tradition, and history affect the way people dress . For example, in Northern European countries, *the climate is cold*. **Consequently**, people *wear warm clothes*. **By contrast**, in Northern Africa, *the climate is hot* **As a result**, *they wear light clothes*

Differences in tradition also influence the types of clothes people wear. For instance, in Muslim countries, *people wear traditional clothes when going to parties*, **in contrast to** America where *people put on suits and ties during ceremonial occasions* .

Contrary to what people think, history is no less important when it comes to clothes. In olden days, young people in Algeria were used to wear *djellabas* whereas today they wear trousers and shirts. **In olden days**, they were used to wear *sheshias*, but nowadays, they wear sports caps

The most important factor that determines dressing styles today is fashion. So in most of the world people like wearing jeans and sports shoes. However, there are still some countries which keep to their traditional clothing in spite of globalisation.

III) Reading and Writing II:

1. Look at the picture and discuss the following points:

Aim: to interpret the logo of the United Towns Organization.

Key:

- a- The key of a city represents hospitality and welcome. It is offered to the most distinguished and trustworthy people.
- b- The circles stand for twinned towns.
- c- The answer is in the logo. It's written in Arabic.
- d- Towns belonging to different countries twin in order to collaborate with each other in many fields and promote mutual understanding.

2. Read the passage below and check if your answer to question (d) above was right:

Aim: to have pupils go through the whole text to check their answers to question d in activity one

Key:

3. Read the passage again and answer the questions below:

Aim: to have pupils read a passage to look for specific information.

Key:

- a- Twin towns are towns which have agreed to collaborate with each other.
- b- They are arriving on Sunday afternoon on Sunday, March 15.
- c- The Mayor of Algiers is giving the opening speech.
- d- The programme includes the visit of the Martyr's Monument, the Roman Ruins, the Royal Mauretanian Mausoleum and the Kasbah.

4. One of the forms of the verbs in bold type is incorrect. Cross it out. Justify your answer: -----Grammar reference N°7 - p196

Aim: to consolidate the use of the **future simple** / **present continuous** to talk about the future.

Key:

- a. The Bulgarian students **are staying** at the Safir Hotel.
- b. **Are** they **visiting** Zeralda next week?
- c. I hope you **will enjoy** your visit.
- d. I **will get** you an aspirin.
- e. I've a camera. I'm **going** to take pictures of the Royal Mauretanian Mausoleum.

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Write it out: (p 29)

Imagine you are one of the Bulgarian students visiting Algeria. Send an e-mail to an English penfriend of yours telling him/her about your plans for the next two months. Use information in the box:

Aim: to have pupils reinvest what they have learnt to write e-mails to talk about predictions

Key:

Where do we go from here?

Exploring Matters Further: (Given as a homework for assessment)

TEXT FOUR (p.57) AMERICAN FRIENDS

Aim: to broaden the pupils' knowledge and skills in that they provide additional material related to the unit 's topic.

QUESTION ONE:

What is the main idea of this passage/song? Circle the correct answer.

- A. an American soldier is fighting for the Vietnam War.
- B. the Mexican-American war
- C. Thoreau and Mark Twain are ashamed of America.
- D. A young man refuses to fight for American wars.

(Key: The correct answer is D.)

QUESTION TWO:

Circle true or false. When false, give the correct information.

- A. The young man attended the college graduation. T. F.
- B. He is ashamed of being American. T. F.
- C. He marched against the Vietnam War at twenty. T. F.

(Key: Statements A. and C. are false.)

Written comprehension:

In no more than 20 lines, say why the author does not like wars.

***School:** Hassiba ben-Bouali secondary school*

***Unit:** (2) Peace & Conflict Resolution*

***Approximate Time:** 25 hours*

***Book:** Getting Through*

***Sequence:** Read and Consider*

***Level:** 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.*

***Teacher:** Karim Bouhadiba*

UNIT TWO (2): PEACE & CONFLICT RESOLUTION (Make Peace)

In this unit my pupils will learn to...

Discovering Language

I) Grammar in Context:

- express obligation and absence of obligation;
- express ability and possibility;
- criticise;
- make requests.
- suggest;
- asking for and giving opinion;

II) Say it Loud and Clear:

- intonation in requests;
- rising/falling intonation in questions;
- perception of diphthongs as in : town/ care/ beard/ boil...
- minimal pairs : Food-fed / seat- sit

III) Working with Words:

- vocabulary related to peace and citizenship
- form adjectives with suffixes: peaceful;
- form noun with suffixes: freedom;
- suffixes: less/able/ful/ship.
- prefixes : dis/un/ir/il/
- work with a dictionary;
- abbreviations and acronyms;

Developing Skills

I) Listening and Speaking:

- Listen for specific information;
- listen for general ideas;
- solve problems through dialogue;
- make a public address;
- primary stress in connected speech.

II) Reading and Writing:

- read a newspaper article;
- discuss style;
- write a poem;
- write a class charter/an acrostic;
- write a poem.

Putting Things Together:

Where do we go from here?

Exploring Matters Further:

PROJECT

- write a statement of achievements:

School: Hassiba ben-Bouali secondary school

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Teacher: Karim Bouhadiba

Peace: state of freedom from war, violence and disorder in a country.

Project Outcome: Writing a statement of achievements.

Your statement (record) of achievements will be about Nobel Peace Prize winners and will be presented in the form of a small sketchbook.

It will include :

- A checklist of the Nobel Peace Prize winners over the past ten years;
- Two or three short biographies about two Nobel Peace Prize winners with two or three short statements of their achievements;
- A list of potential candidates for the Nobel Peace Prize from Algeria and abroad for the next year;
- Two or three short biographies and statements about their achievements;
- A written justification for your nominees. (In what ways can their winning of the Nobel Prize contribute to a further advancement of peace in the world?)

* Use as many appropriate modals as you possibly can.

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

Approximate Time: 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Discovering Language

I) Grammar in Context:

Language Outcomes: by the end of this sequence, pupils should be able to:

- express obligation and absence of obligation;
- express ability and possibility;
- criticise;
- make requests.
- suggest;
- asking for and giving opinion;

Think it Over: (p 37)

What does the picture on the left-hand corner represent/show?

Where is it situated?

When was it founded?

Why is it founded?

Who was at its head? And who is now?

Aim: to allow the pupils enter smoothly the unit.

Key:

- It represents /shows **the United Nations Secretariate Building.** (Have a look at its logo/symbol)
- It is situated **in Washington D.C. (USA).**
- *It* was founded in **1945** replacing the “League of Nations” founded in 1920.
- It is founded **to keep peace all over the world.**
- **Koufi Annan was.** (Have a look at the person in the picture) and now Pan Ki Mon is.

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

Approximate Time: 25 hours

Book: Getting Through

Sequence: Read and Consider

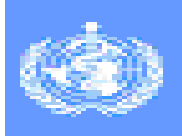
Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Words to Say: (p 37)

Read aloud the abbreviations/acronyms and get the pupils to repeat the pronunciation of these abbreviations/acronyms before setting them to match some of the symbols/pictures with their corresponding abbreviations/acronyms.

Aim: to repeat the pronunciation of the abbreviations/acronyms related to the topic

	UNO (United Nations Organization) / 'u:nəʊ /
	FAO (Food and Agriculture Organization) / ef ei 'əʊ / emblem with its Latin motto, <i>Fiat Panis</i> ("Let there be bread")
	UNESCO (United Nations Educational, Scientific & Cultural Organization) /ju:'neskəʊ /
	UNICEF (United Nations International Children's Emergency Fund) /'ju:ni:sef /
	WHO (World Health Organization) / dʌblju: eɪtʃ 'əʊ / or / hu: /
	IMF (International Monetary Fund) / aɪ em 'ef /
	AMF (Arab Monetary Fund) / ei em 'ef /
	UNCTAD (United Nations conference on Trade and Development) /'ʌnktæd /
	OAU (Organization of African Unity) / əʊ ei 'ju: /
	AMU (Arab Maghreb Union) / ei em 'ju: /

School: Hassiba ben-Bouali secondary school

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Teacher: Karim Bouhadiba

Before You Read: (p 38)

Look at the picture and answer the following questions:

Aim: to try to elicit an interpretation of the picture and to guide pupils' imaginations about the general idea of the following reading passage.

Key:

- 1- They are called the "blue helmets" / U.N's peacekeeping troops.
- 2- They are working for the United Nations Organisation.
- 3- They are from Algeria
- 4- The buildings are destroyed because of the war.
- 5- The soldiers' chief duty is to re-establish/restore peace in the area.
- 6- Suggested answer: Yes, I would like people all over the world to live in peace / to make peace.

As you read: (p 38 - 39)

1. Read the text and check some of your answers to the questions above:

Aim: to get the pupils check their responses to the Before you read activity.

2. Read the text again and answer the following questions:

Aim: to have pupils read to develop their reading look for specific details about the UN/LN and their agencies and organizations, and to make them aware of the correct form of answering questions. i.e, the form and contents.

Key:

- a- The horrors of modern warfare have made Man think about the preservation of human life.
- b- It could not stop /It was incapable of stopping fascism because it had no power of its own.
- c- It is the Security Council of the U.N. that can settle disputes.
- d- Possible title: The United Nations: Its Branches and its Functions.

After reading: (p39)

Grammar Desk :(p39) -----Grammar reference N°8 - p197

Read sentences (1- 5) and answer the questions (a-c):

Aim: to learn how to express possibility using various modals in the past/present simple tenses and the present perfect.

Key:

- a- "Can" expresses possibility; "Can" can also express ability or permission. E.g.,
Ability: I can ride a bicycle.
Permission: Can I go out?
- b- The regular past form of can is could. Its irregular form is was/were able to. We can replace managed to by was/were able to, which indicates a successful completion of an action.
- c- The future form of "can" is: "will be able to".

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

Approximate Time: 25 hours

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Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Practice: (p40 - 41)

1. Fill in the blanks with *can*, *can't*, *could*, *couldn't*, *will be able to*, *was/were able to*, or *have/has been able to*:

Aim: to practise the use of **can** and its irregular forms in different tenses, and to express ability and inability in context by doing a completion activity.

Key:

- The League of Nations **could not** impose economic sanctions on warlike nations.
- Germany **will be able to** join the Security Council soon because it is the third economic power in the world.
- The UN General Assembly **can** only make recommendations to the Security Council. It **cannot** make decisions.
- The United Nations Organization **has not been able to** create a permanent military force yet.
- Dag Hammarskjold, who served as Secretary General of the UN from 1953 to 1961, **was able to** organize peacekeeping task forces.
- UN peacekeeping troops, called 'blue helmets', **can** use force only for temporary self-defence purposes. They **can** maintain peace, but they **cannot** prevent war.
- The United Nations Educational, Scientific and Cultural Organization (UNESCO) **was able to** launch its Peace Programme only after the end of the Cold War.

2. Group work. Match the sentences in column A with their functions in column B. Then write similar sentences to express the same function:

Aim: to identify the different functions that can be expressed by the modals **can** and **could** and to provide pupils with authentic instances for expressing ability, possibility, permission, offer, etc.

Key:

Column A	Column B
1. Can you hear what he's saying?	a. ability
2. We could build a culture of peace by being more tolerant.	b. possibility
3. Contrary to what some people think, women can be tall and strong.	c. possibility
4. "I've hurt her feelings. What shall I do?" "Well, you could apologize to her."	d. suggestion
5. I wonder if you could come here and talk it over.	e. request
6. At the age of 17, you can take your driving licence with your parents' consent, but you can't vote.	f. permission
7. Don't lean out of this window; you could fall down.	g. warning
8. Can I help you?	h. offer

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***Unit:** (2) Peace & Conflict Resolution*

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***Teacher:** Karim Bouhadiba*

3. Pair work. Complete the responses using was/were able to. Then act out the short dialogues with the books closed:

Aim: to illustrate the idea of achievement inherent to the use of the irregular form of 'can': **was able/were able to**. By giving pupils additional chances for practising expressing ability in the past using the structure: **Be + able to**, in context.

Key:

You: Did you convince them?

Your partner: **Yes**. It was difficult. But we **were able to** do it in the end.

You: Did they settle the dispute?

Your partner: Yes, it took them a lot of time of negotiation, but they **were able to** reach an agreement at the last minute of the discussion.

You: The exercise was difficult, wasn't it?

