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School: *Hassiba ben-Bouali secondary school*

Unit: (1) Intercultural Exchanges ***Approximate time:*** *…hours*

Book: *At the Crossroads.* ***Sequence:*** *……*

Level: *1st year Literary & Scientific streams* ***Teacher:*** *……*

UNIT ONE (1): Intercultural Exchanges (Getting Through)

In this unit my pupils will learn to…

SEQUENCE ONE

-listen, respond to, and give instructions.
-express your point of view and justify it.
-express your preferences and purpose.
-recognise intonation in polite requests and tree in two-syllable words.
-use the comparative forms of adverbs.

SEQUENCE TWO

-read and respond to an e-mail.
-write an e-mail.
-describe a place and people's regular activities.
-use the simple present tense – frequency adverbs: rarely, seldom, …
-use degree adverbs and reflexive pronouns (myself, yourself …)
-use prepositions of place: in, in the north...

SEQUENCE THREE

-listen and respond to telephone messages.
-read and respond to short messages.
-write a letter of enquiry.
-express obligation.
-write short notes (invitations, apologies…).
-use link words (to, in order to, so as to…).

STOP and CONSIDER

-use articles: definite, indefinite and zero articles.
-use: either…or… and neither…nor…
-use modal "had to" and reflexive pronouns.

SEQUENCE FOUR

-fill in a form and write a letter of application.
-recognise problem consonants (/f/, /v/…)
-use sentences stress.

PROJECT

-write a letter/ an e-mail
-create a web page

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Project:

-writing a letter/ an e-mail

-creating a web page.

1. Write an e-mail to a penfriend of yours.

2. You are a job seeker. You have found an advertisement in a newspaper or in internet.

   - make your own CV
   - write a letter of application.

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Sequence One: Listening and Speaking.

By the end of this sequence, pupils should be able to:

-listen, respond to, and give instructions.
-express a point of view and justify it.
-express preferences and purpose.
-recognise intonation in polite requests and stress in two-syllable words.
-use the comparative forms of adverbs.

Anticipate: (p 4)

1. **Listen to your teacher read the words in the box and pronounce them. Then label the parts of the computer in the picture below:**

Aim: to tune in pupils to what will come next in the listening and speaking sequence.

Key:

Screen	/skriːn /	Monitor	/mɒnɪtə/
Floppy disks	/flɒpɪ dɪsks/	Mouse	/maʊs/
Central unit (console)	/sentrl juːnɪt/ /kənsəʊl/	Printer	/prɪntə/
keyboard	/kiːbɔːd/	Floppy disk drive	/flɒpɪ dɪsk draɪv/
		Speaker	/spiːkə/

(1-Printer) – (2- Central unit) – (3-monitor) – (4-screen) – (5-speaker) – (6-mouse) – (7-keyboard) – (8-floppy disks) – (9- floppy disk drive).

2. **Find other words related to computers and write them on your copybook**:

Aim: to elicit as many words related to computing as possible from pupils.

Key: Compact Disk – Flash disk – Scanner – mouse mat – earphone – modem – Windows -

3. **Listen and say aloud the e-mail address below:**

Aim: to check that learners know how to ask for and give personal information in relation with e-mail addresses.

Key: We **write/see** (Yacine2005@yahoo.com) and we **read/say** (Yacine2005 **at** yahoo **dot** com)
[user name] **[arobas]** [domain name]

4. **Take turns to give your e-mail address to your partner. If you don't have one, invent it:**

Aim: to check that learners know how to ask for and give personal information in relation with e-mail addresses.

Key:

*Excuse me, what's your e-mail address?
Excuse me, can you remind me of your e-mail address?
*It's "**Karim1@ hotmail.Com**"

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Listen and Check: (p 5)

1. Reorder the instructions below for accessing e-mail. Match letters a-g with numbers 1-7 in the box

Aim: to 'teach' learners **to recognise** and **sequence the main ideas in spoken interaction** and to follow the thread of what is being said by concentrating and recognising the **kev words.**

Key:

Numbers	1	2	3	4	5	6	7
Letters	b	a	c	f	d	g	e

2. Now , listen to your teacher and check your answer to ex. 1:

3. **Listen again to the dialogue and play it out using these sequencers**: *first, then, next, after that, finally*:

Aim: to train the learners to speak from notes or memory with reference to the function of instructing and related language forms.

Key:

sample dialogue

A: I don't know how to use a computer to check my e-mail inbox. Can you help me?
B: Of course. ***First***, you have to switch on the computer. ***Then,*** you need to select an ISP from the menu and to click on e-mail. ***After that***, you have to sign in and wait for the connection to your e-mail inbox. ***Finally***, you need to click on "read" or "write" to check or send your messages

4. **The table below compares e-mail and snail-mail (ordinary letters). Tick in the appropriate boxes to say what you think. Do not use column B for the moment:**

Aim: to listen for specific details of information coming in a spoken interaction involving an interview.

5. **Listen and fill in column B in the table. Do you have the same point of view as the speaker?**

Aim: to listen for specific information about opinions/points of view given by two informants in an interview

Key:

Features	A: Your opinion		B: Speaker's opinion	
	E-mail	Snail-mail	E-mail	Snail-mail
Faster			✓	
Cheaper			✓	
More interesting				✓
Less personal			✓	
Less convenient				✓

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6. Use the information in the table above and write a short paragraph about your preferences. Justify your preference. Start like this:

> **Aim:** use information in the table of task two to **produce** a short paragraph about their preferences with regard to electronic and ordinary mail starting with a language structure which they have already studied.

Key:

I prefer **to send** / **sending** my messages by e-mail rather than **send** / **sending** them by snail-mail. ***First of all,*** *e-mails are the most modern (up-to-date) means of communication.* ***Secondly,*** *they are faster and cheaper than snail-mails.* ***Finally****, they are more convenient than ordinary messages.*

I prefer to send my messages by e-mail rather than send them by snail-mail *because of many reasons.* ***Firstly****, e-mails are faster.* ***Secondly****, they are cheaper.* ***Thirdly****, they are more convenient.* ***Finally****, I favor e-mails because I like the Internet.*

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Say it Clear: (p 6)

1. **Listen to your teacher read each of the sentences below and mark the intonation at the end with an appropriate arrow (↗ ↘):**

> **Aim:** to revise the intonation pattern in requests and get familiar with the comparative of superiority of adverbs.

Key:

a. Could you speak **more** slowly please? (↗)
b. Can you speak loud**er** please? (↗)
c. Can you say that **more** clearly please? (↗)
d. Could you go **less** quickly please? (↗)

2. **Transform the statements below into requests and say them with the right intonation:**

> **Aim:** to make requests out of information provided in the form of statements containing comparatives of superiority.

Key:

a. **Could / can** you type **more /less** slowly please?
b. **Could / can** you press the key **more / less** smoothly lease?
c. **Could / can** you drive **more / less** rapidly please?
d. **Could / can** you use the computer **more / less** frequently please?
e. **Could / can** you arrive earli**er** please?
f. **Could / can** you jump high**er** please?
g. **Could / can** you work hard**er** please?

3. **The words below have two syllables each. Copy them either in column A or in column B according to the stress pattern**: (▱ stressed syllable ▱ unstressed syllable):

> **Aim: t**o recognise stress patterns in two syllable words related to computers.

Key:

A ▱▱		B ▱▱	
Browser	/ 'braʊzə /	Con**nect**	/ kə'nekt /
Floppy	/ 'flɒpɪ /	Pro**tect**	/ prə'tekt /
Cursor	/ 'kɜːsə /	Re**move**	/ rɪ'muːv /
Pointer	/ 'pɔɪntə/	E**rase**	/ ɪ'reɪz /
Window	/ 'wɪndəʊ /	Es**cape**	/ ɪs'keɪp /
Icon	/ 'aɪkɒn /	Dis**play**	/ dɪs'pleɪ /
Keyboard	/ 'kiːbɔːd /		
Modem	/ 'mɒdem /		

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4. **Listen to your teacher and check your answers to ex.3. Then pronounce the words correctly:**

The hidden message:

The message below is written in phonetic script. Rewrite it using the letters of the alphabet:

Aim: to initiate the learners to phonetic transcription.

/ jɔɪ 'flɒpɪ dɪsk kənt'eɪnz ə 'vaɪərəs rɪ'muːv ɪt frəm maɪ kəm'pjmuːtə /

Your floppy disk contains a virus ; remove it from my computer.

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Your Turn: (p 7)

1. Read the parts of sentences below and match each part in column A with its corresponding part in B:

Aim: to practise and consolidate the speaking skill with reference to functions (e.g., instructing and expressing purpose) and related language forms.

Key:

A	B
1.In order to start the computer,	a. click on the e-mail option in the menu.
2.If you want to create an e-mail account,	b. switch on the central unit and the monitor.
3.To choose a site,	c. in order to open the page for personal details.
4.Click on the “sign up” icon	d. go to the address section.

(1-b) – (2 - a) – (3 - d) – (4 - c)

2. Now order the sentences so as to have coherent instructions for creating an e-mail account. Use sequencers and modals (need to, have to …):

Aim: to encourage the learners to pay attention to the organisation of ideas in a paragraph.

Key:

A: Can you show me how to create an e-mail account please?

B: Of course. That’s very easy**. First,** you have to switch on the central unit and the monitor in order to start the computer. **Then,** you need to go to the address section to choose a site. Is that clear?

A: That seems very clear. What next?

B: Next, you need to click on the e-mail option in the menu if you want to create an e-mail account. **Finally,** you should click on the ‘sign up’ icon in order to open the page for personal details.

A: Thanks very much for your help.

3. Tell the class why you use the internet. Use the information on the computer screen below and appropriate link words. You may state other purposes:

Aim: to encourage learners to speak about the various purposes for which the Internet is used.

Key:

I use the internet to surf on the web. **Besides,** I use it in order to search for information. I **also use** it to correspond with keypals and navigate. **In addition,** I rely on it so as to send and receive messages, read electronic newspapers **and** listen to music. I use it to play games, **too**.

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Say it in Writing: [to be given as homework]

Write a short paragraph to give your opinion about the Internet. Use appropriate sequencers. You may start as follows:

Aim: to re-invest what they have learned in the previous tasks in terms of functions and related language forms in order to **produce** an argumentative paragraph defending a point of view.

I think that the Internet is a very useful invention. **First,** it is used to know about other cultures, search information, and send and receive messages in a short time. **Secondly,** we can use it in order to play games and look for job. **Thirdly**, it allows us to correspond, study and solve scientific problems. **Finally,** I believe that it is used to read electronic newspapers.

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Level: *1st year Literary & Scientific streams* — ***Teacher:*** *……*

Sequence Two: Reading and Writing.

By the end of this unit, pupils should be able to:

-read and respond to an e-mail.
-write an e-mail.
-describe a place and people's regular activities.
-use the simple present tense – frequency adverbs: rarely, seldom, …
-use degree adverbs and reflexive pronouns (myself, yourself, …)
-use prepositions of place: in, in the north...

Anticipate: (p 8)

1. Put numbers 1-6 in the right boxes to say which icon in the screenshot below you have to click on so as to:

Aim: to help learners read icons in a computer screenshot.

Key: (a – 3) – (b – 1) – (c – 6) – (d - 4) – (e - 5) – (f - 2)

2. Look at the screenshot below and read aloud the sender's and recipient's e-mail addresses:

Aim: to enable learners to ask for and give information about electronic addresses.

Key:

Sender's e-mail address: [from]kirsi@hotmail.com
Recipient's e-mail address: [to] Amel@yahoo.fr

3. What do you think the e-mail above is about? Who is the sender? What country is he/she from?

Aim: to make predictions about what will come next in an e-mail message on the basis of information contained in an e-mail box screenshot.

Key:

I think it is about a correspondence with a keypal. Its sender is Kirsi. He/she is not from Algeria.

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Level: *1st year Literary & Scientific streams* ***Teacher:*** *……*

Read and Check: (p 41)

1. Read the e-mail and choose the best answer:

Aim: to answer a set of comprehension questions.