Your partner: Yes, we **were able to** solve it thanks to the collaboration of everybody.

You: My car broke down in a forest road.

Your partner: **Were you able to** repair it and drive back home?

Write it Right :(p41)

Write a poem to enter a UNESCO poetry competition against prejudice. Complete the blanks denouncing prejudices (generally false opinions about others):

Aim: to get pupils write poems concerned with the topic.

Key:

Prejudice means "The types of gender/generational/racial prejudices that are most common in our society.

E.g., Women are not usually considered to be strong; men are thought as effeminate if they speak softly; the elderly are supposed to be able to do nothing once they are retired; the young are regarded as impulsive...

Down with Prejudices

Do you think a woman **can be tall and strong?**

Do you think she **can be right and not wrong?**

Do you think she **can be polite and drag ?**

Do you think she **can be a good mother and a bread winner?**

Do you think a man **can be small and pretty?**

Do you think he **can speak softly and pretty?**

Do you think the elderly people **can change their lives?**

Do you think they **can dance and have another chance?**

Do you think young people **can be young and wise?**

Do you think they **can be ambitious and more serious?**

If you do, then you deserve to be called an unusual human being.

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

Approximate Time: 25 hours

Book: Getting Through

Sequence: Read and Consider

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II) Say it Loud and Clear : (p 42)

Language Outcomes: by the end of this sequence, pupils should be able to:

- intonation in requests;
- rising/falling intonation in questions;
- perception of diphthongs as in : town/ care/ beard/ boil...
- minimal pairs : Food-fed / seat- sit

1. Listen to your teacher and mark the intonation at the end of the underlined sentences with an arrow (↗ or ↘):

Aim: to raise pupils' awareness about the musicality of spoken English, distinguish the intonation of interrogative statements especially in requests, permissions and responding to them, and give pupils correct examples for making polite requests.

Key:

Journalist: **Could** you spare a few minutes **please?** ↗

El-Baradai:

Journalist: **How** do you feel about it? ↘

El-Baradai:

Journalist: **Would** you **mind** saying in what sense **please?** ↗

El-Baradai: **Not at all.** ↘

Journalist: **May** I ask another question? ↗

El-Baradai: Sure.

Journalist: **I wonder** if you could tell me something about the chances of peace for the next decade? ↗

El-Baradai:

Journalist: **Will** you please give us some examples? ↗

El-Baradai:

2. Pair work. Now use the clues below making requests and replying to them. Pay attention to your intonation:

Aim: to have pupils write requests but emphasis has to be put on the clues; **I wonder**, **do/ would you mind**, etc..

Key:

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

Approximate Time: 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

III) Working with Words: by the end of this sequence, pupils should be able to:

- vocabulary related to peace and citizenship;
- form adjectives with suffixes: peaceful;
- form noun with suffixes: freedom;
- suffixes: less/able/ful/ship.
- prefixes : dis/un/ir/il/
- work with a dictionary;
- abbreviations and acronyms;

Homework:

1. Make an abbreviation chart. An example is given to you. Add other abbreviations if you can, and illustrate with pictures, logos ...:

Aim: to enrich pupils' lexical memories with some abbreviations and their use when referring to "UN" organizations and agencies, titles and ranks, scientific terms, international influential institutions, countries, TV and/or radio networks, etc..

Key:

Abbreviation/Acronym	Full form	Description
UNWRA	United Nations Relief Works Agency	The UNWRA is the U.N organization which brings relief to people in need.
ABC	American Broadcasting Company	ABC is one of the four most important TV channels in the United States of America.
A-BOMB	Atomic bomb	A bomb which derives its destructive power from the rapid release of energy by fission of heavy atomic nuclei. The first atomic bomb to be used was dropped on Hiroshima , Japan on 6 August 1945 by the USA.
AID	Agency for International Development	
BBC	British Broadcasting Corporation	
CIA	Central Intelligence Agency	
CNN	Cable News Network	
FBI	Federal Bureau of Investigation	
FIFA	Federation Internationale de Football Association (International Association Football Association)	
GB	Great Britain	Great Britain comprises ...
MBC	Middle East Broadcasting Company	
NATO	North Atlantic Treaty Organisation	
NBA	National Basketball Association	
OPEC	Organisation of Petroleum Exporting Countries	
Ph.D	Doctor of Philosophy	
PTA	Parent-teacher Association Passenger Transport Authority	
UK	United Kingdom	
WBA	World Boxing Association	

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

Approximate Time: 25 hours

Book: Getting Through

Sequence: Read and Consider

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Teacher: Karim Bouhadiba

2. Complete the dictionary entries below. Then find other words related to peace and war, and write entries for them:

Aim: to make pupils exploit the dictionary and use vocabulary related to peace and citizenship.

Key:

Peace / pi:z / [noun] **1.** freedom from disturbance; tranquility. **2.** freedom from or the ending of war.
3. (the peace) [Christian Church] an action such as a handshake, signifying unity, performed during the Eucharist.

PHRASES: **at peace** **1.** free from anxiety or distress. **2.** [euphemistic] dead.

hold one's peace remain silent.

keep the peace refrain or prevent others from disturbing civil order.

make (one's) peace become reconciled.

War /wɔ:/ [noun] **1.** a state of armed conflict between different nations, states, or armed groups.
2. a sustained contest between rivals or campaign against something undesirable: a war on drugs.

[verb] (warred, warring) engage in a war.

PHRASES: **be on the war path** be very angry with someone. With reference to American Indians heading towards a battle with an enemy.

Violence / /

Treaty / /

Consensus / /

Discussion / /

Dialogue / /

Non-violence / /

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Developing Skills

I) **Listening and Speaking:**

Language Outcomes: by the end of this sequence, pupils should be able to:

- narrate;
- describe a process;
- promise;
- ask for and give information;
- report.

1. **Look at the picture and guess why the girl who is holding her head is weeping:**

Aim: to encourage pupils' free oral communication in English and train them on the use of the structures of inference.

Key:

-Who are the girls in the picture?	-They are school girls.
-Where are they?	-I guess they are in school.
-How do you know?	-they are sitting in a table on which there're books and they are wearing pinafores.
-Do they look happy?	-No, they don't.

I guess she hasn't worked in her exam.

Maybe she feels ill.

Perhaps she has a problem.

2. **Listen to your teacher simulating the dialogue and check your answers to the question in exercise 1 above:**

Aim: to make pupils listen to an extract in order to self-evaluate their predictions and random answers to activity one.

3. **Listen again and answer the following questions :**

Aim: to get pupils develop their listening capacities by listening while looking for specific notes, and learn making summaries (where the focus is on the main ideas and a few details).

Key:

- a- They are two girlfriend classmates.
- b- They are in the classroom (see the picture)
- c- The problem is that Leila is upset; she's angry with Maya.
- d- Yes, it is.
- e- Maya has made fun of her friend Leila in front of her classmates. Leila is angry with her. At last, Maya feels sorry (apologises) for what she has done.

4. Listen and mark with a prime (') the word you hear most among the words written in bold in the snippet below:

Aim: to get pupils aware of the musicality (intonation) of spoken English, and to recognize and practise the stress pattern in a given context.

Key:

- No, I 'did't. (Stress falls on the auxiliary.)
- Yes, you 'did. (Stress falls on the auxiliary.)
- Did 'I? (Stress falls on the personal pronoun.)
- You 'did. (Stress falls on the auxiliary.)

5. Pair work. Act out the snippet in exercise 4 on page 44. Pay attention to your pronunciation:

Aim: to have pupils practise the pronunciation of stressed words in connected speech.

Key:

Your Turn :(p45-46)

1. Pair work. Take turns to criticize or apologize for the wrong actions (a-d) using *should/shouldn't have*. Make any necessary changes:

Aim: to make pupils express apologies using **should have** in context, and criticize using **shouldn't have + verb** within context.

Key:

- A- **Your partner:** Sorry, I **should have** asked for your permission.
- B- **Your partner:** He **shouldn't have** done that.
- C- **Your partner:** He **shouldn't have** borrowed it without your permission.
- D- **Your partner:** I'm really sorry. I **shouldn't have** said that.

2. Pair work. Write D (Deduction) or O (Obligation) next to the sentences which contain the modals in bold type. Act out similar dialogues:

Aim: to have pupils differentiate between deductions and obligations, to learn the functions of the structure: **had to**, **must be**, **can not be**, **and to** allow them practise the two forms of speaking orally in a guided environment to ensure his/her mastery of the form.

Key:

- A- O
- B- D
- C- D

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

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Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Write it up : (p46 - 47) -----Grammar reference N°9 - p198

1.Group work. Discuss and write a list of school rules using the clues in the box and the auxiliaries in the table below it. Then compare your answers:

Aim: to enrich the pupil's lexical memory by learning new words, to practise the use of the various structures; *have/has/do not have to, must/mustn't, should/shouldn't, ought to*, etc to express *obligation* and/or *absence of obligation* and *prohibition*.

Key:

- We **have to** tolerate difference.
- We **have to/must** respect each other.
- We **have to/ought to** keep polite and cool.
- We **shouldn't** shout at each other.
- We **should** learn to listen to each other.
- We **mustn't** impose our opinions on others.
- We **mustn't** bully.
- We **shouldn't** cheat at exams.
- We **should** accept advice from others.
- We **shouldn't** insult others.
- We **needn't /don't need to** always agree with each other.
- We **don't have to** be violent and aggressive.
- We **should** settle disputes peacefully.
- We **mustn't** smoke cigarettes.
- We **needn't** wear luxury clothes.
- We **should** be kind and helpful to others.

2. Write your own acrostic for one of the following words: *peace, democracy, dialogue, diversity, tolerance* or *consensus*. Draw inspiration from the acrostic below:

Aim: to get pupils write some acrostics dealing with the topic of the unit.

Key:

- P:** Pay more attention to others.
E: Engage in non-violent campaigns /actions.
A: Act peacefully.
C: Collect signatures to end war and violence in the world.
E: Express disagreement for conflicts.
- D:** Do actions according to the law of your country.
E: Engage in campaigns for the freedom of speech.
M: Make protest against anti- social measures.
O: Organise yourselves in committees to fight against injustice
C: Collect funds for the election of your candidate.
R: Respect the rights of others.
A: Act against poverty.
C: Care about the homeless.
Y: Yell out your solidarity with people in need of justice.

School: Hassiba ben-Bouali secondary school

Unit: (2) Peace & Conflict Resolution

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Teacher: Karim Bouhadiba

3. Class work. Distinguish between the duties and rights in the box. Then complete the class charter below. Discuss and add other items to the charter:

Aim: to get pupils recognize what a charter is; focusing the form and contents, to distinguish between the rights and responsibilities in context, and to give them additional chances to practise the use of modals expressing obligation, prohibition, necessity, etc.

Key:

Duties (should do)	Rights (should have)
Work hard	Express opinions
Respect the opinion of others	Meet together to express views
Tolerate differences	Free education
Respect the rights of others	Good working conditions
Promote a culture of peace	Health care
Co-operate to solve problems	information

CLASS CHARTER

We the undersigned, after class discussion and referendum, have agreed on the following :

Article One: Rights

- a- Children have the right to **get free education.**
- b- Children have the right to **meet together to express views.**
- c- The school authorities must **offer/provide good working conditions.**
- d- The school authorities mustn't **discriminate among children.**
- e- The parent-Teacher Association has the right to **express opinion about the educational policy.**
must **cooperate to solve problems.**

Article Two: Duties and Responsibilities

- a- We have the duty to **respect the opinions of others**
- b- We must **work hard.**
- c- We shall **tolerate differences.**
- d- We **mustn't be the cause of school disorder.**

The present charter shall come into force and vigour as soon as it is deposited with the headmaster.

Date:

Signatures:

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Unit: (2) Peace & Conflict Resolution

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Teacher: Karim Bouhadiba

II) Reading and Writing:

Language Outcomes: by the end of this sequence, pupils should be able to:

- read a newspaper article;
- discuss style;
- write a poem;
- write a class charter/an acrostic;
- write a poem.

1. Look At the picture and discuss the following questions:

Aim: to clarify implicitly the racial issue in the American history and culture.

Key:

- a- The picture represents a slave ship. (Please, talk about slave trade.)
- b- I think that the ship is in Africa, and it is going to America.
- c- **George Washington**: first U. S President ;
July 4th, 1783: Independence Day;
Abraham Lincoln: (US President) ;
1861-1865 : American Civil War;
Martin Luther King Jr 1963. One of the leaders of the Civil Rights movement;
August 1963: March of 200,000 people on Washington DC to demand racial equality.