- Kirsi is: a. Algerian b. Finnish c. English
- Kirsi wants to corresponds with Amel:
  a. In order to visit Algeria
  b. To introduce herself
  c. So as to know more about Amel and Algeria
- Kirsi always goes to school by bus:
  a. In order not to be late
  b. To become a journalist
  c. So as to meet her schoolmates
- Kirsi…….gets up early: a. never b. generally c. always

Key:

- Finnish (b)
- So as to know more about Amel and Algeria (c)
- In order not to be late (a)
- Generally (b)

2. Read the e-mail below and answer these questions:

Aim: to answer a set of comprehension questions.

Key:

a. She is ***Finnish*** / she is ***from Finland***.

b. She wants to correspond with Amel ***to know more about Amel and her country***.

c. She takes the bus to school ***so as not to arrive late***.

d. She lives ***in the countryside*** because ***it is a little village where all the inhabitants know one another.***

e. She ***rarely*** goes out on weekends.

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3. Find the meaning of each of the underlined words in the text above. Use the words in sentences of your own:

Aim: to encourage the learners to guess the meaning of new/ difficult words from context.

Key:

word	meaning	sentence
Training	the process of learning the skills you need to do a particular job or activity	New staffs receive a week's **training** in how to use the computers.
Relax	to become less active and more calm and happy, or to become less stiff:	After work she **relaxed with** a cup of tea and the newspaper.
Housewife	a woman whose work is inside the home, doing the cleaning, cooking, etc., and who usually does not have any other job	My father is a doctor but my mother is a **housewife**
Belongs	to be someone's property:	You shouldn't take what doesn't **belong** to you
Pets	an animal which is kept in the home as a companion and treated affectionately:	They have several **pets** - a dog and two rabbits
saunas	a room or small building, often with wood fixed to the walls, which is heated to a high temperature, usually with steam:	We have/go for/take a **sauna**

3. Match each word with its corresponding synonym / definition:

Aim: to encourage the learners to identify the meaning of new/ difficult words from context.

Words	Synonyms / definitions
1.Training	a. woman whose occupation is looking after her children
2.Relax	b. is the property of
3.Housewife	c. tame animals kept as companions
4.Pets	d. practical exercise
5.Belongs	e. special rooms heated to a very high temperature
6.Saunas	f. rest, calm down

Key:

(1 – d) (2 – f) (3 – a) (4 – c) (5 – b) (6 – e)

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Discover the Language: (p 10 – 11)

1. **Listen to your teacher read the frequency adverbs below and learn to pronounce them:**

> **Aim:** to familiarise the students with **frequency adverbs** and their pronunciation and make the learners aware of the difference in degree among the frequency adverbs included in the chart.

Key:

word	pronunciation	word	pronunciation
Never	/ nevə /	Sometimes	/ˈsʌmtaɪmz/
Occasionally	/əˈkeɪʒnəlɪ/	Often	/ɒfn /
Seldom	/ˈseldəm/	Usually	/juːʒəlɪ /
rarely	/ˈreəlɪ/	Always	/ɔːlweɪz /

2. **Draw the chart above on your copybook in a vertical position. Then read the text again and list Kirsi's regular activities from the least to the most frequent:**

> **Aim:** to make learners pick out the sentences which contain the frequency adverbs and to place them on the chart.

Key:

0% **never**

Occasionally
Seldom
Rarely — She **rarely** goes out on weekends.

Sometimes

Often

Usually — She **generally** gets up quite early.

100% **always** — She **always** goes to school by bus.

3. **Now spot the position of the frequency adverb in each of the sentences in your chart. What conclusion can you draw?**

> **Aim:** to **observe/study** the sentences in order to **identify** the position of the adverbs of frequency in the sentences in order to draw **the rule**

Key: The rule is that **frequency adverbs** usually occur **before the main verb** in full affirmative/negative sentences or **after the auxiliary**.

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4. Take turns to interview each other using the questionnaire below:

Aim: to use questions included in a questionnaire to conduct an interview about regular activities.

Key:

A: Hello, I'm doing a survey about students' regular activities. Can you help me?
B: Yes, of course.
A: Well, my first question is what time you get up.
B: I get up ……...
A: How do you go to school?
A: I go to school …….
B: Can you please tell me how often you eat in the school canteen?
A: I …….eat in the school canteen.
B: My next question is how often you revise your lessons.
A: I revise my lessons……...
B: How long do you study in the morning?
A: My last question is how long you are staying in Secondary school.
B: I am staying in Secondary school until……
A: Thank you for giving me so much of your time. Bye.
B: Thanks. Goodbye.

5. Now report to the class about your partner's regular activities:

Aim: to use the notes they have made about their partners' regular activities to **write/produce** a short report.

Key:

Hamid generally gets up around 7:00 in the morning. He always goes to school by bus and he studies from 8.30 to 12:00 in the morning. …

6. **Listen to your teacher and learn to pronounce the degree adverbs on the chart below**:

Aim: to make learners pronounce and **interpret** the **adverbs of degree**

Key:

word	pronunciation		word	pronunciation
Not at all			Quite	/kwaɪt /
Not very			Very	/verɪ /
A bit			Extremely	/ɪkˈstriːmlɪ/
Rather				

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7. Draw the chart above in a vertical position. Then find sentences which have degree adverbs in Kirsi's e-mail and copy them on your chart:

Aim: to make learners read the text very quickly and pick out the sentences containing degree adverbs.

Key:

0%	**Not at all**	It is**n't very** big.
	Not very	Which is **a** little **bit** far from my home.
	A bit	Our house is **rather** small.
	Rather	Kirsi is **quite** a common name in Finland
	Quite	I generally get up **quite** early.
	Very	Summer is **quite** beautiful.
100%	**Extremely**	It is **very** nice.
		It is **very** famous for its saunas and lakes.
		Winter is **extremely** harsh.

8. Now spot the position of the degree adverb in each of the sentences in your chart. What conclusion can you draw?

Aim: to make learners analyse the sentences and draw the conclusion.

Key:

The rule is that **degree adverbs** occur **before the adverbs or adjectives** that they modify.

9. Make dialogues about your country/town using the cues in the table below:

Aim: to consolidate the function of locating a place (e.g., a country or a town) and related language forms.

Key: **(Sample Dialogue):**

A: Tell me, ***which*** continent is your country ***located in***?
B: ***It is located in*** Africa.
A: Which country borders it to the west?
B: Morocco. (Or Morocco borders it to the west.) / ***To the west, it's bordered by*** Morocco.
A: What's its average temperature in summer?
B: ***It's*** more than 30° C.
A: What is it famous for?
B: ***It's famous*** for its beautiful beaches, marvelous southern regions, and historical sights.

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Level: *1st year Literary & Scientific streams* — ***Teacher:*** *……*

Discover the Language:

1. Read the e-mail again and answer the questions below:

Aim: to

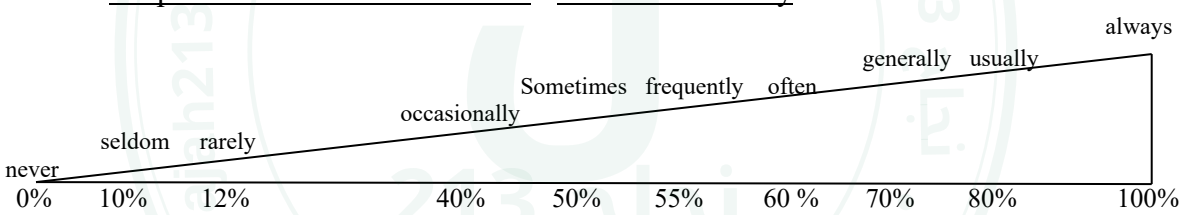
- **How often** does Kirsi get up quite early?
- **How much** famous for its saunas is Finland?
- **How often** does Kirsi go to school by bus?
- **How little** is Kirsi's house small?

Key:

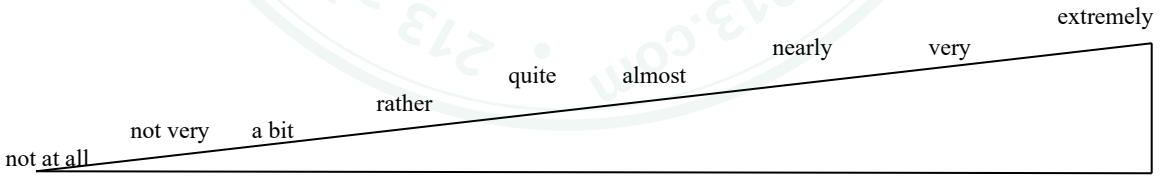
- Kirsi **generally** gets up quite early. (frequency adverb)
- Finland is **very** famous for its saunas. (degree adverb)
- She **always** goes to school by bus. (frequency adverb)
- Kirsi's house is **rather** small. (degree adverb)

Keep in Mind:

a. "**Generally**" and "**always**" are ***frequency adverbs***. They state how often something happens or someone does something. They are often used in sentences in ***the present simple tense***, and are placed either before the verb or after the auxiliary.



b. "**very**" and "**rather**" are ***degree adverbs***. They reveal how much, how little or to what degree/extent something happens. They tell us about the intensity of an action, adjective or another adverb. They often come before the adjective or adverb they modify.



Task: Put the words in brackets in their right place in the sentences below:

Aim: to make the learners practice the use of frequency and degree adverbs.

a. He is cheerful. (always)
b. They arrive late at school. (a bit / usually)
c. Kirsi is happy. (sometimes / quite)
d. I follow instructions well. (rarely / very)

Key:

a. He is ***always*** cheerful.
b. They ***usually*** arrive ***a bit*** late at school.
c. Kirsi is ***sometimes*** ***quite*** happy.
d. I ***rarely*** follow instructions ***very*** well.

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Write it Out

Read Kirsi's e-mail and write a short reply following the plan below:

> **Aim:** to make the learners re-invest what they have learned in the **Disover the language** rubric to write a reply to the e-mail message that they have read in the **Read and check** rubric.

Key:

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Sequence Three: Developing Skills.

By the end of this sequence, pupils should be able to:

-listen and respond to telephone messages.
-read and respond to short messages.
-write a letter of enquiry.
-express obligation.
-write short notes (invitations, apologies…).
-use link words (to, in order to, so as to…).

(P 12 - 13)

1. What would you expect interlocutors on the phone to say in the following situations? Circle the letter of the correct answer:

Aim: to make the learners aware that language is not simply a question of (grammar) accuracy but also that of appropriate use / usage according to context. (cf. pragmatic competence).

Key:

(A - b) – (B - b) – (C - c) – (D - d).

2. Now, listen to a telephone conversation and check your answers to ex.1

Aim: to make learners check their answers as the telephone conversations are simulated, take notes and play out the conversations in pairs.

3. Exchange your phone numbers. In case you don't want to reveal your phone number, or you don't have one, just invent one for the occasion:

Aim: to consolidate the learners' knowledge of comparatives of superiority and the pronunciation of phone numbers.

Key:

A: I've bought a mobile phone.
B: Congratulations! What's your number then?
A: It's 027-11-95-38.
B: Say it more slowly, I want to type it on my mobile repertory.
A: Well! It's **O/zero two seven double one nine five three eight**.

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4.Use the tactics summary on page 13 to make telephone conversations. Play them out once you're ready:

Aim: to enable learners to use tactics/strategies and languages forms related to the social skill of telephoning.

Key:

*******Situation 1:**

You: Hello, 54712200
A friend of yours: Hello, I'm Farid. Can I speak to ……., please?
You: ……speaking.
A friend of yours: Brahim and I are going out for a football match. Would you like to join us?
You: I'm sorry I can't. I have to go to the dentist. / Yes, I'd be very pleased.

*******Situation 2:**

Company secretary: Hello, SEK Company. Can I help you?
Caller: Hello, my name's Bob Karl. Could I speak to the manager, please?
Company secretary: I'm afraid he's out at the moment. Can I take a message?
Caller: Please tell him to call me. My number is 7213599.
Company secretary: So your phone number is 7213599 and your name is Bob Karl
Caller: That's right. Thank you. Goodbye
Company secretary: Goodbye.

*******Situation 3:**

A: Hello.
B: Hello, this is Ali. Is Karim there?
A: I'm sorry, Karim's out at the moment.
B: Please tell him I expect his call this evening at 6:30.
A: Can you remind me of your name, please?
B: Of course, it's Ali, Ali Bachiche.
A: I see.
B: Thank you; Goodbye.
A: Bye

Situation3 INFORMAL: Friend not in. Leave a message.

Me : Hi, Iheb!
Iheb's mother: Hello! I'm sorry Iheb is not in. I'm his mum. Would you like to leave him a message?
Me : Yes, please. Could you tell him to call me? My phone number is 072 79 68 40.
Iheb's mother: Ok. Bye
Me : Thank you. Good-bye.

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(P 14 - 15)

1. **Read texts 1, 2, 3 and 4 on page 15. Then write the number of the text in the table below to identify what type of message each of them is:**

Aim: to **interpret** and to differentiate **between** texts (goodwill letters/notes) according to register and type of message.

Key:

Text number	Type of message
2	An informal invitation
3	An informal acceptance of invitation
1	A formal invitation
4	An informal refusal of invitation

2. **Read again text 1 on page 15 and answer these questions:**

Aim: to enable learners to deduce meanings of words from context and to read for specific information.

Key:

a. "House Warming" means the celebration of having a new house
b. It is on **Saturday 12th November 2004**.
c. It is **from 7:00 to 9:00 p.m.**
d. "R.S.V.P." means **Répondez (se) S'il Vous plait.**

3. **Look at invitations 1 and 2 again and say why they are different. In which situation would you use each of them? Discuss with your teacher:**

Aim: to

Key:

Invitation 1	Invitation 2
-More formal in register; -starts with a salutation; -uses a formulaic language (e.g., **would like**); --- -public ;	---- -anonymous; -uses a colloquial language (e.g., **contractions, imperative**) ; -private;

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4. Take turns to write invitations and thank-you notes. Use texts 1, 2, 3 and 4 as models:

Aim: to

Key:

Sender's address
85 Oxford Street,
Kenton, Sussex
14 March, 2005 (2)

Dear George, (3)

I am pleased/happy/glad to learn that you have moved to a new flat ……...
……
……
……

With best wishes (4)
(signature) (5)
Karim Bouhadiba

5. Read texts 5, 6 and 7 on page 15 and identify the type of message each of them is. Write the appropriate text number in the table below:

Aim: to **interpret** and **categorise** messages according to style.

Key:

Text	Type of message
6	A formal letter of apology
5	A formal note to ask for school leave
7	An informal note of apology

6. Read texts 5 and 6. Which is the most formal? Discus with your teacher and classmates:

Aim: to get learners to distinguish between degrees or levels of formality.

Key:

7. Now write a letter or note to your headmaster to apologise for a mistake you have done. Use letters 5 and 6 as models:

Aim: to **write** letters of apology following a model.

Key:

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September 25th , 2005

Dear Sir,

Please excuse me for the mistake I've done. I promise that I will never do it again.

Yours sincerely,
Elbahi Elhadi

September 25th , 2005

Dear Sir,

I am writing to apologise for the mistake I've done. I promise that I will never do it again.

Yours faithfully,
Elbahi Elhadi

(P 16)

1. **Put numbers 1-9 in the corresponding small boxes a-I below to get a coherent letter of enquiry:**

Aim: to focus on the formal layout of a 'business' letter, i.e., a letter of enquiry.

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

2. **Meriem receives a letter of reply. Put numbers 1-4 in the boxes below to indicate the order in which her correspondents will…**

Aim: to focus on the organisation of ideas with reference to a reply to the letter of enquiry in task one above.

Key: (a-2) – (b-1) – (c-3) – (d-4)

3. **Make the best use of the information above and the sentences below to write a reply to Meriem Djoual's letter of enquiry. Begin and close the letter correctly:**

Aim: to **produce** a reply to a letter of enquiry by ordering jumbled sentences and re-investing what is learned in this rubric.

Key:

8, Tiddington Road,
Stratford-Upon-Avon,
Warwickshire,
England.

November 15, 2007

Meriem Djoual
Rue Colonel Chabani,
Laghouat, Algeria.

Dear Miss. Djoual

Thank you for your enquiry about our summer courses. Please find enclosed here our latest information prospectus, which we hope will be of interest to you.

We're permanent, we're professional and we offer you a warm welcome here at our school.

We look forward to hearing from you soon.

Yours sincerely,

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1. **Read the texts below and identify what message each of them contains. Copy the table and put text numbers 1-4 in the boxes:**

Aim: to train learners to **interpret** and **identify** texts according to content/message.

Key:

Text number	Message
2	Message expressing sympathy
4	Obituary (a report announcing someone's death)
1	Congratulating someone
3	Announcing a happy event

2. **Find which message (1 or 2) corresponds to which message (3 or 4):**

Aim: to match messages with real life situations.

Key: ***Message 1*** corresponds to ***message 3*** and ***message 2*** corresponds to ***message 4.***

3. **Write small messages to express sympathy and congratulations. Use the texts above as models:**

Aim: to **produce** written messages expressing sympathy (condolences) and congratulations.

Key: **A sample message of condolences**:

Dear ……..

I was deeply distressed to hear of the sudden death of Mr. John Smith, who served as a headmaster in your school for so long. His loss must mean a great loss to your educational institution. We, who know him, have good cause to be grateful to him for the sound education and instruction that he gave us unreservedly.

Yours sincerely,

……..

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Stop and Consider:

By the end of this sequence, pupils should be able to:

-use articles: definite, indefinite and zero articles.
-use: either…or… and neither…nor…
-use modal "had to" and reflexive pronouns.

(p 18)

1. Study the sentences below. Then answer the questions and check your answers with the Reminder below:

Aim: to consolidate the language forms related to the expression of purpose in an inductive way.

Key:

a. A-**To** inform you that we are pleased to offer ……of ₤ 2,000 a month.
In order for us **to** process your personnel file,
B-**In order not to** lose the forthcoming game,
C-**so as to** arrive at school earlier than usual.
D-**so as not to** repeat the year,

b.

Main clause	**Bold words**	*Purpose clause*	.

Bold words	*Purpose clause*	,	Main clause	.

The words in bold express ***the purpose***. They can be found at the beginning or in the middle.

c.

Positive	Negative
In order to So as to	In order not to So as not to

Task: Ask questions to the underlined phrases:

Aim: to

- I sent him a message in order to congratulate him.
- He revises his lessons to get good marks.

Key:

- ***Why*** did you send him a message? or ***What*** did you send him a message ***for***?
- ***Why*** does he revise his lessons? or ***What*** does he revise his lessons ***for***?

2. Fill in the blanks in the messages below with 'to', 'in order to', 'so as to', or their negatives. Several choices are sometimes possible:

Aim: to consolidate the language forms related to the expression of purpose in a deductive way.

Key: 1(to-in order to-so as to) – 2(to-in order to-so as to) –
{3(to-in order to-so as to)–4(not to)}-{3(not to-in order no to-so as not to) – 4(to-in order to-so as to)}
5(in order not to-so as no to)

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3. Complete each of the sentences below with the appropriate reflexive pronoun (himself, herself, itself, yourself, ourselves, themselves):

Aim: to have pupils practise the use of **reflexive pronouns**.

Key: (a-yourself) – (b-himself) – (c-herself) – (d-themselves) – (e-ourselves) – (f-itself).

Reminder

Personal pronoun (subject)	Verb	Personal pronoun (object)
I	help	**you – him –her – them**
You	help	**me – him –her us them**
He	helps	**me - you – her – us – you – them**
She	helps	**me – you – him – us – you – them**
We	help	**you – him – her – them**
They	help	**me – you – him – her - us**

Personal pronoun (subject)	Verb	Reflexive pronoun
I	clean	**myself**
You	clean	**yourself**
He	cleans	**himself**
She	cleans	**herself**
It	rotates	**itself**
We	clean	**ourselves**
You	clean	**yourselves**
They	clean	**themselves**

➢ This is **[*my – your –his – her – its – our - their*]** classroom.

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4. Read the sentences below and answer the questions:

Aim: to consolidate the language forms related to the expression of obligation.

Key:

a. Subject (Adverb) **Words in bold** infinitive

b.

Affirmative	Negative
have to must	Do(es)n't have to - didn't have to –

c. The negative form of "need" could be either '***needn't***' or '***do(es)n't need to***'
[need: externally imposed obligation(weak) but **need to:** internally imposed obligation (strong)**]**

d. (must= have to) – (don't have to= needn't-don't need to).

e. :

Sentence	Obligation in the past	Absence of obligation in the past
a. **must** send	had to	
b. **don't have to** send		didn't have to
c. **needn't** write		didn't need to
d. have to email	had to	

Reminder

We use "**must**" and "**have / has to**" to express ***obligation***.

We use "**mustn't**" to express ***prohibition***.

We use "**needn't**" , "**do(es) not need to**" and "**do(es) not have to**" to express ***lack/absence of obligation.***

We use "**had to**" to express ***obligation in the past***.

We use "**didn't have to**" and "**didn't need to**" to express ***lack/absence of obligation in the past***.

(p 21)

5. Fill in the blanks with an article (a, an, the). If you don't need an article mark the space with a zero article (Φ):

Aim: to consolidate the use of **definite** and **indefinite articles**.

Key: (1-the) – (2-Φ) – (3-Φ) – (4-Φ) – (5-a) – (6-the) – (7-Φ) – (8-Φ) – (9-Φ) – (10-Φ) – (11-the) – (12-Φ) – (13-Φ) – (14-Φ) – (15-Φ) – (16-an) – (17-a) – (18-a) – (19-an) – (20-Φ).

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6. Fill in each blank below with one of the following: *in, on, off, for, up, at* or *down:*

Aim: to consolidate the use of **prepositional** and **phrasal verbs**.

Key: (a- on) – (b- on) – (c- up) – (d- in) – (e- up/down)

7. Read the advertisement. Then write a short note to a friend of yours using 'until' or 'from…to':

Aim: to consolidate their knowledge of time prepositions: '**from …to…**' and '**until/till**'.

Key:

Just a short note to tell you that the Tower of London will be open for visitors ***until*** October 31 ***from*** Tuesday ***to*** Saturday ***from*** 9:00 ***to*** 18:00 and on Monday and Sunday ***from*** 10:00 ***to*** 18:00. It will be open for visitors ***from*** the 1st of November ***from*** Tuesday ***to*** Saturday ***from*** 9:00 ***to*** 17:00 and on Monday and Sunday ***from*** 10:00 ***to*** 17:00.You have to know that the last admission is one hour before closing.

Task: Fill in the blanks with 'until' or 'from…to':

Aim: to consolidate their knowledge of time prepositions: '**from …to…**' and '**until/till**'.

- The Algerian war of revolution lasted ……1954 ……1962.
- We won't take the first exam…….the end of November.
- The school year lasts……..September…….July.
- We don't leave school…….17:00.

Key:

- The Algerian war of revolution lasted ***from*** 1954 ***to*** 1962.
- We won't take the first exam ***until*** the end of November.
- The school year lasts ***from*** September ***to*** July.
- We don't leave school ***until*** 17:00.

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8. Learn to use '*neither…nor…*' by doing the activities below:

Aim: to consolidate the use of the double conjunction '**neither… nor...**' and **neither'** as a linking adverb

A. Listen to the dialogue below and underline the words which have the main stress in speech bubble 3:

Key:

1: I don't like hiking! ↘
2: '**Neither** do I! ↘
3: Neither '**John** nor '**Pam** '**like(s)** "**hiking**.↘
4: Really? ↗ Why are they here then? ↘

B. Now close your books and act out the dialogue paying attention to intonation and stress.

C. Join each pair of sentences below with '*neither…nor…*'. Then check your answers with the Reminder:

Key:

- **Neither** my TV **nor** my computer is (are) old.
- Karim is **neither** lazy **nor** stupid.
- **Neither** Omar **nor** Youcef is (are) late.
- Kate likes **neither** chatting **nor** surfing on the net**.**

Join the pairs of sentences below with '*Both…*', '*either…or…*' or '*neither…nor…*'. Make the necessary changes:

Key:

- **Neither** Hichem **nor Fatima** is late for class**.**
- **Both** Farid **and** Foued like learning languages**.**
- We can leave **either** today **or** tomorrow**.**
- Our classroom is **both** clean **and** beautiful.
- I **neither** smoke **nor** play cards.