2. Read the newspaper article below and answer the following questions:

Aim: to acquaint pupils with the concept of Civil Right Movement and its leadership in the American history and train them on reading and note taking.

Key:

- a. Martin Luther King Jr. was **one of the Black American leaders of the Civil Rights Movement** in the 1960s.
- b. He hoped/wished his children **to be free from racial prejudice**.
- c. The author/Martin Luther King repeats words, phrases and ideas: "***I have a dream***", "***one day***", "***we'll be able to***" which are characteristics of the "**oratorical style**".
He uses an **oratorical style** in order to **stimulate his audience**; to **get the audience to feel the injustice of racial discrimination and segregation** .
- d. Yes, because it is full of hope and fairness.

3. Read the dictionary entries of the words in bold. Then identify the meanings of the words as they are used in the newspaper article above:

Aim: to get the pupils develop their dictionary usage skills including weak/strong forms and stress pattern in spoken English and raise their awareness of the difference of meanings of some words despite their similar spellings

Key:

- Address (2)**: speech or talk to an audience.
- Can (1)**: ability or capacity to do something
- Spiritual (3)**: a religious song as sung by Negroes in the USA.

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***Teacher:** Karim Bouhadiba*

Write it out: (p 50)

You are in Hyde Park at the Speaker's Corner, in London, England. Deliver a speech in defence of the rights of the child.

Imitate Martin Luther King's speech making the best use of the auxiliaries you have learnt in this unit:

Aim: to raise awareness on textual coherence and to emphasize correctness and appropriacy in textual discourse, to fulfill various functions.

Key:

Ladies and gentlemen, let me make this point right away: age limits are not fair! I want to vote, but I can't do that at the age of sixteen. "I'm sorry, you are too young", they sat. I'm not an adult until I'm nineteen. But when I buy a plane ticket, I have to pay the full fare. I am an adult although I'm just sixteen.

At the age of sixteen I cannot join the army, but if I have to work, that will be for a full time.

Ladies and gentlemen, I have a dream that children of my age will be able to **live their childhood as normal as possible**. I have a dream **to have the right to live in peace, a dream that could never be realized unless the adults would care about us**.

Our grandparents were able to **assume their responsibilities at an early age**. **How about us? Give us a chance to try do that and to prove it**. I hope we'll be able to **express our opinions and feelings freely**. I hope we'll be able to **show the adults that we can do things just as they do if not better**. **But keep us far from wars**

Thank you very much for your kind attention, ladies and gentlemen. Please sign the petition entitled **DOWN WITH AGE LIMITS** which is being circulated by my classmates. God bless you all!

Where do we go from here?

Exploring Matters further: (Given as a homework for assessment)

***School:** Hassiba ben-Bouali secondary school*

***Unit:** (3) Poverty & World Resources*

***Approximate Time:** 18 – 25 hours*

***Book:** Getting Through*

***Sequence:** Read and Consider*

***Level:** 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.*

***Teacher:** Karim Bouhadiba*

UNIT THREE (3): POVERTY & WORLD RESOURCES (Waste Not, Want Not)

In this unit my pupils will learn to...

Discovering Language

I) Grammar in Context:

- suggest;
- describe a process;
- predict;
- ask for and give information;
- report;

II) Say it Loud and Clear:

- intonation (listing);
- problem consonants and vowels.
- strong and weak forms of auxiliary was and were in the passive.
- final 's' as: /s/ (helps/meets)
- final 'ed' as: /ɪd/ (added), /d/ (studied/wanted), /t/ (helped, worked)
- pronounce abbreviations /acronyms correctly
(UNESCO/UNICEF/OPEC/IMF)
St=street, Ave=avenue, VA=state of Virginia (USA)
- peer-practice of sound contrast vs spelling between 2 words, phrases, or sentences

III) Working with Words:

- strategies of checking a monolingual dictionary;
- study a dictionary entry.
- form nouns: (poor/poverty) hungry/scarce /homeless
- The (before collective nouns): the poor, ...
- work with a monolingual dictionary

Developing Skills

I) Listening and Speaking:

- listen to a lecture;
- manage through a long conversation using discourse markers;
- talk about the environment;
- make a presentation of a product;
- pronounce 'must', 'should', 'can' in the passive;

II) Reading and Writing:

- read a map/ newspaper article;
- guess the meaning of words through context;
- analyse paragraph organization;
- write a press release;
- make an oral presentation.

Putting Things Together:

Where do we go from here?

Exploring Matters Further:

PROJECT

- write a charter against poverty
- Or -make a poster with alternative energies.

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Project Outcome:

-writing a charter against poverty

or -making a poster with alternative energies

Your conservation plan will be presented in the form of a prospectus. It will include:

A. A fact sheet synthesizing the main conservation measures that have already been taken by the Algerian government;

Consrvation Fact Sheet

Natural resources :

- a. Soil: e.g., A "green dam" was built to stop desertification in.....
- b. Water:
- c. Wild life and open spaces (e.g., forests, animals...):
- d. Mineral resources:
- e. Monuments:

Human resources :

- a. Health:
- b. Education:
- c. Culture:
- d. Economy:

B. Diagrams with presentations of how the public amenities and waste disposal systems work in your town. (Use sequencers and the present simple passive);

C. A country code and a town code (use modals with the passive);

The Town Code

E.g., Energy saving resources must be used.

D. a map of an ideal (future town with symbols and a small presentation.

E.g., My ideal town will be built...

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Discovering Language

I) Grammar in Context:

Language Outcomes: by the end of this sequence, pupils should be able to:

- suggest;
- describe a process;
- predict;
- ask for and give information;
- report;

Think it Over: (p 59)

What does each of the pictures represent/show?

What are they used for?

What pictures can you see on the stamps?

When and where was the stamp issued (introduced) for the first time?

Aim: to get the students interact about the stamps.

Key:

They represent **stamps**.

They are used to **send letters by sticking them on the envelopes**.

We can see pictures **of animals and plants (nature)**

That was **in Great Britain (England) during the 1800s**

Words to Say: (p 59)

Aim: to emphasize the pronunciation of consonants through words related to the topic of the unit.

Before You Read: (p 60)

Look at the map and answer the questions:

Aim: to have pupils interact about the map using their background knowledge.

Key:

- 1- The map represents **Southern America**.
- 2- The area in green stands for **the Amazon Forest**.
- 3- It is situated **between Brazil, Peru, Ecuador and Bolivia**.
- 4- The line in question is that of **the equator**.
- 5- The equatorial climate is **hot and humid**.

As you read: (p 60 - 61)

1. Read the text and check some of your answers to the questions above:

Aim: to get pupils read the passage and check some of their responses to the previous activity

Key:

2. Read the text on page 60 again and answer the questions:

Aim: to have pupils develop their reading comprehension skills.

Key:

- a. There is **more than a decade of global fossil fuel emissions of carbon dioxide stored in the Amazon Forest trees.**
- b. The Amazon basin ecosystem has been protected from threats **because of its isolation.**
- c. It is one of the world's greatest conservation challenges **because it is no longer isolated.**

After reading: (p 61)

Grammar Desk :(p 61) -----Grammar reference N°10 - p199-200

Read sentences (a- d) from the text and answer the questions below:

Aim: to introduce the grammatical notion of **active/passive voice.**

Key:

- 1- a- Timber companies do.
b- The Brazilian government did
These sentences are in the passive voice **because the subjects of the verbs are not really the doers/agents of the actions** i.e., the focus is on the actions rather than on the performers/ doers (of the actions).
- 2-a- Timber companies **fell** 18.000km² of forest trees
b-The Brazilian government **built** new roads throughout the 1960's and 1970s.
- 3- The sentences that give attention to the **action itself** are the sentences from the reading text; The students' sentences are in the active. They put emphasis on the **doers/performers** of the actions.
- 4- The writer has inverted the structure by foregrounding the action (putting it first in the sentence structure) and putting the real performers/doers of the action at the end of the sentence.
- 5- a-C(present simple passive);
c-B(present perfect passive);
b-D(past simple passive);
d-A(future simple passive)
- 6- No, it is not always necessary to use **by** in passive sentences. We use **by** when we want to draw attention to the doer of the action.

Practice: (p 62)

1. Read the report below and put the verbs between brackets into the simple past passive:

Aim: to get pupils practise the transformation from simple past active to simple past passive making the necessary changes.

Key:

The Exxon Valdez **was wrecked** just off the coast of Alaska in 1986.
It was carrying a huge cargo of oil. The oil spilled out, and it **was washed** onto the beach by the wind.
The water **was polluted**. The beach **was damaged**. The fishing industry **was ruined**. Hotels and restaurants **were closed**.

2. Turn the verbs between brackets into the simple past passive when necessary. Then your teacher will simulate the dialogue for you to note how was and were are pronounced :

Aim: to focus on the pronunciation of the auxiliary **was/were** in the passive.

Key:

Speaker A: What happened to the Exxon Valdez?

Speaker B: It **was** (/wəz/) wrecked off the coast of California and the oil spilled out.

Speaker A: The oil **was** (/wəz/) washed out onto the beach?

Speaker B: Yes, it **was** (/wəz/). It **was** (/wəz/) spread out by the winds.

Speaker A: **Was** (/wəz/) the fish poisoned?

Speaker B: Yes, they **were** (/wɜː/). They suffocated for lack of oxygen.

3. Pair work. Act out the dialogue with the books closed. Pay attention to the pronunciation of the auxiliaries:

Aim: to have pupils practise the pronunciation of auxiliary to be (weak/strong form) in past simple passive.

4. Transform the verbs from the active to the passive form using “by”. Make any necessary changes:

Aim: to have pupils practise the transformation from active to passive.

Key:

a. Fumes from automobile exhaust pipes **cause** air pollution.

Air pollution **is caused by** fumes from automobile exhaust pipes.

b. Water pollution **will deplete** many water zones of their oxygen soon.

Many water zones **will be depleted** of their oxygen by pollution soon.

c. The Algerian government **will ban** cigarette smoking next year.

Cigarette smoking **will be banned** by the Algerian government next year.

d. The Post and Telecommunication Ministry **has** already **issued** a lot of environmental stamps.

A lot of environmental stamps **have** already **been issued by** the Post and Telecommunication Ministry.

e. We **haven't imposed** drastic limits on gas emissions and noise yet.

No drastic limits **have been** imposed on gas emissions yet.

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Write it Right :(p63)

Right after the Exxon Valdez catastrophe, the owner of the shipping company made a press release to apologise for the damage and to promise reparation. Re-write the press release using the secretary's notes below and the future passive. You can add sentences of your own:

Aim: to make pupils write a press report reinvesting the linguistic and grammatical tools studied

Key:

Press release

We make our sincere apologies for the damage **caused by** the wreck of the Exxon Valdez yesterday. We promise that oil **will be recuperated** with special machines and the spoilt beaches **will be cleaned**. Marine life **will be restored**; birds **will be washed out**. We also promise that 2000 workers **will be recruited** soon. Hotel workers **will be employed by** the company, and the tourist industry **will be compensated** for its loss. ...

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

II) Say it Loud and Clear :(p64)

Language Outcomes: by the end of this sequence, pupils should be able to:

- intonation (listing);
- problem consonants and vowels.
- strong and weak forms of auxiliary was and were in the passive.
- final's'as: /s/ (helps/meets)
- final'ed'as: /ɪd/ (added), /d/ (studied/wanted), /t/ (helped, worked)
- pronounce abbreviations /acronyms correctly
(UNESCO/UNICEF/OPEC/IMF)
St=street, Ave=avenue, VA=state of Virginia (USA)
- peer-practice of sound contrast vs spelling between 2 words, phrases, or sentences

1. Read the text silently as you listen to your teacher and continue marking the intonation on the words in bold with appropriate arrows (↘ or ↗): ↘

Aim: to get pupils aware of the list intonation

Key:

There are five types of alternative **energies** (↘): solar (↗), wind (↗), biomass (↗), and hydroelectric (↘). All of them can be produced in our country because we have the following natural **resources** (↘): the wind (↗), the sun (↗), the mountains (↗) ...