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9. Learn to use '*either…or…*' by doing the activities below:

Aim: to consolidate the use of the double conjunction '**either… or …**'

A. Listen to your teacher then identify the words which are stressed in the underlined sentence of the dialogue below:

Key:

Ryan: Do you want to have a computer or a video for your birthday?
Lydia: I want both.
Ryan: I'm really sorry. You can '***have*** **either** a '***computer*** **or** a "**video.** You can't have both.

B. Act out the dialogue above with your classmates. Pay attention to stress and intonation:

C. **Now, help yourself with the information below to play out dialogues using** '*either…or…*':

D. Write down a sample dialogue and a Reminder on your copy book:

Key:

Student A: Do you want to have a ……. or a …… for your birthday?
Student B: I want both.
Student A: I'm really sorry. You can have **either** a …… **or** a ……... You can't have both.

Reminder

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Sequence Four: Consolidation and Extension.

By the end of the sequence, pupils should be able to:

-fill in a form and write a letter of application.
-recognise problem consonants (/f/, /v/…)
-use sentences stress.

Write it Out: (p 24)

1. Read the 'help wanted' ad, and say what the applicant has to do in case he/she gets the job:

Aim: to help learners **interpret** the text (an advertisement) in order to have an overall idea about its context.

Key:

- In case the applicant gets the job, he/she has to ***deal with children, organise and participate in daily activities*** including swimming, singing, dancing, cooking, drama, telling stories, and sports. **(Duties)**
- He/she must be tolerant, patient, open-minded, cheerful and understanding.

2. Now, identify the most important pieces of information that the applicant includes in the application below to show that she is suitable for the job:

Aim: to familiarize learners with a letter of application and the information included.

Key:

The important pieces of information that the applicant has included in her letter to show that she is suitable for the job are: **a)** *I often volunteer to work in infant hospital wards*; **b)** *I often look after my brothers and sisters when my mother and father are at work.*

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3. Copy and fill in this résumé (curriculum vitae) with information from Joy's letter of application:

Aim: to complete a résumé (Am. English) or curriculum vitae (Br. English) with information from a letter of application (transfer task).

Key:

Résumé

Name : Parfit J. Joy

Address : 46 Regent Street – Madison 15026 – Wisconsin.

Place of Birth : Columbus

Age : 16

Education: a junior at Thomas Jefferson High School

Languages: English

Previous work experience: volunteer in infant hospital wards, member of the photography and music clubs.

Interests:

References: Mr. John Clarke and Miss Emma Smithson

4. Complete each of the three letters of reply below with one of the following opening sentences. Match letters a-c with numbers 1-3:

Aim: to make the learners **interpret** three short (gapped) texts, i.e., possible replies for a letter of application already studied and to **identify** the appropriate topic sentence which goes with each text (a completion and a matching task).

Key: (a-3) – (b-2) – (c-1)

5. Now, find what each message is: refusal or acceptance:

Aim: to identify what type of reply each message is.

Key:

Message 1	Acceptance
Message 2	Acceptance
Message 3	Acceptance

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Unit: (1) Intercultural Exchanges — ***Approximate time:*** *…hours*

Book: *At the Crossroads.* — ***Sequence:*** *……*

Level: *1st year Literary & Scientific streams* — ***Teacher:*** *……*

6. Fill in your own résumé form as above. Then write a letter of application using information from the advert on page 24:

Aim: to re-invest what they have learned in this rubric to **produce** both a curriculum vitae and a letter of application.

a. Sender's Address 3
b. Date 2

c. Name & address of Recipient 8

d. Re: 4

e. Opening Salutation 9

f. Apply for the job 5
g. Introduce yourself. 7
h. Mention experience if any. 6
k. Closing § 10

i. Closing Salutation + signature 1

Work it Out: (p 26)

1. Read dialogues 1-5 and identify the problem. Then complete each of the dialogues with replies a-e:

Aim: to enable learners to solve problems related to telephoning.

Key: (dialogue1- c) – (dialogue2 – a) – (dialogue3 – d) – (dialogue4 – e) – (dialogue5 – b).

2. **Imagine that you have one of the phone problems above. Play out a dialogue about it**:

Aim: to **produce** written dialogues taking as models those in the previous task and acting them out in pairs.

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(p 27)

1. Read the dialogues below and underline the words where the letter "r" is not pronounced:

Aim: to focus on the problem consonant '**r**', i.e., to recognise when the sound '**r**' is silent and when it is not, and to pronounce it as appropriate.

Key:

A: I'm afraid the doctor isn't here at the moment.
B: Sorry, I don't under**r**stand. Can you speak mo**r**e slowly please?

A: I'm sorry to hea**r** that I**r**ma is sick.
B: I really appreciate how you feel about it.

A: Geo**r**gette rang you up at fou**r**. He**r** message is ove**r** there on the fridge.
B: Oh this is great. She's inviting us to he**r** bi**r**thday pa**r**ty.

2. Now listen to your teacher read the dialogues. Then play them out with your classmates:

Aim: to make them **observe** the corrected exercise on board and draw the rules for the pronunciation of 'r'.

3. **Read the sentences below and say how you pronounce each of the underlined letters:** /f/ or /v/, /d/ or /t/, /s/ or /z/:

Aim: to make learners recognise and pronounce the modals of obligation 'have / has / had to'.

Key: (**v**ery - /v/) – (ha**v**e to - /f/) – (fi**v**e - /v/)
(wa**s** - /z/) – (ha**d** - /d/) – (ha**d** to - /t/)
(ha**s** to - /s/) – (letter**s** - /z/) – (ha**s** - /z/)

4. Now listen as your teacher reads the sentences:

Aim: to make them **observe** the corrected exercise on board and be familiarized with the notion of assimilation.

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5. Guess which word you will hear most in each of the sentences of the dialogue below if you read it aloud. Justify your answers:

Aim: to focus on the relation of sentence stress to new information.

Key:

A: Hello. Is **Brad** there?
B: No, he **isn't**. He's still at **school**.

A: Are you Brad's **brother**?
B: No, I **am not**. My brother's name is **Tom**.

6. Now, listen to your teacher read the dialogues. then close your books and play out the dialogues in pairs:

Aim: to

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Unit: (2) Famous People
Book: *At the Crossroads.*
Level: *1st year Literary*

Approximate time: *... hours*
Sequence: .....
Teacher: .....

UNIT TWO (2): FAMOUS PEOPLE (ONCE UPON A TIME)

In this unit my pupils will learn to…

SEQUENCE ONE

-listen and respond orally and in writing to a tale
-express likes and dislikes about literary works
-recognise stress in three-syllable words
-recognise and pronounce inflected endings (verb+ed)

SEQUENCE TWO

-read and interpret a blurb on the paper jacket of a book
-read and interpret a literary portrait
-describe people's physical appearance and personality features
-recognise corrective stress.

SEQUENCE THREE

-read and interpret a street map
-read and respond to a short narrative
-ask for and give directions and locate places.

STOP and CONSIDER

-use the past continuous and the past simple + "when" and "while"
-use "besides" and "beside"
-use the relative pronouns "who", "whom" and "which"

SEQUENCE FOUR

-read and write a short biography
-read and interpret a short poem / a folktale
-read and use a street map
-write a folktale

PROJECT

-write a biography
-write a book review.

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Book: *At the Crossroads.* — ***Sequence:*** *.....*

Level: *1st year Literary* — ***Teacher:*** *.....*

Project:

-Writing a biography

-Writing a book review.

Task 1: select your favourite book of fiction which you will read for your review.

Task 2: allocate **the** tasks among yourselves:

a- A short biography of the author.

b- A short reminder of the context in which the author wrote his book..

c- A short summary of the book.

d- A short portrayal of the characters.

e- A short description of the setting (place and time).

f- A short appreciation (why you like the story and what lessons it teaches you).

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Book: *At the Crossroads.* — ***Sequence:*** *.....*

Level: *1st year Literary* — ***Teacher:*** *.....*

Sequence One: Listening and Speaking.

By the end of the sequence, pupils should be able to:

-listen and respond orally and in writing to a tale
-express likes and dislikes about literary works
-recognise stress in three-syllable words
-recognise and pronounce inflected endings (verb+ed)

Anticipate: (p 36)

1. **Look at the pictures and say which of the following tales from Arabian Nights they illustrate:**

Aim: to encourage pupils anticipate developing their guessing skills

Key: The pictures illustrate **"The Voyages of Sindbad the sailor".**

2. **Look at the characters in the picture story, then identify the hero and say who he is:**

Aim: to make pupils respond to a tale (identifying characters in pictures)

Key: The hero is **Sindbad**; he appears in pictures **A, B, E** and **F.**

3. **Look at picture B and say which part of the world the map represents by circling the appropriate letter. Justify your answer:**

Aim: to have pupils respond to a tale (identifying place on a map)

Key: The Middle East (The Trigris and Euphrates appear clear in picture B).

Listen and Check: (p 37)

1. **Listen to the first part of the tale and check your answers to ex. 1, 2 and 3:**

Aim: to have pupils listen to a script to check their listening comprehension

2. **The pictures on page 36 are in scrambled order. Reorder them by writing letters A-F in the boxes below:**

Aim: to respond to an extract from a tale by putting the narrated events in a logical order.

Key: (1-C) – (2-B) – (3-D) – (4-E) – (5-F) – (6-A)

3. **Listen to the second part of the tale and check your answers to ex. 2:**

Aim: to have pupils listen to a script to check their listening comprehension

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Book: *At the Crossroads.* — ***Sequence:*** *.....*

Level: *1st year Literary* — ***Teacher:*** *.....*

4. Here is the picture story in words. The sentences and paragraphs below are scrambled. Reorder them to get a coherent story:

Aim: to

Key: (1-B) – (2-D) – (3-E) – (4-F) – (5-A) – (6-C).

5. Now, close your books and tell Sindbad's tale to your classmates.

Aim: to check pupils' grasping and comprehension of the story.

Key:

Sandbad the sailor is one of the unforgettable stories. He made seven voyages. In his first one, he traveled from Bagdad to Basra and from there sailed down chatt el Arab; he continued sailing until he reached an island. Unfortunately, it was not an island but a whale.

Say it Clear: (p 38)

1. Draw a table and indicate how ' ed' is pronounced in each verb. Tick in the right box. Then check with your teacher and say them aloud:

Aim: to

Key:

/d/	Travelled – sailed – climbed.[used – called – allowed - followed]
/t/	Stopped.[looked]
/ɪd/	Started – landed.[wanted – suggested]

2. Draw the table and write the adjectives according to their stress pattern. Then check with your teacher:

Aim: to transcribe the adjectives as required.

Key:

o0o		**0oo**	
Dramatic	/ drə'**mæ**tɪk /	Wonderful	/ '**wʌ**ndəfəl /
Fantastic	/ fæn'**tæ**stɪk /	Saddening	/ '**sæ**dənɪŋ /
Relaxing	/ rɪ'**læk**sɪŋ /	Magical	/ '**mæ**dʒɪkəl /
Exciting	/ ɪk'**saɪ**tɪŋ /		
Depressing	/ dɪ'**pre**sɪŋ /		

- In **three-syllable** words, the stress generally falls on the **first syllable**. But if the first syllable is a prefix, the stress moves to the next syllable.
- In words ending with **'-ic'**, the stress falls on the **penultimate** syllable (2nd from the end).

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Level: *1st year Literary* — ***Teacher:*** *.....*

3. Use the adjectives and play a dialogue with your classmate:

Aim: to

Key:

A: I saw Titanic, last night.
B: What was it like?
A: It was ***fantastic***. You really missed something.

A: I read a novel, last weekend.
B: What was it like?
A: It was very ***exciting***. You should read it.

The hidden message:

Decipher the message below and write it with the letters of the alphabet:

Aim: to

/ aɪ laɪk ðə bʊk bɪ'kɒz ɪt hæz gʊd 'kærəktəz /
I like the book because it has good characters.

Your Turn: (p 39)

Respond favourably or unfavourably to one of the books below. Use the nouns and adjectives in the table:

Aim: to be able to express literary preferences.

Key:

Student A: What's your favourite book?
Student B: My best book is **Mark Twain**'s "**The Adventures of Tom Sawyer**".
Student A: Why are you fond of it?
Student B: because it tells a ***delightful story*** and it has ***charming characters***.
Student A: I like it very much too.