However, solar energy is by far the most **viable** (↘). It is **cheaper** (↗), **safer** (↗) and less **polluting** (↘). SONELGAS has already built power plants in **Biskra** (↗), **Djelfa** (↗), **Hassi Rmel** (↗) and other localities in the South of **Algeria** (↘).

List intonation: We use a *falling intonation* when we end the listing and a *rising intonation* when we are still in the process of doing so.

2. Class work. Consider the consonant and vowel sounds in the boxes and answer the following questions:

Aim: to try to single out the sounds which pose pronunciation problems.

Key:

The sounds of the coloured boxes don't exist in Arabic.

p	t	k	f	s	θ	ʃ	tf
b	d	g	v	z	ð	ʒ	dʒ
h	l	r	w	m	n	ŋ	i
ə	ɪ	ʊ	ʊ				
ɪ	ɜː	ɔː	ɒ				
e	æ	ɑː	ʌ				

Task: Try to pronounce the following words correctly:

p	pen, copy, happen	ə	about, common, standard, teacher
tf	church, match, nature	ɜː	nurse, stir, learn, refer, girl
g	get, giggle, bag	ɔː	thought, law, north, war
v	view, heavy, move	ɒ	lot, odd, wash, hot, not
ʒ	pleasure, vision	æ	trap, bad, black, back,
ŋ	ring, anger, thanks, sung	ʌ	strut, mud, love, blood

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

3. The underlined letters in the words below are mispronounced. Correct The mistakes in the transcriptions:

Aim: to try to remedy the problems that the pronunciation of some sounds poses.

Key:

words	Wrong transcriptions	Correct transcriptions
Letter	/ li:tə /	/ letə /
Beautiful	/ bu:tɪfʊl /	/ bjʊtɪfʊl /
Burned	/ bərnəd /	/ bɜ:nd /
Were	/ weər /	/ wɜ:/
Saved	/ seɪvəd /	/ seɪvd /
Bird	/ bɪrd /	/ bɜ:d /
Polluted	/ pɒljʊtəd /	/ pəlu:tɪd /
Washed	/ wɒtʃəd /	/ wɒʃt /

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

III) Working with Words: by the end of this sequence, pupils should be able to:

- strategies of checking a monolingual dictionary;
- study a dictionary entry.
- form nouns: (poor/poverty) hungry/scarce /homeless
- The (before collective nouns): the poor, ...
- work with a monolingual dictionary
- study a dictionary entry.

1. Look up the following words in a dictionary: “conserve, sewage, deplete”:

Aim: to get pupils aware of the strategies followed to use a monolingual dictionary.

Key:

Conserve: / kən'sɜ:v / (v[T]) prevent sth. From being changed, lost or destroyed.

Conserve: / 'kɒnsɜ:v / (n[C,U]) (fml) jam, with quite large pieces of fruit.

Sewage: / 'su:ɪ dʒ / (n[U]) waste matter from homes, factories...etc carried away by sewers.

Deplete: / dr'pli:t / (v[T]) reduce greatly in amount : **our food supplies are badly ~d**

2. Recapitulate the various steps you have gone through to find the meanings of the words in exercise 1 above:

Aim: to

Key:

The strategies for checking difficult vocabulary are as follows:

- First, the students will resort to a dictionary only once s/he can't guess the meaning of the difficult words from context. For this, s/he needs to identify the category of the words, see whether there are any synonyms, antonyms, or paraphrases of these difficult words.
- Once s/he is sure that she can't do otherwise than checking a dictionary for understanding the meaning of the difficult words that she has singled out from the text, she will open the dictionary at the page where the word is listed. In doing so, s/he will pay attention to the alphabetical order.

3. Read the dictionary entry below and put the following keys in the right boxes:

Aim: to consolidate and stress the dictionary use skills.

Key:

- A: / weɪst/ pronunciation
 - B: ~land compound/complex word
 - C: (fig) figurative language
 - D: (eg) example
 - E: (vt) transitive verb
 - F: (sth) something
 - G: (sb) somebody
 - H: (prov) proverb
 - I: [U] uncountable noun
 - J: definition
 - K: [US] American English
 - L: Colloq colloquial English
 - M: adjective
 - N: adverb
- } Part of speech

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Developing Skills

I) Listening and Speaking:

Language Outcomes: by the end of this sequence, pupils should be able to:

- listen to a lecture;
- manage through a long conversation using discourse markers;
- talk about the environment;
- make a presentation of a product;
- pronounce ‘must’, ‘should’, ‘can’ in the passive;

1. Look at the picture and complete the blanks in sentences (a-c) using the correct form of the verbs in the box:

Aim: to have pupils identify and interpret the photosynthesis process.

- Key:**
- a- Carbon dioxide **is derived from** the air.
 - b- Water **is drawn (absorbed) from** the soil.
 - c- Sunlight energy **is absorbed (captured) by** chlorophyll.
 - d- Oxygen **is released from** plants and food.
 - e- Sugar **is produced during** photosynthesis.

2. Listen to your teacher simulating a lecture and check your answers to the questions in exercise 1 above. Then describe the photosynthesis process:

Aim: to get pupils able to

Key: The Photosynthesis process is a vital activity performed by plants. Carbon dioxide **is derived from** the air, water **is drawn (absorbed) from** the soil, and the sunlight energy **is absorbed (captured) by** chlorophyll. The oxygen **is released from** plants and food. During this process, sugar **is produced**.

3. Listen again to your teacher and note how “must be”, “can’t be” and “shouldn’t be” are pronounced. Cross out the wrong transcriptions :

Aim: to get pupils master the pronunciation of modals.

Key:

- | | |
|---|--------------------|
| Plants must be (/məsbɪz/) protected. | [Not /məstbɪz/] |
| They can’t be (/kɑːmbɪz/) replaced by man-made converters. | [Not /kæntbɪz/] |
| They shouldn’t be (/ʃʊmbɪz/) cut down. | [Not /ʃʊldntbɪz/] |

4. Make the best use of your knowledge in botany to describe the process of respiration in plants at night:

Aim: to

Key:

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Your Turn :(p67)

Turn the sentences below into the passive. Then read them aloud paying attention to the pronunciation of the modals:

Aim: to have pupils practise the transformation from active to passive and pronounce the modals correctly.

Key:

- a. We **mustn't** hunt animals in danger of extinction.
Animals in danger of extinction **mustn't be** hunted.
- b. We **shouldn't** throw recyclable objects.
Recyclable objects **shouldn't be** thrown away.
- c. We **should** stop desertification.
Desertification **should be** stopped.
- d. We **can** divide pollution into four types.
Pollution **can be** divided into four types.
- e. We **may** group alternative energies in five categories: wind, solar, biomass and hydro-electric
Alternative energies **may be** grouped in five categories: ...
- f. We must protect our human resources.
Human resources **must be** protected.

Write it up :(p 68)

Use the notes in the box to write a presentation of the solar home in the picture. Use appropriate discourse markers from the tip box on page 67. Add any other words if necessary:

Aim: to make pupils able to present a product using appropriate discourse markers together with the passive voice (identify the different parts of the solar home and their functions).

Key:

*Ladies and gentlemen, this is our new type of solar home. It is better than other homes because it is environmentally friendly. It is totally operated by solar energy. During winter, outside air **is captured by** warm glass roof panels. Then, warm air **is forced down** into a water tank by an air handling unit. Next, the water in the tank **is heated** and greater quantities of warm water air are released. The hot air **is then sent down** a duct to the crawlspace in under-floor area. After that, warm water rises through floor registers to the living space. Some of the heated air **is absorbed by** concrete slabs. It **is released** at night. This process **is reversed** during summer.*

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 - 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

II) Reading and Writing:

Language Outcomes: by the end of this sequence, pupils should be able to:

- read a map/ newspaper article;
- guess the meaning of words through context;
- analyse paragraph organization;
- write a press release;
- make an oral presentation.

1. The pictures illustrate a magazine article. Look at them and complete each statement with the right item (a, b or c):

Aim: to elicit the students' responses to the pictures without *checking* their Interpretations at this stage.

Key:

- 1- The ear in picture A is [**b (assaulted by noise)**]
- 2- The ear in picture B is wearing [**c (a hearing aid)**]
- 3- The topic of the magazine article will be about [**c (noise pollution)**]

2. Read the text and check your answers to questions 1 and 3 above:

Aim: to have pupils read an article so as to check their responses to questions in act1

3. Read the article on page 69 again and find the following :

Aim: to have pupils guess the meaning of words through a context.

Key:

- *easily made angry= **irritability** (noun)
- *is confirmed= **is borne out** (verb)
- *related to the brain= **mental** (adjective)

4. Choose the best title for the article. Justify your choice:

Aim: to have pupils read for general understanding of a text.

Key:

The best title is: **Another Kind of Pollution.** Noise pollution has not been recognized as such until recently.

5. Pick out examples from the text on page 69 to complete the blanks in the tip box below:

Aim: to make pupils analyze the organization of a paragraph by introducing to them the four types of sentences.

Key:

a- A sentence which focuses on the general idea (topic sentence):

e.g., For a long time, noise has been known to cause sleeplessness and irritability, and now other studies are linking it to a wide range of mental and physical disturbances.

b- A sentence which gives details to support/ develop the general idea (supporting sentence):

e.g., In Los Angeles, researchers have found that people living near the airport have...

c- A sentence which provides a smooth transition from one idea to another (transitional sentence):

e.g., In the opinion of many hearing specialists, time is running out.

d- A sentence which supports the new idea (supporting sentence):

e.g., The number of mental diseases will be multiplied by two or three...

e- A sentence which logically concludes the ideas discussed in the paragraph: (concluding sentence)

e.g., This health alert against.....

Write it out: (p 71)

1. Put the verbs between brackets into the correct form of the passive:

Aim: to make pupils practise more the passive voice.

Key:

a. Throughout the world, deserts **are created** because pastures near arid lands heavily **are grazed** and trampled.

b. Around towns, adjacent forest belts **are denuded** by people in their search for firewood.

c. More productive plants **are introduced** into semi-arid lands. As a result, indigenous plants necessary for the maintenance of the soil **are nudged** out.

d. Many people think that desertification **is caused** only by a change in climate, but the truth is that deserts **are provoked** by human actions.

e. Because of intensive production of cash crops like cotton and groundnuts, soil nutrients **are dissipated** and the topsoil **is eroded** by wind and water.

f. A long time ago, history **was made** in the deserts.

g. Today, about 140 million people **are threatened** by the spread of the desert caused through the interaction of climatic fluctuations and man's abuse of his environment.

h. Desertification must **be stopped** now; otherwise deserts will **be transformed** into a curse for man soon.

i. These civilizations **were built** in deserts because people knew how to live in harmony with nature.

k. At least two great civilizations **were established** there.

School: Hassiba ben-Bouali secondary school

Unit: (3) Poverty & World Resources

Approximate Time: 18 – 25 hours

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

2. The sentences in exercise 1 are not in the right order. Re-order them into a coherent newspaper article about desertification:

Aim: to have pupils reorder scrambled sentences to get a coherent newspaper article.

Key:

(1- f) – (2- k) – (3-i) – (4- g) – (5- d) – (6-a) – (7-c) – (8 – e) – (9 – b) – (10 – h)

Where do go from here?

Exploring Matters Further: (Given as a homework for assessment)

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

UNIT FOUR (4): TECHNOLOGY & INNOVATION (Budding Scientist)

In this unit my pupils will learn to...

Discovering Language

I) Grammar in Context:

- express condition;
- make predictions;
- make and reply to suggestions;

II) Say it Loud and Clear:

- diphthongs;
- stress in words ending in “-gy”, “-ical”, “-ics”;
- intonation in complex sentences with ‘if’;

III) Working with Words:

- vocabulary related to science, experiments...
- formation of adjectives with suffixes: “-able”, “-ible”.

Developing Skills

I) Listening and Speaking:

- Listen to a talk;
- talk about dilemmas;
- give a short presentation;

II) Reading and Writing:

- read a report about an experiment;
- read an advertisement;
- write a letter seeking / giving advice;
- write a letter about a contingency plan.

Putting Things Together:

Where do go from here?

Exploring Matters Further:

PROJECT

- write:

- *reports on scientific experiments. [Scientific streams].
- *an ABC of dreams. [Literary streams].

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Project Outcome: Writing reports on scientific experiments.

A) – The experiment planned.

- What is it?
- What is it about?
- What tools do you need to carry it out?

B) – The steps of the experiment.

- Give a list of the steps of the experiment.
- What is done in each step?

C) – Carrying out the experiment.

- How is the experiment begun?
- Give the order of the following steps.
- Throughout the experiment, what observations can you make?

D) – Concluding the experiment.

- What is the last step of the experiment?
- Enlist your conclusions.

E) – The final report.

- Now having your experiment finished, organize your notes from step **A** to **D** and include your commentary in no more than 400 words maximum.

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Discovering Language

I) Grammar in Context:

Language Outcomes: by the end of this sequence, pupils should be able to:

- express condition;
- make predictions;
- make and reply to suggestions;

Think it Over: (p 79)

What do the two pictures illustrate?

Aim: to familiarize pupils with the topic of unit four, to introduce the unit implicitly, and to recognize the general notes that the project work would include.

Key: The two pictures illustrate Arab science during the Abbasids period.

Words to Say: (p 79)

Aim: to familiarize pupils with specific spoken English sounds and make them aware of stress patterns in spoken English.

Before You Read: (p 80)

Look at the picture and listen to your teacher reading the names of the angles.
Then ask and answer questions about how many degrees each of the angles has.

Aim: to motivate the oral and free expression of pupils in a precise context, to familiarize pupils with geometry-related vocabularies, and use and practice the comparatives.

Key:

Questions	Possible answers
- How many degrees has an <i>acute angle</i> got?	-Less than 90°
- How many degrees has a <i>right angle</i> got?	-90°
- How many degrees has an <i>obtuse angle</i> got?	-More than 90°
- How many degrees has a <i>straight angle</i> got?	-180°
- How many degrees has a <i>reflex angle</i> got?	- More than 180°

As you read: (p 80 - 81)

1. Read the text below and check your answers to the questions above:

Aim: to get the pupils check their responses to the **Before you read** activity.

2. Read the text again and complete the sentences next to each of the questions below:

Aim: to make students able to look for specific notes in the text, identify the main and secondary ideas of the reading passage, and provide them with the correct methodology of answering questions.

Key:

- 1- Yes, there is. A point in geography has no dimensions (length and thickness) whereas a dot has length, width and thickness.
- 2- The stress is on **have**. (A straight line that we draw on paper with pencil **have** width and thickness)
- 3- The teacher advises his/her students to revise today's lesson.

After reading: (p81)

Grammar Desk :(p81) -----Grammar reference N°11 – p201-202

Read the sentences and answer the questions below:

Aim: to identify the conditional clause, recognize the construction and building of the conditional sentences ;(if clause/main clause – main clause/if clause), and discriminate between the usage of the two different types of conditional: Type (I) and type (II).

Key:

- a- The result clause of sentence 1 is in the future simple.
The result clause of sentence 2 is in the present simple.
- b- The condition in sentence 2 is true at any time because it is a general truth.
The condition in sentence 2 is of the domain of prediction. The students may or may not get good marks.
- c- **When** can replace **if** in sentences 2 and 4.
2- When two lines cross, the opposite angles are always equal.
4- When there are two points, the shortest distance between them is called **a straight line**.
- d- The order of the sentences is as follows: (2-4) (1-3)

Practice: (p82 - 83)

1. Put the verbs between brackets into the correct tense:

Aim: to have pupils practise the use of the conditional clause in context and enable them to differentiate between the two types of conditional: Type (1) and (0).

Key:

- a- We **will get** wet **if it rains**. (Prediction)
- b- **If** you boil water at 100% centigrade, it **evaporates**. (Scientific truth)
- c- **If** you **throw** water on fire, it **will stop** burning.
- d- **If** you **drink** some cool water, you **will** soon **feel** better.
- e- She **will fall** sick **if** she **drinks** that polluted water.

2. Put the verbs between brackets in the sentences of column A into the right tense. Then match each sentence with its function in column B:

Aim: to give pupils additional chances to practise the conditional and to make them aware of the diverse functions a conditional sentence may have.

Key:

A: Sentences	B: Functions
1. If you buy two, you will get one free.	F. promise
2. I will help you do the exercises if you want .	B. offer
3. If you do not stop making a noise, I will switch off the TV.	D. threat
4. He will understand if you just explain why you came late.	E. advice
5. If you touch that wire, you will get an electric shock.	C warning
6. If this jacket is the correct size, it will fit me.	A. prediction

3. Write if-conditional sentences expressing the functions in column B of exercise 2 above. Then read them aloud using the right tone:

Aim: to make the pupils able to

Key:

- a- You **may** have an accident if you drive too fast.
- b- If you don't pay your taxes on time, you **can** have a fine.
- c- You **can** run out of money if you spend too much of it.
- d- If you overuse your old car, it **may** break down one day.

4. Group work. Think about what you'll do if you pass your exams. Then play a chain game by asking the other group what they will do next.

Aim: to get pupils express freely their own ideas as long as the conditional is used appropriately.

Key:

- G1: If you pass your exam, we'll go to Brazil.
- G2: What will we do if we go to Brazil?
- G1: If we go to Brazil? We'll visit Maracana Stadium.

5. Make the result clauses in the sentences sound less categorical (likely) by using the auxiliaries 'may' or 'can'. Then write similar sentences as the ones you have obtained:

Aim: to make pupils differentiate between conditional sentences with 'may' and 'can', recognize the difference in the degree of certainty of conditional sentences using 'may' and 'can', and to reinforce the use of 'may' and 'can' in a given language context

Key:

Possible Sentences:

- a- If you **fall** down, you **may break** your arm.
- b- That boiler **can** explode **if** you **put** too much pressure on it.
- c- He **may** hurt himself **if** he **mixes** chemical products carelessly.
- d- They **can** fail their mathematics and physics exams **if** they **don't learn** the theorems.
- e- If you drive too fast, you may have an accident.
- f- If you spend too much money, you can run out of it soon.
- g- If you overuse your old car, it may break down one day.
- h- If you don't pay your taxes on time, you can have a fine.

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Write it Right :(p83)

Use the information below to write a short description about water properties. Use conjunctions 'if / when / as':

Aim: to have pupils practise the use of conditional with 'may', 'can' and 'will', write a descriptive essay using given notes to improve pupils' writing skills.

Key:

Like air, water is found almost everywhere. It is familiar to us in different forms, as drinking water, water vapour, ice and snow.

Water has some surprising qualities. For example, most liquids freeze and become denser, but water becomes lighter. When you fill a pan of water, with ice cubes, you note that unmelted particles remain on the surface. The reason is that frozen water is lighter than water in liquid form. When water expands, it becomes ice and it exerts pressure. If you fill a glass bottle and put it in the freezer, the bottle breaks. As the frozen water expands, it exerts pressure on the glass bottle.

Water molecules have a strong attraction to each other. The force of attraction is called cohesion. If you moisten two pocket mirrors and stick them together, you will not be able to pull them apart. The water molecules on the surface of the pocket mirrors attract each other. But it is not difficult at all to separate dry mirrors because ...

II) Say it Loud and Clear :(p 84)

Language Outcomes: by the end of this sequence, pupils should be able to:

- diphthongs;
- stress in words ending in “-gy”, “-ical”, “-ics”;
- intonation in complex sentences with ‘if’;

1. Listen to your teacher and mark the intonation at the end of the sentences with an arrow (↗ or ↘):

Aim: to make the pupils aware of the musicality of spoken English, learn the intonation in the interrogative form, and learn the use of "should" for giving advice.

Key:

Car owner: What should I do (↘) if the engine fails to start? (↗)

Mechanic: Check if there is fuel in the tank. (↘)

Car owner: And if there is fuel in the tank. (↗)

Mechanic: Then you should check (↘) if the battery is all right. (↘)

2. Pair work. Act out the dialogue above. Then make similar dialogues about what you should do if...:

Aim: to make the students.

Key:

3. Listen to your teacher reading the words in the table. Then mark the primary stress with a prime ('). The secondary stress is already marked:

Aim: to make pupils aware of what homophones are.

Key:

A: Words	Pronunciation	B: Words	Pronunciation
Psychology		Solution	
Democracy		Television	
Philosophy		Realistic	
Responsibility		Static	
Technological		aeronautics	

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

4. Now discuss the following points and draw pronunciation rules:

Aim: to raise pupils' awareness about spoken English sounds, to discriminate between primary and secondary stress in words, and to learn the stress pattern in words ending with specific suffixes: **gy, cy, phy, ity, cal, tion, sion, ic and ics.**

Key:

The rules for word stress

1. Stress on first syllable
Most two-syllable nouns and adjectives have stress on the first syllable.
2. Stress on last syllable
Most two-syllable verbs have stress on the last syllable.
3. Stress on penultimate syllable (second from the end):
Words ending in 'ic', 'tion', and 'sion'
4. Stress on ante-penultimate syllable (third from the end):
Words ending in 'cy', 'ty', 'phy'; 'gy'
5. Polysyllabic words (words with many syllables)
These usually have more than one stress, i.e., primary and secondary stress. Often such words contain a prefix (as with 'inter' and 'anti' in international and antibiotic). This is common with many long technical words.
6. Compound words (words with two parts)
If the compound is a noun, the stress goes on the first part. **Eg:** greenhouse, blackbird.
If the compound is an adjective, the stress goes on the second part; e.g., bad-tempered, old-fashioned
If the compound is a verb, the stress goes on the second part, e.g., understand, overlook.

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

III) Working with Words: by the end of this sequence, pupils should be able to:

-vocabulary related to science, experiments...

-formation of adjectives with suffixes: “-able”, “-ible”.

1. Make a chart of adjectives using the suffixes in the box. Illustrate the use of the adjectives in sentences of your own:

Aim: to learn some suffixes, their meanings and their use, and to be able to create new and different adjectives using specific nouns and suffixes.

Key:

Suffixes for forming nouns	meaning	Example (+ transcription)
-ance / -ence	Verb+ance / adjective+ance	appearance / tolerance / clearance /
-ee	Verb+ence / adjective+ence	emergence/coexistence/adolescence
-er /-or /-ess /-ist	Person affected by an action	trainee / /
-ar, -ian	Person acting	employee / /
-ery	Agent (one who does an action)	
	Job	
	Sb or sth that carries an action	bakery /
	Place where an action is carried out	surgery/ discovery /
	Art of or practice of	slavery/
	State, quality, character	Wisdom
-dom	Condition, state, rank	Childhood / adulthood
-hood	Status, rank, condition of life	Eternity / futurity
-ity	Adjective+ity	Entertainment / agreement
-ment	Result or means of an action	Up-to-dateness
-ness	Quality, state, character	apprenticeship
-ship	State of being, status, office	

2. Unmix the letters to find out the name of a science. Then complete the crossword puzzle:

Aim: to have pupils

Key:

Across

- a- psychology
- b- mathematics
- c- zoology
- d- astronomy
- e- biology
- f- ecology
- g- chemistry

Down

- h- Physics

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Developing Skills

I) Listening and Speaking:

Language Outcomes: by the end of this sequence, pupils should be able to:

- Listen to a talk;
- talk about dilemmas;
- give a short presentation;

1. Skim through the advertisement below and answer the following questions:

Aim: to familiarize learners with the form and language items of advertisements.

Key:

- a- The advert addresses high school graduates.
- b- “Open Day” is the day when the university is open for visit by high school graduates who are interested to join the university.

2. Listen to your teacher reading a dialogue and check your answer to question 1:

Aim: to introduce the listening passage to the pupils to allow pupils' self evaluation about their guesses about activity one.

Key:

3. Listen again to your teacher and answer the questions below :

Aim: to Training pupils to look for specific details (the correct answers) while listening to a read passage.

Key:

- a- The speakers are Jamel and Maya who are high school students.
- b- Jamel.
- c- He starts as follows: “I feel like going”.
- d- Jamel wants to visit the faculty of medicine.
- e- Maya wants to visit the faculty of civil engineering because she isn’t interested in visiting the faculty of medicine.

TIP BOX (p.87)

This will build the pupils’ awareness about the different ways for **asking and giving advice**.

Making a suggestion	Agreeing to a suggestion	Turning down a suggestion

Your Turn :(p87)

Pair work. Imagine that your friend finds himself/herself in a dilemma. Suggest to him/her a solution to get out of it:

Aim: to consolidate further the use of the language exponents for asking for and giving advice.

Key:

You: I'm sure that scientists **will** invent a vaccine against tooth decay in 20 years.