Say it in Writing:

Write a very short review of a book or a film of your choice. Use the book review below as a model:

Aim: to make use of the vocabulary suggested in the table and the model paragraph given in the same page to write their own reviews.

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Book: *At the Crossroads.* — ***Sequence:*** *.....*

Level: *1st year Literary* — ***Teacher:*** *.....*

Sequence Two: Reading and Writing.

By the end of the sequence, pupils should be able to:

-read and interpret a blurb on the paper jacket of a book
-read and interpret a literary portrait
-describe people's physical appearance and personality features
-recognise corrective stress.

Anticipate: (p 40)

1. **Look at the picture of the book cover below and answer these questions:**

Aim: to be able to interpret and respond to the jacket blurb of a book cover.

Key:

a. The picture shows **the back page of the book cover**.
b. The author of the book is **Chinua Achebe**.
c. He's **from Nigeria**.
d. The blurb gives **an appreciation and a summary of the novel. It's included for commercial reasons.**

2. **Try to guess from the jacket blurb how the novel will start. Circle the right letter**:

Aim: to read and respond to an extract from a novel.

Key: The novel will start with a …. portrayal of the hero **(b).**

Read and Check: (p 41)

1. **Read the text and complete the table with information:**

Aim: to be able to interpret people's physical appearance and personality features.

Key:

Character Traits	Okonkwo	Unoka
Physical appearance	Tall and huge, with a dark complexion, a wide nose and bushy eyebrows.	A thin, handsome man.
Personality features	He had a fierce look. He was a very hard worker. He was courageous. He was a hero.	He was lazy and improvident. He was a coward.
Likes and dislikes	He was a man who liked action.	Playing on his flute and talking about music.

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2. **What tense is used in this text? Why?**

Aim: to

Key:

The tense used is "***the past simple tense***" because the action took place in a definite time in the past and is over.

Discover the Language: (p 42 – 43)

1. **Look at the pictures below, then ask and answer questions about the identity of each person. Use the cues in the table:**

Aim: to

Key:

A: Tell me, B! Who's the man with a thin moustache and a wide nose?
B: It's Fellag, the comedian and playwright. He's Algerian, isn't he?
A: Yes, he is. How do you know?
B: Because he speaks Arabic, Berber and French.
A: Oh, yes! That's right.

2. **Match the questions in column A with the answers in column B:**

Aim: to

Key: (1–E) – (2-F) – (3-A) – (4-B) – (5-C) – (6-D).

3. **Think of a person in the class. Then ask your partner the same questions in ex. 2 to find out who that person is:**

Aim: to ask and answer questions about physical appearance and personality traits.

Write it Right:

Think about a deceased member of you family whom you miss. Write a short paragraph to describe her/him to your classmates.

Aim: to reminisce about a deceased member of the learners' families.

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Sequence Three: Developing Skills.

By the end of the sequence, pupils should be able to:

-read and interpret a street map
-read and respond to a short narrative
-ask for and give directions and locate places.

(p 44 -45)

1. **Facilities number 5, 6, 10 and 15 are not indicated on the map. Listen to the dialogues and write the number of each in one of the little boxes:**

Aim: to retrace the itinerary to each of the locations not indicated on the map.

Key:

6 Railway station between 11 and 12 and opposite 4
5 Supermarket
15 Hotel
10 Bank between 8 and 13 .

2. **Use the tactics summary to ask for and give directions to the facilities on the street map:**

Aim: to

Key:

A: Excuse me. Is there a ***hospital*** near here?
B: Yes, there is one ***on/at the corner*** of Spring Avenue and Duke Street.
A: Can you show me to get there?
B: Let me see. Go ***straight ahead*** and ***turn right at*** the roundabout. Walk ***along*** Spring Avenue until the second roundabout. The hospital is ***at the corner*** of Spring Avenue and Duke Street.

3. **Write a short note or an e-mail to a friend of yours. Give him/her directions where to meet you starting from the bus station:**

Aim: to

Key:

Meet me ***at*** the school. It is ***in*** Penbroke Street. ***Turn right*** as you walk out of the bus station. Then, ***cross*** Madison Street. Keep to the ***right***. It's ***opposite*** the railway station.

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(P 46 – 47)

1. **Look at the book cover below and answer these questions:**

Aim: to

Key:

a. The author of the book is ***Charles Dickens***
b. Its title is ***Hard Times***. I expect it to be ***depressing***.
c. The picture illustrates an ***industrial town***. We can see ***the smoke*** coming out of factories' chimneys and ***the polluted canal***.

2. **Read the passage and answer the questions below. Give evidence from the text:**

Aim: to

Key:

a. The author compares Coketown ***to the painted face of a savage***.
b. The canal was black because ***it was polluted by water from the factories***.
c. Most people in Coketown ***worked in the textile factories near their homes***.
d. It was a noisy town because ***of the piston engines of the machines***.
e. ***No***, it wasn't because ***there was nothing in it except for some rare facilities such as a bank, an infirmary, a school, a town hall, an old church and a prison.***

3. **Complete the sentences below with information from the text:**

Aim: to

Key:

a. The smoke from the factories resembled ***serpents trailing themselves***.
b. The piston engines were similar to ***a melancholy elephant***.
c. The people who lived in Coketown looked like ***one another***.

4. **How does the author convey the idea of…**

Aim: to

a. ***Dirtiness*** in §1: the use of words related to ***colour*** and ***smell*** (***black town, smoke, black canal, river with purple water, ill-smelling dye***).
b. ***Monotony*** in §2: the use of "***streets were like one another***", "***people were like one another***".
c. ***Boredom*** in §3: the use of "***There were no recreational facilities***", "you ***saw nothing in Coketown***", "***All public inscriptions were written in black and white***", "***All the buildings looked like one another***".

5. **Imagine you are a novelist. Write an introductory paragraph about an imaginary town or village where your story will take place:**

Aim: to

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(p 48 -49)

1. **Look at the verbs in the box below. They are all infinitives of irregular verbs. Read the text below and say what the past simple tense of each verb is:**

Aim: to

Key:

To be	To have	To get	To think	To take
Was - were	**had**	**got**	**thought**	**Took**
To find	To see	To feel	To understand	To go
found	**saw**	**felt**	**understood**	**went**

2. **Read the text again (the 1st two paragraphs and complete the table):**

Aim: to

Key:

Who are the characters?	**What are they doing?**	**Where and when did the action take place?**	**What was the weather like?**
Alice Her sister Her cat "Dinah" A white rabbit	Alice *was sitting* in the garden. Her sister *was reading*. Her cat *was mewing*.	The action took place *in the garden in Spring.*	The weather was *very hot.*

3. **Copy down the verbs from the first two paragraphs of the text. Then say what their tenses are:**

Aim: to

Key:

Infinitives of the verbs	**Past simple**	**Past continuous**
To be	was	
To sit		Was sitting
To have	had	
To read		Was reading
To mew		Was mewing
To find	did not find	
To think	thought	
To feel	felt	
To consider		Was considering
To pass	passed	

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Level: *1st year Literary* — ***Teacher:*** .....

4. What conclusion can you draw about the use of the tenses in the first two paragraphs?

Aim: to

Key:

The verbs are either in past ***continuous*** or past ***simple***. They are in past ***continuous*** to indicate *lasting (long) actions in the past*, but they are in ***past simple*** to indicate *short actions in the past* or to describe *a state of things*.

5. Read the story very quickly and find who the narrator is. Justify:

Aim: to

Key: The narrator is a third person (an unknown narrator).

6. Rewrite the first two paragraphs of the story from Alice's point of view. Make any necessary changes in the text:

Aim: to

Key:

It was spring and **I** was sitting in the garden. **I** had nothing to do. **My** sister was reading while her cat Dinah was mewing. But **I** did not find the book interesting. 'How stupid!' **I** thought, 'a book with no pictures in it'. The weather was very hot, and **I** felt **I** was going to sleep. **I** was just considering what to do when a white rabbit passed near **me**.

7. Join these pairs of sentences from the text above with "while" or "when". Make any necessary changes. Don't look at the text:

Aim: to

Key:

a. Her sister *was reading* **while** her cat *was mewing*.
b. She *was considering* what to do **when** a rabbit suddenly *passed*.
c. She *was looking* at the objects **when** she *saw* a little bottle.

8. Write a personal story making the best use of the information in the table below:

Aim: to

Key:

It happened on January 10, 2003. It was early afternoon. The weather was very cold and rainy. I was watching a handball game on TV in the living room while my sister and my brother were playing games on the computer. I was having a cup of tea when suddenly the Algerian team scored the first goal. I jumped with joy, dropped the cup and spilt the tea on the carpet…

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Stop and Consider: (p50-52)

By the end of the sequence, pupils should be able to:

-use the past continuous and the past simple + "when" and "while"
-use "besides" and "beside"
-use the relative pronouns "who", "whom" and "which"

1. Study the Reminder and the exercise below:
Take turns to ask and answer questions about what you/your friends were doing yesterday at the times indicated under the box:

Aim: to have pupils practise the use of the past continuous tense.

Key:

A: What *were* Rashid and Karim *doing* at 7:45 a.m. yesterday?
B: They ***were having*** breakfast.
A: What *was* Melissa *doing* at 3:30 p.m. yesterday?
B: She ***was playing*** chess.
A: What *were* you *doing* at 8:15 p.m. yesterday?
B: We ***were watching*** the news.

2. Pretend you are John. Use the cues to reply to Peter as in the example:

Aim: to

Key:

John: I had a terrible day yesterday.
Peter: Really? What happened?
John: I ***was having*** a beautiful dream when I ***hit*** my foot on the bed.
Peter: What next?
John: While I ***was having*** a bath, the telephone ***rang***.
Peter: And then?
John: I ***was*** just ***lifting*** the receiver when the telephone ***stopped*** ringing.
Peter: Did anything else happen?
John: While I ***was walking*** in the park, a dog ***bit*** me.
Peter: Incredible! What then?
John: I ***was running*** for the bus when I ***fell*** over.
Peter: Oh no! What did you do in the evening?
John: While I ***was watching*** TV, the TV set ***went out*** of order.
Peter: What next?
John: I ***was reading*** a book when the light ***went out*** and ***let*** myself fall sleep.

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Level: *1st year Literary* — ***Teacher:*** *.....*

3. Read the Reminder below and do the next exercise :

In each of the pairs of pictures below, two actions are taking place simultaneously in the past. Give names to the people and make sentences using "while":

Aim: to have pupils practise the use of the connector 'while' to join simultaneous long actions in the past (past continuous)

Key:

He ***was playing*** golf while she ***was playing*** tennis.
The girls ***were playing*** field hockey while the boys ***were playing*** volleyball.
She **was playing** table tennis while he ***was skiing***.
While she ***was playing*** ice hockey, her friends ***were swimming***.

(P 52 - 53)

4. Use "who", "which" or "whom" to join sentences (a) an (b) in the table below. Make any necessary changes. Refer to the Reminder below:

Aim: to have pupils practise the use of the relative pronouns to join sentences

Key:

-Charles Dickens was born on Friday 7th, 1812 in Portsmouth *which* is a naval town on the south coast of England.
-Charles Dickens' father was a clerk *who* worked for the navy.
-In 1814 Charles' family moved to London *which* was the financial and industrial centre of the world at that time.
-After that, his family moved to Chatham *which* is a small town to the east of London.
-When Dickens was twelve, the police arrested his father *whom* he missed very much.
-Dickens left school and went to work in a factory *which* was far from his home.
-He experienced the life of exploited children *whom* he portrayed in his books.
-One of these books is Oliver Twist *which* Dickens published in 1836.

5. Study the Reminder below and fill in the blanks in the sentences below with "beside" or "besides":

Aim: to have pupils practise the use of 'beside' and 'besides' to draw the difference between them

Key: a- beside b- besides c- beside d- beside e- besides f- besides.

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Sequence Four: Consolidation and Extension.