Your partner: Personally, **I have doubts about that.** That **might or might not** happen.

You: I'm **almost certain that** we'll travel to space some day.

Your partner: It seems to me that this **won't** happen tomorrow.

You: I'm quite sure that Man **will** live up to 130 years.

Your partner: It's **unlikely that** this **might** happen.

You: I have the **firm conviction that** children **will** study at home to work through the use of computer.

Your partner: I have **no doubt about this.**

Write it up :(p88)

1. **Imagine you are in a dilemma. Write a letter to an 'agony aunt' to ask for advice:**

Aim: to learn how letters of seeking advice are written regarding both the form and contents, and to use the conditional for expressing predictions.

Key:

A letter for seeking advice

A suggested letter to an "agony aunt":

Dear Dr Wells,

I'm writing to you to seek advice. My name is Omar and I'm a secondary school student. I can't make up my mind about a personal problem.

I'll sit for the baccalaureate exam soon. I'll certainly succeed, but my parents are old and are in need of financial help. I would really like to help them. However, if I do so, I will have to give up my dream of becoming a doctor. In short I am in a dilemma. On the one hand, if I decide to help, I will have to renounce to my registration at the university. On the other hand, if I don't, I'll feel guilty of not helping my family. I have no one to turn to. What should/can I do?

Sincerely,
"Miserable"

2. **Now, imagine you are an 'agony aunt'. Read your partner's letter and reply by suggesting a solution to his/her problem. Keep to the following plan:**

Aim: to know how to write responses to a letter of complaint expressing sympathy, and making written suggestions and recommendations using specific language items.

Key:

II) Reading and Writing :

Language Outcomes: by the end of this sequence, pupils should be able to:

- read a report about an experiment;
- read an advertisement;
- write a letter seeking / giving advice;
- write a letter about a contingency plan.

1. Read and answer the question in the caption attached to figure 1 below:

Aim: to

Key:

2. Read the first part of the text and check your answers to question 1 in the exercise above. Then discuss the following questions:

Aim: to have pupils make pupils aware of the importance of using illustrations, drawings and background knowledge to understanding a text before reading it.

Key:

- Yes, it shows the balloons moving away from one and other. The illustration helps in understanding the word “repel” in the text. It also helps to visualise the whole experiment.
- Yes, I have used my knowledge in physics. Using background knowledge helps in understanding texts.
- The answer to the first part of the question may be ‘yes’ or ‘no’ depending on the students’ background knowledge. As regards the second part of the question, the answer is **no**.

3. Read the rest of the text on page 89 and check your answer o question © in exercise 2 on page 89:

Aim: to have pupils report experiments' summaries and draw conclusions and main ideas of long reading texts.

Key:

Fig.2: It illustrates the result of the experiment: unlike charges attract. The balloons are attracted to the rod. They are negatively charged whereas the rod is positively charged.

4. Read the last paragraph on the text above and write captions for figures 3 and 4 to illustrate the explanations:

Aim: to make the students aware of the different techniques/strategies for avoiding repetition.

Key:

Captions:

Figure.3: A negatively charged balloon adheres to an uncharged wall.

Figure.4: A positively charged balloon also adheres to such a wall.

School: Hassiba ben-Bouali secondary school

Unit: (4) Technology & Innovation

Book: Getting Through

Level: 2nd Year L.E. + S.E. + M. + T.M.

Approximate Time: 25 hours

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Write it out: (p 91)

1. A friend of yours has written to you a letter because he/she is anxious to know what you'll do if you pass or fail the baccalaureate exam. Reply to him/her by revealing to him/her your contingency plan just to relieve him/her of his/her anxiety:

Aim: to Writing a letter of prediction 'contingency plans" using the **conditional type (I).**

Key:

2. Pass your draft to your partner to correct the presentation of the letter, the grammar and spelling mistakes:

Aim: to make pupils

Key:

Where do we go from here?

Exploring Matters Further: (Given as a homework for assessment)

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

UNIT FIVE (5): FICTION or REALITY (News & Tales)

In this unit my pupils will learn to...

Discovering Language

I) Grammar in Context:

- narrate;
- agree;
- disagree;
- ask for and give opinion;

II) Say it Loud and Clear:

- silent letters;
- stress in compound words;

III) Working with Words:

- adverbs;
- figures of speech (metaphors, similes);
- suffixes for forming adjectives of nationality with: “-ese”, “-ish”, “-ch”...;
- transforming nouns into adjectives;

Developing Skills

I) Listening and Speaking:

- Listen to a folktale;
- make an oral summary of a tale;
- tell a tale;
- manage through a conversation.

II) Reading and Writing:

- read and interpret a map;
- read a newspaper article;
- read a news story;
- write a news story;
- write a short story;

Putting Things Together:

Where do we go from here?

Exploring Matters Further:

PROJECT

- write an:

*ABC of dreams.

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Project Outcome: Writing an ABC of dreams.

Your life styles profile will be divided into three parts and will deal with three main aspects of life : clothes, food, and entertainment in Algeria and abroad. Include pictures to illustrate your theme.

Part I: Life styles in the past

(Use “used to”)

Part II: Life styles in the present time

(Use the present simple tense with link words

When / after / before / until / while)

Part III: futur life styles

(Use will / may / might and their negatives in making predictions)

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Discovering Language

I) Grammar in Context:

Language Outcomes: by the end of this sequence, pupils should be able to:

- narrate;
- agree;
- disagree;
- ask for and give opinion;

Think it Over: (p 99)

What do the pictures illustrate?

Aim: to introduce the pupils to the topic of the file, which is

Key:

Words to Say: (p 99)

Aim: to introduce the notion of *silent letters* through vocabulary related to the topic.

Before You Read: (p 100)

Pair work. Look at the map. Then ask and answer the questions about the following points:

Aim: to

Key:

Question: Where is the epicentre of the earthquake represented on the map?

Answer: A few kilometres off the Indonesian shore.

Question: Which areas are hit by the earthquake/ tidal waves?

Answer: Many countries in the region. The students can list different areas.

Question: How many people died?

Answer: More than one hundred thousand victims. The students can give the number of casualties in each area. The information is on the map.

Question: When did the earthquake happen?

Answer: It occurred on December 26, 2004.

As you read: (p 100 - 101)

2. Read the newspaper article and check some of your answers to the exercise above:

Aim: to get the pupils check their responses to the **Before you read** activity.

Key:

3. Read the text again and answer the following questions:

Aim: to

Key:

- a- The natural phenomenon of **Tsunami** was little known before December 26, 2004 because the victims did not belong to many nationalities and ethnic groups. Or because it had not been given much publicity before.
- b- **Tsunami** has become one of the most popular Japanese words because of the thousands of T.V. channels which covered the disaster for more than a month.
- c- No, it wasn't the first time that a **Tsunami** had hit that region. It had already hit China twenty years earlier.
- d- The **Tsunami** of December 26, 2004 was special as its victims did not belong to one nationality or religion.

After reading: (p101)

Grammar Desk :(p101) -----Grammar reference N°12 – p203-204

Read the sentences and answer the questions:

Aim: to make the pupils observe, analyse and draw the rules for the use of the past perfect and the past simple

Key:

- 1- had hit- had recessed
- 2- was known-was universal
- 3- the past perfect tense
- 4- the simple past tense

Practice: (p102)

1. Rewrite the sentences below using the past perfect or the past simple tense for the verbs between brackets. Sometimes both are possible:

Aim: to have pupils consolidate the use of the past simple and past perfect tense

Key:

- a. My husband and I **wept** when we (**had**) **heard/heard** the terrible news.
- b. The world **had never known** such a disaster before.
- c. It **was** the first time that an earthquake of such a magnitude **had hit** our country.
- d. People **had stayed** outdoors until the local authorities **told** them to go back into their homes.
- e. Many people **had died** before the paramedics **arrived**.
- f. Old people **told** us that our country **had already experienced** such a catastrophe.
- g. By the time the fire brigade arrive, our house **had burnt** out.
- h. I **had just switched** on TV to watch the news when the flood **came in**.
- I. The house which he **had built** twenty times earlier **was** in fire.

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

2. What do you call people from these countries?

Aim: to make the pupils

Key:

China- the Chinese;

France- The French;

Wales- The Welsh;

Japan- The Japanese;

Ireland- The Irish;

Spain- The Spaniards

Burma- The Burmese;

The Netherlands- The Dutch

Switzerland- The Swiss;

Sweden- The Swede

3. Replace the words in bold by an adjective functioning as a noun to make the sentences sound better. Make any necessary changes:

Aim: to make the students

Key:

The people from Japan hadn't suffered much from the tsunami.

The Japanese hadn't suffered much from the tsunami.

a. The **tsunami** hadn't distinguished between **the poor and the rich**.

b. **The injured and the sick** were taken to hospital.

c. Aid agencies gave food and water to **the hungry and thirsty**.

d. **The homeless** were sheltered in tents.

Write it Right :(p103)

Use the guidelines below to tell a story about a disaster (an earthquake, a fire, a gas explosion, a sandstorm...) you witnessed in your lifetime:

Aim: to have pupils re-invest what they have acquired during this unit to write about their own personal experiences with catastrophes.

Key:

II) Say it Loud and Clear :(p 104)

Language Outcomes: by the end of this sequence, pupils should be able to:

- silent letters;
- stress in compound words;

1. Listen to your teacher and underline the stressed syllable in the compound words written in bold in the folktale below:

Aim: to make pupils

Key: The rule for stress in compound words is as follows.

If the compound word is a noun, the stress goes on the first part; e.g.,

greenhouse - **blackbird**.

If the compound is an adjective, the stress goes on the second part; e.g.,

Old-**fashioned** - sweet-**tongued**

If the compound is a verb the stress goes on the second part; e.g.,

under**stand** - over**look**

However, in connected speech, compound words are subject to stress shift when a stressed syllable follows closely.

(From Christiane Dalton and Barbara Seidlhofer, *Pronunciation*, (Oxford University Press 2000, p.103)

Once upon a time there was a little **red-haired** and **blue-eyed** girl who was loved by all who knew her. She was called Little Red Riding Hood. One day her mother told her to take some **sweet-smelling** cakes to her **grandmother** who was living in the woods, but not to go into **by-paths**. That was dangerous.

When Little Red Riding Hood reached the woods, she met a **funny-looking** and **bad-smelling** wolf . Naturally, Little Red Riding Hood did not know what a wicked animal the wolf was! She thought that it was **kind-hearted**. So she listened to it when it told her to pick up some **bluebells** and daffodils for her grandmother.

While Little Red Riding Hood was picking flowers, the wolf entered her grandmother's house and ate her up. Then he put on her grandmother's **night gown** and **night cap** and went into the **bedroom**. When Little Red Riding Hood got to her grandmother's house, she found the door **wide open**. Obviously something was wrong. Even her grandmother was **odd-looking**.

2. Read aloud the folktale above paying attention to intonation and stress. Then discuss how compound adjectives are formed in English:

Aim: to make the students

Key:

It has to be observed that there are some exceptions to the rules. For example, compound words are subject to stress shift when a stressed syllable follows closely. It is the case of **red-haired** and **blue-eyed** in red-haired and blue-eyed **girl**. Please explain the stress shift in compound words before moving on to the next activity. (Cf. Daniel Jones, *Cambridge English Pronouncing Dictionary* 16th Edition, p. 111)

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

3. Listen to your teacher and mark the intonation with an arrow (or) at the end of the first six lines of the text below. Then act out the punch lines:

Aim: to make pupils

Key:

“Oh ↗ grandmother ↘,” she said ↘, ‘what **big ears** you have !’ ↗

“The better to hear you with, my dear,” said the wolf ↘.

“Grandmother, what **big eyes** you have!” ↗

“The better to see you with .” ↘

“Grandmother, what **big teeth** you have!” ↗

“The better to eat you with!” ↗

And the wolf jumped out of bed ↗ and swallowed up Little Red Riding Hood ↘. A **hunter** saved Little Red Riding Hood ↘ and her grandmother by cutting out the wolf’s stomach ↘. They both lived happily ever after ↘.