By the end of the sequence, pupils should be able to:

-read and write a short biography
-read and interpret a short poem / a folktale
-read and use a street map
-write a folktale

Write it Out: (p 54 - 55)

1. **Read the information below, then ask and answer questions about Shakespeare. Use the question words** "who", "when", "where", …

Aim: to

Key:

Questions	Answers
When was Shakespeare born?	He was born ***in 1564***.
Where was he born?	He was born ***in Stratford-Upon-Avon***.
What was his father?	He was ***a wealthy glove maker***.
Whom did he marry?	He married ***Anne Hathaway***.
Who was his first child?	(***Susanna*** was) his first child (was ***Susanna***).
What did he ***do*** in 1589?	He ***wrote his first play Henry VI*** in 1589.

2. **Use the information in the box above and the link words in the box below to complete Shakespeare's short biography:**

Aim: to

Key: (1=on) – (2=in Stratford-Upon-Avon) – (3=a wealthy glove maker)
(4=At the age of) – (5=Anne Hathaway) – (6=Susanna) – (7=Susanna)
(8=later) – (9=At first) – (10=1589) – (11=when) – (12=1594)
(13=The Globe) – (14=in 1612) – (15=later) – (16=After).

3. **Read the summary below and replace the underlined words with the words in the box to avoid repetition:**

Aim: to

Key: (1=tragic plays) – (2=He) – (3=in the capital) – (4=him) – (5=his)
(6=They) – (7=he) – (8=At the funeral speech).

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4. Use the notes below about Charlie Chaplin and write a short biography. Use link words such as: "later, at first, after, before, …":

Aim: to

Key:

Charlie Chaplin was born in London on April 16, 1889. His father and mother were very poor. They were music hall performers. ***At first***, he started clog dancing and singing for money in 1894. Ten years ***later***, he joined a travelling theatre company and emigrated to America. ***In*** 1910, a film director offered him a role in a film. ***After*** four years, he became a film director himself. ***From*** 1914 ***to*** December 25, 1966, he made funny films. He died in Switzerland in 1977.

Work it Out: (p 56)

1. Say the order in which you are going to do the following actions in order to find your way in London. Put numbers 1-5 in boxes a-e below:

Aim: to

Key: (a-5) – (b-2) – (c-1) – (d-3) – (e-4)

2. Now read the dialogue below and check your answers to ex. 1:

Aim: to

3. Situate yourself on the map above. Then ask for and give directions either to Victoria Coach Station or Victoria Railway Station:

Aim: to

Key:

A: Can you show me the way to Victoria Railway Station, please?

B: Yes, of course. Let's see the street map. We're here in Vauxhall Bridge Street. You said you wanted to go to Victoria railway Station, didn't you?

A: Yes, that's right.

B: Well, let's have a look at the index first. Victoria Railway Street is in area E4. So go along this road and turn left into Buckingham Palace Road. Then go straight ahead. It's on your left-hand corner of Buckingham Palace Road and Eccleston Belgrave Road.

A: Is it far from here?

B: Let's look at the scale of miles. No, it isn't. It's about a mile.

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Level: *1st year Literary* — ***Teacher:*** *.....*

(p 57)

1. **Listen to your teacher recite the poem about Australia below and note if her/his voice goes up or down at the end of each verse:**

Aim: to

Key: The voice goes ***down*** at the end of each verse.

2. **Read the poem aloud and pay attention to intonation and rhyme:**

Aim: to

3. **Read the poem again and answer these questions:**

Aim: to

Key:

a. In the second stanza, she is describing the diversity of Australian landscape and beauty.
b. Pupils should give their appreciation about the poem.
c. No, it is not. She says: “I know but cannot share it, My love is otherwise.”

4. **Now, observe the poem and discuss the following aspects with your teacher:**

Aim: to

Key:

Punctuation: The verses are not sentences.
Capitalisation: The verses begin with capital letters.
Number of verses: There are eighteen verses.
Organisation of verses: these verses are divided into stanzas. The stanzas are not paragraphs.

5. **Rewrite the poem into a prose passage. Make any necessary changes:**

Aim: to

Key:

Dear readers, the love of field and coppice, of green and shaded lanes, of ordered woods and gardens is running in your veins. I know that you have a strong love for grey-blue spaces, brown and soft streams, dim skies, but I cannot share it because my beloved country is otherwise.

I love a different part of my country. I love the sunburnt country, a land of sweeping plains, of ragged mountain ranges, of droughts and flooding rains. I love her jewel-sea, her beauty and her terror, and the wide brown land.

6. **Now write a poem about your country, town, and village to say what you love about it. Use the poem above as a model.**

Aim: to

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(p 58)

1. **Discuss these sayings in class and try to find their equivalents in your own culture:**

> **Aim:** to

2. **Now, read the two folktales below and find out which of the sayings above each of them illustrates and write it at the end as a moral:**

> **Aim:** to

Key:

The stork and the pitcher ---- **necessity is the mother of invention**.
The oak and the reeds ---- **it is better to bend than to break.**

3. **Read the folktales again ad identify which of the following parts each of them contains:**

> **Aim:** to

Key:

The stork and the pitcher	The oak and the reeds
a. Description of a situation. b. A little story about what happened because of the situation. d. The moral of the story.	a. Description of a situation. b. A little story about what happened because of the situation. c. A comment from another character on the central character's action. d. The moral of the story.

4. **Think of a well-known folktale from your own culture and write it down using the folktales above as models:**

> **Aim:** to

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Approximate time: *... hours*
Sequence: .....

UNIT THREE (3): COMMUNICATION: THE PRESS (OUR FINDINGS SHOW...)

In this unit my pupils will learn to…

SEQUENCE ONE

-listen and respond to an interview;
-read the horoscope and report orally and in writing what the stars say;
-mark stress in compound nouns and shift stress from noun to adjective;

SEQUENCE TWO

-read and interpret a graphic display, a questionnaire, a survey…
-report questions;
-pronounce the sound /h/ in unstressed syllables;
-turn direct speech into reported speech;

SEQUENCE THREE

-conduct an interview;
-read and interpret a newspaper article;
-summarise what people say: orders, requests, greetings…

STOP and CONSIDER

-to transform direct speech into reported one;
-use reported speech with statements and questions;
-use adverbs of manner;
-form and pronounce adjectives ending in '-ful' and '-less';

SEQUENCE FOUR

-write a report;
-identify problem letters (silent letters) in words;
-pronounce final 's' and 'es' in different words;

PROJECT

-pupils will conduct a survey about…
* Newspaper reading habits;
* Different uses of the computer;
* TV viewing habits.

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Approximate time: *... hours*
Sequence: .....

Project: **Conducting a survey about:**

- ✓ **People's newspaper reading habits;**
- ✓ **TV viewers and TV programmes;**
- ✓ **The different uses of the computer.**

Task 1: Designing the questionnaire:

a. Decide which topic and which aspects you would like to investigate;
b. Decide who will be your informants (age group, sex …);
c. Fix a reasonable number of informants (20 is a good number to aim for);
d. Write a first draft of your questionnaire.

Task 2: Conducting the interview:

a. Prepare your interview and rehearse it with group members;
b. Start interviewing your informants once you are ready.

Task 3: Collecting data and interpreting the results:

a. Ask yourselves questions;
b. Give statistics using different types of graphic display.

Task 4: Writing the report:

Your report should include:

- ✓ Introduction;
- ✓ Method;
- ✓ Results;
- ✓ Analysis of the results;
- ✓ Conclusion: Our findings show…. Therefore, we suggest/recommend…

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Sequence: .....

Sequence One: Listening and Speaking.

By the end of the sequence, pupils should be able to:
-listen and respond to an interview;
-read the horoscope and report orally and in writing what the stars say;
-mark stress in compound nouns and shift stress from noun to adjective;

Anticipate: (P 66)

1. Find two words in the box below which tell us what the picture shows:

Aim: to

Key:
The picture shows **newspapers** and **magazines**.

2. The remaining words in the box refer to…

Aim: to

Key:
The remaining words in the box refer to **rubrics.**

3. Look at the British and American newspaper titles below and say which Algerian newspapers they remind you of :

Aim: to

Key:
USA TODAY **----------**El Djazair EL-youm (in Arabic)
Evening Standard**----------**Le Soir d'Algérie
The Daily Telegraph**--------**Le quotidien
Herald Tribune**----------**La Tribune

4. In your view, the main purpose of a newspaper is …

Aim: to

Key:
a. to inform its readers.

5. Complete the following sentence with a, b or c:

Aim: to

Key: When I read newspapers, **I …**
b. evaluate the information because there are 'serious' newspapers as well as sensational ones.

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Approximate time: *... hours*
Sequence: .....

Listen and Check: (P 67)

1. **Listen to this extract from an interview about British newspapers and check your answer to question 5 on the previous page:**

> **Aim:** to

Key: When I read newspapers, **I am very careful about the information they provide because there are 'serious' newspapers as well as sensational ones.**

2. **Listen again and use the information in the table below to take notes. Then report what the interviewee says about newspapers::**

> **Aim:** to concentrate on the key words of the table to **identify** the most important information.

Key:

The interviewee *likes/prefers* reading ***daily serious newspapers*** since they are ***objective*** and provide/contain ***reliable information***. He/she *hates/dislikes* reading ***tabloids*** or ***sensational papers*** which are ***subjective*** and full of ***half-truths***.

3. **Choose the best meaning for these words from the interview:**

> **Aim:** to

Key:

A. sensational = ***shocking.*** (**b**)
B. half-truth = a statement that is ***true but not complete***. (**c**)
C. tabloids = newspapers that ***tell sensational stories***. *(a)*

4. **Make the best use of what you have learned above to discuss these questions about the picture below:**

> **Aim:** to interpret a picture

Key:

a- The people in the picture are **on a train, probably a 'tube' train (metro).**
b- They **are reading newspapers and magazines**.
c- They **are probably going to work.**
d- No, none of them are/is talking.
e- Very few people do.
f- They talk to one another about various subjects related to politics, sports and society in general.
g- I personally……/ When I travel, I ……

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Approximate time: *... hours*
Sequence: .....

Say it Clear: (P 68)

1. **Many words in English are made of two parts:**

Aim: to be familiar with **compound nouns** and mark the **stress** in them.

a. **Match he words from List A with the corresponding ones from List B to build new words:**

Key: (news**paper** – broad**cast** – head**line** –– news**cast** - best**seller**)
(book**shop** - post**card** - news**agent** - sports**man** – cross**word**)

b. **Listen to your teacher pronounce the new words and put each of them onto one of the two scales (1 or 2) below according to its stress pattern:**

Key:

0ₒ (Scale 1)	**ₒ0 (Scale 2)**
NEWSpaper – **BROAD**cast – **HEAD**line – **NEWS**cast – **BOOK**shop - **POST**card – **NEWS**agent - **SPORTS**man - **CROSS**word	Best**SELLER**

2. **Listen again to your teacher pronounce the pairs of words below and note the shift in stress. Then write each word in the right column:**

Aim: to mark the shift in stress.

Key:

0ₒ	**ₒ0ₒ**	**0ₒₒ**	**ₒ0ₒ**
Atom /'**æ**təm/	Atomic /ə'**tɒ**mɪk/	Colony /'**kɒ**lənɪ/	Colonial /kə'**ləʊ**nɪəl/
Civil /'**sɪ**vl/	Civilian /sɪ'**vi:**lɪən/	Comedy /'**kɒ**mədɪ/	Comedian/kə'**mi:**dɪən/
Drama /'**dræ**mə/	Dramatic/drə'**mæ**tɪk/	Curious /'**kjʊ**ərɪəs/	Curiosity/kjʊərɪ'**ɒ**sətɪ/
Grammar/'**græ**mə/	Grammarian /grə'**meə**rɪən/	Strategy /'**stræ**tədʒɪ/	Strategic /stræ'**ti:**dʒɪk/
Proverb /'**prɒ**vɜ:b/	Proverbial /prə'**vɜ:**bɪəl/	Operate /'**ɒ**pəreɪt/	Operation /ɒp'**reɪ**ʃn/

The hidden message:

The message below is written in phonetic scripts. Rewrite it using the letters of the alphabet:

Aim: to

/ 'tæblɔɪdz 'ju:ʒəlɪ rɪ'pɔ:t 'skændlz ənd ju:z sen'seɪʃənl 'læŋgwɪdʒ /
Tabloids usually report scandals and use sensational language.

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Approximate time: *... hours*
Sequence: .....

Your Turn: (P 69)

Use the information in the horoscope page below to act out short dialogues:

Aim: to be able to express

Key: **(Sample dialogue)**

Ali: Tell me *Ryan*, what's your star sign?
Ryan: It's (*Aries)*. What does the horoscope say?
Ali: Well, it says that (*you like jokes and loud music)*. It also says that *(you don't often ask for advice.)*
Ryan: Oh! That's (*quite right)*!

Say it in Writing:

Ask your partner to tell you what his/her star sign is. Then write down what the stars say about him/her:

Aim: to make use of the vocabulary suggested in the previous activity

Key:

The stars say that ***Karim works hard; he is good at making money.***

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Sequence: .....

Sequence Two: Reading and Writing.

By the end of the sequence, pupils should be able to:
-read and interpret a graphic display, a questionnaire, a survey…
-report questions;
-pronounce the sound /h/ in unstressed syllables;
-turn direct speech into reported speech;

Anticipate: (P 70)

Look at the graphic display and answer the questions below :

Aim: to be able to read and interpret graphs and charts.

Key:

(**A** – c) – (**B** – a) – (**C** – b) – (**D** – a)

E- (a = 60) – (b = 28) – (c = 16) – (d = 8) – (e = 6) – (f = 4).

F- The students should make the best use of their personal experience to guess the informants' different uses of the computer (guessing game).

*Number of informants who use the computer…
- to keep addresses and phone numbers = 16
- to learn programming = 6
- to play games = 60
- as a calculator = 2
- for their studies = 4
- to do some word-processing at home = 28

Read and Check: (P 71)

1. **Read the text and answer the questions:**

Aim: to be able to

Key:

A- The reporter asked/questioned ***60 teenagers***.
B- S/he decided to do a survey ***to find out if it was true that teenagers knew about computers***.
C- The survey shows ***that teenagers don't really know how to use computers. (b)***
D- a. b. c. d. (The reporter asked all the questions. Learners should justify their answers.)
E- The reporter uses the following verbs to report his/her findings: "**said - told".**
F- The verbs used for reporting are ***in the past simple tense.***
G- The verbs following the reporting verb are also ***in the past simple tense***.
H- Interact with your learners about the differences in word order, tenses …to introduce the notions of direct and indirect speech***.(There are differences in the word order and tense in the reporter's questions in D 'direct speech' and the way of reporting them in the text 'reported speech')***

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Approximate time: *... hours*
Sequence: .....

Discover the Language: (P 72)

1. **Pretend you are one of the 60 informants interviewed about computer use. Take turns to interview each other:**

> **Aim:** to

Key: **(Suggested interview)**

Reporter: What's your name?
Informant: ***(My name's) Karim***.
Reporter: Where do you go to school?
Informant: ***I'm a first-year secondary school student at El-Karimia secondary school***.
Reporter: Do you have a computer?
Informant: ***Yes, I do***.
Reporter: What do you use it for?
Informant: ***I generally use it for my studies, but I sometimes use it to play games***.

.

2. **Pretend someone enquires about the questions which the reporter asked you. Act out the dialogue using the cues below:**

> **Aim:** to

Key: **(Suggested dialogue)**

A: What questions **did** she **ask** you at the interview?
B: She **asked** me **what my name was** and **where I went to** school.
A: And then?
B: Then she **asked** me **if I had** a computer and **what I used** it **for**.

3. **Listen to the teacher read the dialogue below and note how he/she pronounces** (him) **and** (her):

> **Aim:** to.

Key:

Consonant **/h/** in 'him' and 'her' is not pronounced. It is silent.

4. **Pretend someone enquires about the questions which the reporter asked to your friend. Act out a dialogue as the one in the previous exercise:**

> **Aim:** to pay attention to the pronunciation of consonant /h/ while performing.

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Sequence: *.....*

Discover the Language:

1. **[*Reported Questions with introductory verb in the present*]**
   Look at the following example and do the same:

Aim: to

- The reporter **asks** the informant: "What is your name?" ('your' refers to 'the informant')
  The reporter **asks** the informant what **his/her** name is**.**
  - **a.** The reporter questions the informant: "Where do you go to school?" (wh- question)
  - **b.** "Do you have a computer at home?" the reporter asks the informants. (auxiliary question)
  - **c.** The reporter questions the informant: "What do you use it for?" (wh- question)

Key:

- **a.** The reporter **questions** the informant where **he/she** goes to school**.**
- **b.** The reporter **asks** the informants **if/whether they** have a computer at home**.**
- **c.** The reporter **questions** the informant what **he/she** uses it for**.**

2. **[*Reported Questions with introductory verb in the past*]**
   Look at the following example and do the same:

Aim: to

- The reporter **asked** the informant: "What is your name?" ('your' refers to 'the informant')
  The reporter **asked** the informant what **his/her** name **was.**
  - a. The reporter questioned the informant: "Where do you go to school?" (wh- question)
  - b. "Do you have a computer at home?" the reporter asked the informants. (auxiliary question)
  - c. The reporter questioned the informant: "What do you use it for?" (wh- question)

Key:

- **a.** The reporter **questioned** the informant where **he/she went** to school**.**
- **b.** The reporter **asked** the informants **if/whether they had** a computer at home**.**
- **c.** The reporter **questioned** the informant what **he/she used** it for**.**

3. **Listen to the teacher read the dialogue below and note how he/she pronounces** (him) **and** (her):

Aim: to.

Key:

Consonant **/h/** in 'him' and 'her' is not pronounced. It is silent.

4. **Pretend someone enquires about the questions which the reporter asked to your friend. Act out a dialogue as the one in the previous exercise:**

Aim: to pay attention to the pronunciation of consonant /h/ while performing.

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Sequence: .....

(P 73)

Write it Right:

Read the results of the sports questionnaire and complete the report below. Use the report on page 71 as a model:

Aim: to interpret a survey results in order to write a report.

Key: **(Suggested report)**

In present-day Algeria, sport is the teenagers' favourite pastime. But people today keep complaining that the good sportsmanship of yore is gone and dead. I decided to find out whether it was true that our teenagers were less sporty than their elders.

I questioned a mixed group of eighty pupils between 15 and 17 from the High School Teenagers in order to know which sport was the most popular with them and why it was popular. When I asked them if they liked practising sports, all the teenagers said they did. But my main interest in fact was what they practised sport for.

Sixty of them said they practised sports for fun, twelve (12) told me they did it for challenge and only eight (8) informants said they practised sports to keep fit. When I asked them what their favourite sport was, fifty (50) of them told me they liked playing football whereas eighteen (18) said they preferred playing handball. Only twelve (12) of the informants said they enjoyed practising basketball.

Surprisingly, my survey showed that our teenagers were sportier than their elders.

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Unit: (3) Communication: The Press
Book: *At the Crossroads.*
Level: *1st year Literary & Scientific streams*
Teacher: *CHERIF BEN FREDJ Noureddine*

Approximate time: *... hours*
Sequence: .....

Sequence Three: Developing Skills.

By the end of the sequence, pupils should be able to:
-conduct an interview;
-read and interpret a newspaper article;
-summarise what people say: orders, requests, greetings…

(P 74)

1. Look at the form below and guess what it is:

Aim: to be able to fill in a questionnaire.

Key: The form is ***a questionnaire***. (**c**)

2. Listen to an interview about leisure time activities and fill in the form above to record the interviewee's answers:

Aim: to

Key: **Name:** Leila Chennab

Boy **Girl** X

ACTIVITY	YES	NO
Listening to music	X	
Surfing on the Web		X
Going to concerts		X
Watching TV		X
Taking part in team sports	X	
Camping		X
Bicycle riding		X

3. Draw the form above on your copybook. Then use it to conduct a survey about your classmates' leisure time:

Aim: to conduct an interview by asking for and giving information.

4. Now, collect the forms and interpret the results of your survey. Then complete the report below:

Aim: to conduct an interview by asking for and giving information.

Key:

This is a report of the findings of a survey about students' leisure time activities. I submitted a questionnaire to…….. Surprisingly, most students said that they……/I found it natural that……..because……/As I expected, most…….

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Sequence: *.....*

(P 76-77)

1. Look at the picture and say what attitude it illustrates. Say why:

Aim: to

Key:

The picture illustrates ***love and kindness***. ***The man is doing something nice and kind for the boy. The piece of watermelon he gives him has the shape of a heart (heart-shaped).***

2. Read the paragraph below and check your answer:

Aim: to have pupils read the text to check their responses to activity 1.

3. Read the text on page 76 and answer the questions below:

Aim: to

Key:

A. Suggested title: ***Choosing to be kind*** (**c**)
B. The author cites them ***in order to support her point of view about kindness***. (**b**)
C. He says ***that when we do something nice and kind to someone, we experience a beautiful feeling of ease and peace.***
D. 'On the contrary' in § 2 expresses ***contrast.*** (**c**)
E. I can use the conjunction ***'but'*** to replace 'on the contrary'. (**b**)
F. In the first paragraph, the author defines kindness ***as a decent and generous behaviour***.
G.

Words ending in "-ness" (NOUNS)	Roots (ADJECTIVES)
Kind**ness**	Kind
Tender**ness**	Tender
Calm**ness**	Calm
happi**ness**	Happy

Conclusion: In English, we can derive ***nouns*** from ***adjectives*** by adding the suffix '**-ness**' to some adjectives.

H. Direct speech:

Sinatra says, 'rage and anger, which are the reverse side of kindness, increase surges in adrenaline and cortisol, two of the main hormones which contribute to heart disease'.

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Approximate time: *... hours*
Sequence: *.....*

4. Quote the people below using direct then reported speech. Make any necessary changes:

Aim: to

Key:

Direct speech:

A. Katie Courie says, 'kindness is not an inherited trait; it is learned behaviour'.
B. Peter Carlson says, 'I feel good when I help people'.
C. Lynda Johnson says, 'small gestures can make people happy'.

Reported speech:

A. Katie Courie says **that** Kindness is not an inherited trait; it is learned behaviour.
B. Peter Carlson says **that** he feels good when he helps people.
C: Lynda Johnson says **that** small gestures can make people happy.

(P 78)

1. Choose the words that best summarise the situation in each of the dialogues below. Use the verbs in the box:

Aim: to

Key:

Situation 1: The policeman ***requested/told/ordered*** the motorist to fasten his seat belt. The motorist ***apologised*** and fastened it right away.
Situation 2: Karim ***invited*** Doris; Doris ***thanked*** him and ***accepted*** the invitation.
Situation 3: Meriem ***suggested*** to Aicha to revise their lessons, and Aicha ***agreed.***
Situation 4: Mother ***warned*** her child not to do that again another time. Otherwise he wouldn't have his pocket money. The child ***apologised*** and ***promised*** not to repeat the mistake.

2. **Now read the poem below and paraphrase it using the verb "***order to / not to***":**

Aim: to

Key:

The author (Michael Rosen) says that parents order their children to speak up, to sit up, to say please and to make less noise; they also order them to take their hands off, to shut the door behind them, to say thank you, to stop kidding and to take their elbows off the table.

The author says that parents order their children not to talk with their mouth full, not to stare, not to point, not to pick their nose, not to interrupt and not to drag their feet.

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Approximate time: *... hours*
Sequence: *.....*

(P 79)

1. Read the texts below and guess where they are taken from. Justify your choice:

Aim: to

Key:

The texts are taken from **the advice column (b)** of a newspaper or a magazine. The writer of the question asks for some **advice**, and Dr Carla provides it for him/her.

2. Read paragraphs 1-4 above again and match them with purposes A-D below:

Aim: to

Key:

(1 – B) - (2 – D) – (3 – C) – (4 – A)

3. Imagine how Meriem would answer if a friend of hers (Bashir) asked her what the psychologist advised / told her to do / not to do.
Use information from §4 to act out a dialogue. Imagine Bashir's questions:

Aim: to

Key: **(Suggested dialogue)**

Bachir: Tell me Meriem, what did the psychologist tell you?
Meriem: S/he advised me to start thinking positively about my exams.
Bachir: Is that all?
Meriem: No, s/he also told me not to take exams only for scores.
Bachir: What did s/he advise you not to do?
Meriem: S/he advised me not to start answering the exam questions as soon as the teacher handed them to me.