4. Form compound adjectives by using the words below. Underline the stressed word in each of the compound adjectives you will form:

Aim: to make

Key:

big-eyed - left-handed

big-headed; good-mannered; left-handed; blue-eye ; dark-skinned; old-fashioned;

hard-working; black-haired ; fast-moving

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

III) Working with Words: by the end of this sequence, pupils should be able to:

- adverbs;
- figures of speech (metaphors, similes);
- suffixes for forming adjectives of nationality with: “-ese”, “-ish”, “-ch”...;
- transforming nouns into adjectives;

1. Complete the sentences in a logical way using all the adverbs in bold. Check the meaning of the adverbs in a dictionary if necessary:

Aim: to make pupils

Key:

- a. My grandfather fell off the ladder the other day when he was painting the kitchen. **Fortunately**, he didn't hurt himself /**unfortunately**, he broke his arm. /**Obviously**, he didn't know that it was dangerous for a man of his age to climb up the ladder.
- b. When Zohra first went to live in England, her English was very poor. **Gradually**, she started learning to speak English. **Naturally**, she met some problems in speaking English at first.
- c. I left no stone unturned in my search for my missing keys. **Eventually**, I found them under the mattress. /**Strangely** enough, they were in my pocket.
- d. She was shouting and knocking at her neighbour's door. **Suddenly**, a dog jumped out of the window and bit one of her legs. **Surprisingly**, no one heard her even though she was sure her neighbours were at home.
- e. As the woman came down the stairs, she slipped. Said, **immediately**, phoned for an ambulance.
- f. He lived up to the age of 120 years. **Sadly**, he did not live to see his grandchildren.

2. Complete the blanks with appropriate words to form similes:

Aim: to have pupils develop their dictionary and vocabulary skills.

Key:

- a. He laughs like a **hyena**.
- b. S/he is as hungry as a **wolf**.
- c. She wouldn't listen. She was like an **ostrich** with its head in the sand.
- d. They clung to the tree branches, as agile as **monkeys**.

3. Complete each sentence with a word to have appropriate metaphors:

Aim: to make pupils

Key:

- a. She is a **rose**.
- b. The moon was a **ship** tossed upon a cloudy sea.

4. Poetry competition. Write a poem with similes or metaphors:

Aim: to have pupils

Key:

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Developing Skills

I) Listening and Speaking:

Language Outcomes: by the end of this sequence, pupils should be able to:

- Listen to a folktale;
- make an oral summary of a tale;
- tell a tale;
- manage through a conversation

1. **Look at the picture of the book cover (left) and read the jacket blurb (right). Then discuss the following points:**

Aim: to

Key:

- a- The authors of the collection of stories are the Brothers Grimm.
- b- The story represented on the book cover is a folktale entitled: "Four Friends".
- c- The purpose of the jacket blurb is to give a summary of the contents of the book in order to attract readers/potential buyers.

2. **Listen to your teacher reading a folktale entitled 'Four Friends'. Each time he/she pauses, anticipate what will come next:**

Aim: to

Key:

3. **Summarise the folktale in six to seven lines using your own words. Guide yourself with these questions:**

Aim: to make pupils

Key:

Possible summary

The animals decided to leave their homes because they were afraid of being killed by their masters. They went to the great city to turn musicians. On their way there, they reached a house in which robbers lived. They frightened the robbers away. The four friends took possession of the house and the food. Then, they decided to go to the city. During the day, they sang their songs of wisdom. At night, they came back home to rest. They lived together happily until their death.

- e. The moral of the folktale is that robbers never succeed in their enterprise, and honest people do even when they are old.

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Your Turn :(p107)

1. Your partner his/her opinion about the films/short stories/plays you have seen/read. Use the information in the box:

Aim: to have pupils

Key:

You: I'm sure that scientists **will** invent a vaccine against tooth decay in 20 years.

Your partner: Personally, I have doubts about that. That **might or might not** happen.

You: I'm almost certain that we'll travel to space some day.

Your partner: It seems to me that this **won't** happen tomorrow.

You: I'm quite sure that Man **will** live up to 130 years.

Your partner: It's unlikely that this **might** happen.

You: I have the firm conviction that children **will** study at home to work through the use of

Your partner: I have no doubt about this.

2. Make a statement about a film, a play, a folktale...you have seen/read. Your partner will agree or disagree with you using the expressions in the table below:

Aim: to have pupils

Key:

Write it up :(p108)

Work in groups and write a short tale following the guidelines below:

Aim: to get pupils reinvest what they have seen in this sequence to write a short tale.

Key:

II) Reading and Writing I:

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Language Outcomes: by the end of this sequence, pupils should be able to:

- read and interpret a map;
- read a newspaper article;
- read a news story;
- write a news story;
- write a short story;

1. Read the newspaper lead-in below. Then ask and answer questions using 'who', 'where', 'when', 'how' and 'why':

Aim: to

Key:

1- Wh- questions using a newspaper lead-in:

Q: How many people died and how many were injured in the accident?

A: Two people died and nine were injured.

Q: Where did the road accident happen?

A: It happened near Boudouaou.

Q: When did it happen?

A: It happened on/ last Tuesday.

Q: Why did it happen?

A: It happened because the motorist heading to Boudouaou was phoning while he was overtaking a bus.

Q: Who inquired about the accident?

A: Gendarmerie officers did.

2. Now read very quickly the rest of the article on page 110 and discuss the following points:

Aim: to have pupils

Key:

- a- Yes, because the rest of the article develops further the information given in the lead-in, which is only a summary of the news item.
- b- Yes, the picture shows a collision between a lorry and a car. We can, therefore, visualise the accident.
- c- The writer reports both facts and opinions. S/he does so in order to explain the reason why the accident happened. The facts are there, we can't change them, but the author's opinion can be questioned on the basis of the background knowledge that the readers/students might have about the different actors and the circumstances in which the accident happened.
- c- Yes, I am. The couple described is sympathetic and was not all responsible for the accident.

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

3. Read the newspaper headlines in column A and write a lead-in paragraph of 3 to 4 lines using the information in column B:

Aim: to have pupils

Key:

Write it out: (p 111)

1. There is a wrong tense use in each of the statements in the accident report below. Identify it and correct it. An example is provided to you:

Aim: to

Key:

Statements by the motorists and eyewitnesses

b-The motorist **was not wearing** his seatbelt when the accident happened.

c- While she was driving, the bus driver **was talking** to one of the passengers.

d-I **was checking** the wing mirror when the lorry hit me from behind.

e-While I **was turning** slowly into a narrow street, the pedestrian jumped in front of my car.

Statements by the traffic police officer

a-As soon as I **arrived** at the scene of the accident, I made the traffic move.

b-The paramedics had taken the victims to hospital before I **arrived**.

c- After I **had questioned** some witnesses, I **took** some photos of the damaged vehicles.

d- I **hadn't written** my report until I questioned the eyewitnesses.

e-When I **had finished** questioning the eyewitnesses, I went to hospital to question the injured motorists.

2. Imagine you are a police officer. Write a report about an accident making the best use of the information in exercise 1 above:

Aim: to make pupils

Key:

A possible answer.

An accident happened yesterday. A pedestrian was hurt by a car. As soon as I arrived at the scene of the accident, I made the traffic move. The paramedics had taken the victim to hospital before I arrived. "While the car was turning slowly into a narrow street, the pedestrian jumped in front of the car" an eyewitness said. When I finished questioning the witnesses, I went to hospital to question the victims. ...

School: Hassiba ben-Bouali secondary school

Unit: (5) Fiction or Reality

Book: Getting Through

Level: 2nd Year L.Ph. + L.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Where do we go from here?

Exploring Matters Further: (Given as a homework for assessment)

TEXT FOUR (p.57) AMERICAN FRIENDS

Aim: to broaden the pupils' knowledge and skills in that they provide additional material related to the unit 's topic.

QUESTION ONE:

What is the main idea of this passage/song? Circle the correct answer.

- A. an American soldier is fighting for the Vietnam War.
- B. the Mexican-American war
- C. Thoreau and Mark Twain are ashamed of America.
- D. A young man refuses to fight for American wars.

(Key: The correct answer is D.)

QUESTION TWO:

Circle true or false. When false, give the correct information.

- | | |
|---|-------|
| A. The young man attended the college graduation. | T. F. |
| B. He is ashamed of being American. | T. F. |
| C. He marched against the Vietnam War at twenty. | T. F. |

(Key: Statements A. and C. are false.)

Written comprehension:

In no more than 20 lines, say why the author does not like wars.

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

UNIT SIX (6): DISASTERS & SAFETY (No Man is an Island)

In this unit my pupils will learn to...

Discovering Language

I) Grammar in Context:

- describe;
- narrate;
- suggest and advise;
- express purpose;

II) Say it Loud and Clear:

- syllable stress
- practise glide: boat/bite/life
- contrast chose/shows
- identify sounds in: litter/letter, uncle/ankle.
- pronounce: said/rain, friend/chief
- practise intonation for questions and requests
- syllable stress: primary and secondary
- use of fillers: a kind of/ a sort of...
- silent h: honest
- silent k: know
- plural: secretary-secretaries /iz/

III) Working with Words:

- form compound nouns: plane crash/ lifeboat, safety belt
- work with monolingual dictionary

Developing Skills

I) Listening and Speaking:

- Listen to a radio interview;
- manage through a conversation;
- take turns in an interview;

II) Reading and Writing:

- read a report;
- read a pie chart;
- read a newspaper article;
- write a report;
- write an announcement;
- write a letter of opinion;

Putting Things Together:

Where do we go from here?

Exploring Matters Further:

PROJECT

- write about what to do in case of (earthquake, flood, fire, drought, home/road accident)

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Project Outcome:

Writing about what to do in case of (earthquake, flood, fire, drought, home/road accident).

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Discovering Language

I) Grammar in Context:

Language Outcomes: by the end of this sequence, pupils should be able to:

- describe;
- narrate;
- suggest and advise;
- express purpose;

Think it Over: (p 119)

What does the picture illustrate?

Aim: to introduce the pupils to the topic of the file, which is

Key:

Words to Say: (p 119)

Aim: to revise the pronunciation of the final ‘-ed’ through vocabulary related to the topic.

Before You Read: (p 120)

1. Look at the symbols and discuss the questions below:

Aim: to

Key:

As you read: (p 120 - 121)

2. Read the report above and answer the following questions:

Aim: to get the pupils

Key:

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

After reading: (p121)

Grammar Desk :(p121) -----Grammar reference N°13 – p205-206

Read the questionnaire and the sentences from the report. Then answer the questions below:

Aim: to

Key:

Practice: (p122 - 123)

1. Read the interview in the box. Then ask and answer questions as in the dialogue below:

Aim: to have pupils

Key:

2. Turn the quotes into reported speech using the verbs given to you:

Aim: to make the pupils

Key:

Write it Right :(p123)

Use the information in the pie chart and the layout to write a report about why Americans elected Bill Gates 'Man of the Year' for 2005. Pick up appropriate verbs from the yellow box:

Aim: to have pupils edit the text using the semi-modal **used to** as appropriate

Key:

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

II) Say it Loud and Clear :(p 20)

Language Outcomes: by the end of this sequence, pupils should be able to:

- syllable stress
- practise glide: boat/bite/life
- contrast chose/shows
- identify sounds in: litter/letter, uncle/ankle.
- pronounce: said/rain, friend/chief
- practise intonation for questions and requests
- syllable stress: primary and secondary
- use of fillers: a kind of/ a sort of...
- silent h: honest
- silent k: know
- plural: secretary-secretaries /iz/

1. Listen to your teacher reading the poem and the dialogues below and cross out the letters which are not pronounced. An example is given to you:

Aim: to make pupils aware

Key:

2. Find the spelling form of the transcribed words in the box:

Aim: to make the students

Key:

Pronunciation	Spelling	Pronunciation	Spelling
/ˈlɪsn /	Listen	/ˈraɪtɪ /	Writing
/rɪˈpɔ:t/	Report	/ˈwenzdɪ/	Wednesday
/fəˈmɪn /	Famine	/st : v/	Starve
/ˈdɒktə/	Doctor	/k t/	Cut
/ˈk bəd/	cupboard	/kju:t/	Cute

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

III) **Working with Words:** by the end of this sequence, pupils should be able to:

- form compound nouns: plane crash/ lifeboat, safety belt
- work with monolingual dictionary

1. Homework:

Check the meaning of the verbs in the box in your dictionary. Then report each of the quotes using some of them:

Aim: to have pupils

Key:

2. Make other sentences with the verbs you haven't used in exercise 1 above:

Aim: to make pupils

Key:

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Developing Skills

I) Listening and Speaking:

Language Outcomes: by the end of this sequence, pupils should be able to:

- Listen to a radio interview;
- manage through a conversation;
- take turns in an interview;

1. Read the earthquake safety measures (a-d) and rank them according to their order of importance (from 1 to 4):

Aim: to

Key:

2. Listen to your teacher simulating an interview and check your answer to the question above:

Aim: to

Key:

3. There is one mistake in every sentence below. Listen to your teacher again and correct them :

Aim: to make pupils

Key:

TIP BOX (p.127)

This will build the pupils' awareness about the different ways of expressing **certainty** and **doubt**.

certainty	doubt
I'm (almost) certain that.....	I have doubts that.....
I'm (quite) sure that.....	It's improbable that.....
I have the conviction that.....	It's unlikely that.....
I have the firm belief that.....	It seems to me that.....
It seems to me that.....	
It's likely that.....	
It's probable that.....	

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Your Turn :(p127)

1. Pair work. Ask for and give advice about what to do before, during and after an earthquake using the verb idiom “had/’d better/’d better not”:

Aim: to have pupils

Key:

You: I’m sure that scientists **will** invent a vaccine against tooth decay in 20 years.

Your partner: Personally, **I have doubts about that**. That **might or might not** happen.

You: I’m almost certain that we’ll travel to space some day.

Your partner: It seems to me that this **won’t** happen tomorrow.

You: I’m quite sure that Man **will** live up to 130 years.

Your partner: It’s unlikely that this **might** happen.

You: I have the firm conviction that children **will** study at home to work through the use of omputer.

Your partner: I have no doubt about this.

Write it up :(p128)

1. Read the information in the tip box. Then do exercise 2 below:

2. Write a short announcement advertising the precautions that people should take before, during and after an earthquake:

Aim: to get pupils

Key:

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

II) Reading and Writing :

Language Outcomes: by the end of this sequence, pupils should be able to:

- read a report;
- read a pie chart;
- read a newspaper article;
- write a report;
- write an announcement;
- write a letter of opinion;

1. Look at the picture and guess to whom the women are taking food and why they are doing it:

Aim: to brainstorm students and make them tell what they know about a specific topic and contribute their knowledge.

Key:

They are taking food to homeless families and neighbours as their houses were destroyed by an earthquake. This can be an act of solidarity. Show the pupils other pictures to make them familiar with the different kinds of solidarity and institutions, whose duties are helping people in need.

2. Read the newspaper report and check your answers to the questions above. There are some punctuation mistakes in the first paragraph, ignore them:

Aim: to have pupils interact with the written text to assess their knowledge by checking their answers with the correct ones in the passage.

Key:

3. Punctuate the first paragraph of the article on page 129 to separate the reporter's thought from that of his informant:

Aim: to make the students use quoted speech for pieces of conversation.

Key:

4. Turn the conversation between Rafik and the journalist into reported speech:

Aim: to get pupils report direct quotations/ use reported speech.

Key:

School: Hassiba ben-Bouali secondary school

Unit: (6) Disasters & Safety

Book: Getting Through

Sequence: Read and Consider

Level: 2nd Year L.Ph. + L.E. + S.E. + M. + T.M. + G.E.

Teacher: Karim Bouhadiba

Write it out: (p 130-131)

1. Report the opinions below using the following verbs and expressions:

Aim: to get pupils use reported speech and reporting verbs.

Key:

2. Now develop an argument against the claims reported in exercise 1 of the previous page. Use the relevant notes from the list in the box:

Aim: to make pupils aware how to express polite disagreement.

Key:

Where do we go from here?

Exploring Matters Further: (Given as a homework for assessment)

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

UNIT SEVEN (7): MANAGEMENT & EFFICIENCY (Business is Business)

In this unit my pupils will learn to...

Discovering Language

I) Grammar in Context:

- persuading/convincing
- suggesting/advising
- agreeing/disagreeing
- reporting
- making decisions
- making previsions
- instructing
- negotiating

II) Say it Loud and Clear:

- final "ed"
- minimal pairs
- shift of stress from noun to verb.

III) Working with Words:

- form words with prefixes: "re-" : reorganise/rewrite/reconsider
"in-" : inefficient/inappropriate/inconvenient
- form words with suffixes: "-al" and "-ic": economical/economic
- compounds: quality control/assembly line/production processes/balance sheets/product development

Developing Skills

I) Listening and Speaking:

- Listen to a conversation;
- listen for general ideas;
- listen for specific information;
- make an interview.

II) Reading and Writing:

- read business letters: complaints, dispatch, advice...;
- read for general ideas;
- read for specific information;
- write a business report;
- write a profit and loss statement, a balance sheet...;

Putting Things Together:

Where do we go from here?

Exploring Matters Further:

PROJECT

- write a:

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

*business portfolio.

Project Outcome: Writing a business portfolio.

Your life styles profile will be divided into three parts and will deal with three main aspects of life : clothes, food, and entertainment in Algeria and abroad. Include pictures to illustrate your theme.

Part I: Life styles in the past

(Use “used to”)

Part II: Life styles in the present time

(Use the present simple tense with link words

When / after / before / until / while)

Part III: futur life styles

(Use will / may / might and their negatives in making predictions)

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Discovering Language

I) Grammar in Context:

Language Outcomes: by the end of this sequence, pupils should be able to:

- persuading/convincing
- suggesting/advising
- agreeing/disagreeing
- reporting
- making decisions
- making previsions
- instructing
- negotiating

Think it Over: (p 159)

What does the picture illustrate?

Aim: to introduce the pupils to the topic of the file, which is

Key:

Words to Say: (p 159)

Aim: to revise the stress in different parts of speech through vocabulary related to the topic.

Before You Read: (p 160)

Look at the picture and answer the following questions

Aim: to

Key:

As you read: (p 160 - 161)

1. Read the letters A-D below and identify the one which the picture above best illustrates:

Aim: to get the pupils check their responses to the **Before you read** activity.

Key:

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

2. Read the letters above again and answer these questions:

Aim: to

Key:

After reading: (p162)

Grammar Desk :(p162) -----Grammar reference N°14 – p207

Read the sentences extracted from the letters and answer the questions :

Aim: to make the pupils

Key:

Practice: (p162)

- 1. Write an introductory sentence to express the purpose of each of the subjects of the letters in the box. Use link word 'to' and make any necessary changes :**

Aim: to have pupils consolidate

Key:

- 2. Rewrite the sentences below using 'so that' instead of the link words in bold type:**

Aim: to make the pupils

Key:

Write it Right :(p163)

- 1. Imagine you are a group of foreign investors interested in opening a business in Oran. Send a facsimile to your consulate to ask for information:**

Aim: to have pupils edit the text using the semi-modal **used to** as appropriate

Key:

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

2. Pair work. Now imagine you are working at the consulate. Write a draft reply to the letter of enquiry that your partner has written in exercise 1:

Aim: to make the pupils re-invest the

Key:

II) Say it Loud and Clear :(p 20)

Language Outcomes: by the end of this sequence, pupils should be able to:

- final “ed”
- minimal pairs
- shift of stress from noun to verb.

1. Listen to your teacher reading the sentences. Each time he/she reads a sentence, underline the word which is stressed most:

Aim: to make pupils

Key:

2. Pair work. Answer the questions above correcting your partner as in the short dialogue below:

Aim: to make the students

Key:

3. Listen to your teacher as he/she reads the poem below. Then discuss with him/her spelling sound links in English. Learn the poem by heart:

Aim: to make pupils

Key:

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

III) **Working with Words:** by the end of this sequence, pupils should be able to:

- form words with prefixes: “re-“ : reorganise/rewrite/reconsider
“in-“ : inefficient/inappropriate/inconvenient
- form words with suffixes: “-al” and “- ic”: economical/economic
- compounds: quality control/assembly line/production processes/balance sheets/product development

1. Use the prefixes in the box to form new words out of the underlined words.
Then replace the underlined words with the new words:

Aim: to make pupils

Key:

2. Check the meaning of the words in your dictionary and use them to write a profit and loss statement and a balance sheet:

Aim: to have pupils

Key:

Developing Skills

I) Listening and Speaking:

Language Outcomes: by the end of this sequence, pupils should be able to:

- Listen to a conversation;
- listen for general ideas;
- listen for specific information;
- make an interview.

1. Read the short texts below and answer the following questions:

Aim: to

Key:

2. Listen to your teacher as he/she simulates a dialogue and say of which advertisement (in exercise 1) above the speakers are talking:

Aim: to

Key:

3. Listen to your teacher again and take notes. Then synthesize/summarise the dialogue in your own words :

Aim: to make pupils listen for

Key:

TIP BOX (p.167)

This will build the pupils' awareness about the different ways of expressing **certainty** and **doubt**.

certainty	doubt
I'm (almost) certain that.....	I have doubts that.....
I'm (quite) sure that.....	It's improbable that.....
I have the conviction that.....	It's unlikely that.....
I have the firm belief that.....	It seems to me that.....
It seems to me that.....	
It's likely that.....	
It's probable that.....	

Your Turn :(p23)

1. Pair work. act out dialogues using yes-no questions and the clues in the box.
Make comments and give further information each time you answer:

Aim: to have pupils

Key:

You: I'm sure that scientists will invent a vaccine against tooth decay in 20 years.

Your partner: Personally, I have doubts about that. That might or might not happen.

You: I'm almost certain that we'll travel to space some day.

Your partner: It seems to me that this won't happen tomorrow.

You: I'm quite sure that Man will live up to 130 years.

Your partner: It's unlikely that this might happen.

You: I have the firm conviction that children will study at home to work through the use of computer.

Your partner: I have no doubt about this.

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

- 2. Study the dialogue sample below and cut out snippets of it to rehearse for a job interview (Book closed):**

Aim: to have pupils

Key:

Write it up :(p23)

- 1. Put the verbs between brackets in the following report on a company personnel into the present perfect simple or the present perfect continuous. Insert 'already', 'yet', 'still', 'just' where appropriate:**

Aim: to get pupils

Key:

- 2. Use the information on page 169 to write an annual report for a company of your choice. Use the appropriate tense(s):**

Aim: to get pupils

Key:

II) Reading and Writing I:

Language Outcomes: by the end of this sequence, pupils should be able to:

- read business letters: complaints, dispatch, advice...;
- read for general ideas;
- read for specific information;
- write a business report;
- write a profit and loss statement, a balance sheet...;

1. Look at the picture and the graph and say what each of them represents:

Aim: to

Key:

2. Read the text below and check your answers to question 1 above:

Aim: to have pupils

Key:

3. Pair work. Read the text again and answer the questions below. Then practice asking and answering them:

Aim: to have pupils interact with the written text.

Key:

4. Read the information in the tip box. Then deduce/infer the central idea developed in each of the paragraphs of the text above:

Aim: to make the students

Key:

Write it out: (p 172-173)

1. Rewrite the sentences of the text on page 171 which contain the link words 'so that' and 'in order that' using 'in order to', 'so as to' and 'to':

Aim: to

School: Hassiba ben-Bouali secondary school

Unit: (7) Management & Efficiency

Book: Getting Through

Level: 2nd Year G.E.

Sequence: Read and Consider

Teacher: Karim Bouhadiba

Key:

2. Rewrite the sentences below using the link words and the modals in the box instead of the link words written in bold type. Make any necessary changes:

Aim: to make pupils

Key:

3. Write a confidential report using link words ‘so that’, ‘in order that’ and modals ‘might’, ‘would’ and ‘could’:

Aim: to make pupils

Key:

Where do we go from here?

Exploring Matters Further: (Given as a homework for assessment)

TEXT FOUR (p.57) AMERICAN FRIENDS

Aim: to broaden the pupils’ knowledge and skills in that they provide additional material related to the unit ‘s topic.

QUESTION ONE:

What is the main idea of this passage/song? Circle the correct answer.

- A. an American soldier is fighting for the Vietnam War.
- B. the Mexican-American war
- C. Thoreau and Mark Twain are ashamed of America.
- D. A young man refuses to fight for American wars.

(Key: The correct answer is D.)

QUESTION TWO:

Circle true or false. When false, give the correct information.

- A. The young man attended the college graduation.
- B. He is ashamed of being American.
- C. He marched against the Vietnam War at twenty.

T. F.
T. F.
T. F.

(Key: Statements A. and C. are false.)

Written comprehension:

In no more than 20 lines, say why the author does not like wars.