4. Now, guess what Meriem would write on her diary for the record. Then write a short paragraph about what she told the psychologist and what the latter advised her to do:

Aim: to

Key:

On January 20, I wrote a letter to a newspaper advice columnist to expose my problems. I asked her to help me to score well in my exams. On the exam day I always feel anxious, and I get into a panic when I see the test sheet. The psychologist showed sympathy and told me that it was quite natural and normal to be nervous when taking exams, and that my classmates felt the same as I did. She also told me that many pupils failed their exams because they lost self-control. She gave me three main reasons for that. Firstly, they took the exam just for scores. Secondly, they aren't positive. And thirdly, they usually adopt the wrong approach.

She advised me to start thinking positively about my exams, to keep in mind that I don't take exams only for the scores and to look at them as an opportunity to show to myself what I can really do. She also advised me not to think I am a total failure and not to start answering the exam questions as soon as the teacher hands them to me.

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Sequence: *.....*

(P 79)

1. Read the texts below and guess where they are taken from. Justify your choice:

Aim: to

Key:

The texts are taken from **the advice column (b)** of a newspaper or a magazine. The writer of the question asks for some **advice**, and Dr Carla provides it for him/her.

2.Read paragraphs 1-4 above again and match them with purposes A-D below:

Aim: to

Key:

(1 – B) - (2 – D) – (3 – C) – (4 – A)

2. Turn the pieces of advice below from direct to reported speech:

Aim: to

a. The psychologist told Meriem: “Start thinking positively about your exams.”
b. “Don’t take exams only for scores,” the psychologist advised her.
c. The psychologist recommended to her: “You shouldn’t think you are a total failure.”
d. “You should adopt the right approach,” she told Meriem.

Key:

a. The psychologist **told** Meriem **to** start thinking positively about her exams.
b. The psychologist **advised** her **not to** take exams only for scores.
c. The psychologist **recommended** to her **not to** think she **was** a total failure.
d. She told Meriem **to** adopt the right approach.

3. Now, guess what Meriem would write on her diary for the record. Then write a short paragraph about what she told the psychologist and what the latter advised her to do:

Aim: to

Key:

On January 20, I wrote a letter to a newspaper advice columnist to expose my problems. I asked her to help me to score well in my exams. On the exam day I always feel anxious, and I get into a panic when I see the test sheet. The psychologist showed sympathy and told me that it was quite natural and normal to be nervous when taking exams, and that my classmates felt the same as I did. She also told me that many pupils failed their exams because they lost self-control. She gave me three main reasons for that. Firstly, they took the exam just for scores. Secondly, they aren’t positive. And thirdly, they usually adopt the wrong approach.

She advised me to start thinking positively about my exams, to keep in mind that I don’t take exams only for the scores and to look at them as an opportunity to show to myself what I can really do. She also advised me not to think I am a total failure and not to start answering the exam questions as soon as the teacher hands them to me.

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Approximate time: *... hours*
Sequence: .....

STOP and CONSIDER

By the end of the sequence, pupils should be able to:

-to transform direct speech into reported one;
-use reported speech with statements and questions;
-use adverbs of manner;
-form and pronounce adjectives ending in '-ful' and '-less';

(P. 80)

1. Imagine Karim has misheard what Rashid has said in dialogues 1-4 below. Complete the dialogue by reporting Rashid's words:

Aim: to

Key:

1- Rashid: Could you send a message to Ryan?
Karim: Sorry. What did he say?
You to Karim: He asked you to send a message to Ryan.
2- Rashid: Stop writing please!
Karim: Sorry. What did he say?
You to Karim: He ordered you to stop writing.
3- Rashid: Don't write the message here!
Karim: Sorry. What did he say?
You to Karim: He told you not to write the message there.
4- Rashid: Could you please give me the pen?
Karim: Sorry. What did he say?
You to Karim: He asked you to give him the pen.
5- Rashid: Could you please email the message?
You to Karim: Sorry. What did he say?
Karim: He asked you to email the message.

Reminder

When we report **orders** and **requests**, we generally use verbs such as: **ask, tell, instruct, order, and beg**
When we go from direct to indirect (reported) speech, we often change:

1. Pronouns;
2. Place markers: here there
3. Time markers:

Today	That day
Yesterday	The previous/last day
Tomorrow	The next/following day
Now	Then/ at the moment
Next	The following
Last	The previous
Ago	Before

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Approximate time: *... hours*
Sequence: .....

(P. 80)

1. Turn the following orders and requests into reported speech:

Aim: to

a. Rashid asked Karim: “Could you send a message to Ryan?”
b. “Stop writing please!”Rashid begged Karim.
c. Rashid ordered Karim;” Don’t write the message here!”
d. “Can you please email the message for me tomorrow?” Rashid requested Karim.
e. Rashid instructed Karim:” You should see a doctor!”

Key:

a. Rashid **asked** Karim **to** send a message to Ryan.
b. Rashid **begged** Karim **to** stop writing.
c. Rashid **ordered** Karim **not to** write the message **there**.
d. Rashid **requested** Karim **to** email the message for **him the next day**.
e. Rashid **instructe**d Karim **to** see a doctor.

Reminder

When we report **orders** and **requests**, we generally use verbs such as: **ask, tell, instruct, order, and beg**
When we go from direct to indirect (reported) speech, we often change:

1. Pronouns;
2. Place markers: here there
3. Time markers:

Today	That day
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Now	Then/ at the moment
Next	The following
Last	The previous
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Approximate time: *... hours*
Sequence: .....

(P. 81)

2.

a. Use 'asked', 'answered', 'said' and 'told' to report the exact words in dialogues a-f below:

Aim: to

Key:

A. Direct speech:

a- 'Can you read and write?' the reporter asked the woman.
'Yes I can,' she answered.
b- 'Is Rashid here?' Ali asked Bashir.
'I'm sorry, he isn't here,' he answered.
c- 'Do you want to drink tea?' Karim asked Sofiane.
'Yes, please. Just a little,' he answered.
d- 'You have to do your work,' the teacher told the student.
'I'll do it tomorrow,' the student said.
e- 'Do you have to go now?' Melissa asked Dyhia.
'Yes, I have to. I'm so late,' she answered.
f- 'She may come tomorrow,' Jamel said.
'It's great,' said Salima.

b. Now, use the indirect speech to report what the speakers in dialogues a-f above say:

Aim: to

Key:

B. Reported speech:

a- The reporter asked the woman if she could read and write.
The woman said that she could.
b- Ali asked Bashir if Rashid was there.
Bashir answered that he was not there.
c- Karim asked Sofiane if he wanted to drink tea.
Sofiane said that he would drink just a little.
(Karim invited Sofiane for tea; Sofiane accepted.)
d- The teacher told the student that he had to do his work.
The student said that he would do it the day after.
e- Melissa asked Dyhia if she had to go then.
Dyhia answered that she had to because she was so late.
f- Jamel said that she might come the day after.
Salima said (that) that was great.

Reminder

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Approximate time: *... hours*
Sequence: .....

(P. 81)

2. Report the following statements:

Aim: to

a. The woman told the reporter: "I can read and write."
b. "Rashid isn't here now," Bashir answered Ali.
c. The teacher says to the pupil: "you have to do your homework."
d. "I'll do it tomorrow," the pupil replies.
e. Jamel said to Salima: "My sister may come today."
f. "I don't read newspapers," Melissa told Salima.

Key:

a. The woman **told** the reporter **that she could** read and write.
b. Bashir **answered** Ali **that** Rashid **was**n't **there at the moment/then**.
c. The teacher **says** to the pupil **that he** has to do **his** homework.
d. The pupil **replies that he**'ll do it **the next/following day**.
e. Jamel **said** to Salima **that his** sister **might** come **that day**.
f. Melissa **told** Salima **that she did**n't read newspapers.

(P. 82)

3. Add suffix "-ly" to the words in bold type in the box below (when necessary) to form adverbs of manner. Then use the adverbs to fill in the blanks in the monthly report that follows:

Aim: to

Key:

Adjectives	Adverbs
Hard	**Hard**
Cordial	**Cordially**
Polite	**Politely**
Late	**Late**
Quick	**Quickly**
Careful	**Carefully**
Cold	**Coldly**
heavy	**heavily**

1- hard 2- cordially 3- politely 4- quickly 5- carefully
6- late 7-coldly 8- heavily

Reminder

Adverbs of manner tell us how something happens.
Irregular adverbs (do not change): **late, fast, hard, easy, high, last, better, best, worse. good well**

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Sequence: .....

(P. 83)

4.

a. Match quotes 1-8 in column A with reporting verbs a-h in column B:

Aim: to

Key:

Column A	Column B
1	**a. Warn**
2	**b. Promise**
3	**c. Remind**
4	**d. Suggest**
5	**e. Apologise**
6	**f. Admit**
7	**g. Advise**
8	**h. Beg**

1- remind (**c**) 2- warn (**a**) 3- advise (**g**) 4- promise (**b**)
5- suggest (**d**) 6-beg (**h**) 7- apologise (**e**) 8- admit (**f**)

b. Now quote the sentences in column A above. Pay attention to your punctuation:

Aim: to

Key:

1- 'Remember you have to buy an air ticket,' he **reminded** him.
2- 'Beware of the dog!,' he **warned** him.
3- 'You should go and see a doctor,' he **advised** her.
4- 'I'll never say it again,' he **promised.**
5- 'Why don't we open the box first?' he **suggested.**
6- 'Please, please, please, show me the way to do it,' he **begged.**
7- 'I'm so sorry for the incident!,' he **apologised.**
8- 'Okay, Okay, I touched it. It's true,' he **admitted.**

5. Add suffixes "-ful" and "-less" to the nouns in the table below to form adjectives:

Aim: to

Key:

Nouns	Adjectives		Nouns	Adjectives	
	-ful	**-less**		**-ful**	**-less**
Worth		Worth**less**	Beauty	Beauti**ful**	
Harm	Harm**ful**	**H**arm**less**	Care	Care**ful**	Care**less**
Delight	Delight**ful**		Success	Success**ful**	
Price		Price**less**	Truth	Truth**ful**	
Use	Use**ful**	Use**less**	Hope	Hope**ful**	Hope**less**

Notice that the suffix **–ful** is pronounced /fəl/, and the suffix **–less** is pronounced /ləs/

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Approximate time: *... hours*
Sequence: *.....*

SEQUENCE FOUR

By the end of the sequence, pupils should be able to:
-write a report;
-identify problem letters (silent letters) in words;
-pronounce final 's' and 'es' in different words;

Write it out: (P 84 - 85)

1. Fill in the blank spaces in the policeman's report below using the verbs provided in the box in the correct tense :

Aim: to be able to

Key:

(1- asked) (2- answered) (3- asked) (4- said) (5- told) (6 –said) (7- told)

2. The text below reports the events directly as they occurred. Supply appropriate punctuation and capitalisation :

Aim: to be able to

Key:

'Is that your house**?'** the policeman asked him**.**
'Yes, it is**,'** the man said **'**I can't find my keys and I want to get in**.'**
'What's your name please**?'** the officrer asked**.**
'My name is Jones**,'** the man answered**.**
As he climbed down the ladder**,** a neighbour came out of her house**.**
'What's the problem**?'** she asked**.**
'Mr **J**ones wants to get into his house**,'** the officer said**. S**he looked at the man and told the officer in a low voice: **'**the people from number 19 are on holiday**.'**
The police officer arrested **J**ones and brought/took him to the police station**.**

3. Read the newspaper headlines below and say what the reports are about :

Aim: to be able to

Key:

The reports are about ***road accidents***.

4. Say which, of the article headlines above, is the most dramatic. Why?

Aim: to be able to

Key:

The most dramatic article headline is: "CHILD KILLED IN TERRIBLE ROAD ACCIDENT" because the reporter has called it **terrible**.

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Approximate time: *... hours*
Sequence: .....

5. Pretend you are a witness to the accident. Report what you saw using the picture and the information in the table below :

Aim: to be able to

Key:

A terrible accident happened near a school yesterday morning. A motorist driving very fast came out of a very sharp bend. He lost control over his vehicle, and knocked down a child who was playing with a ball. A lorry which was coming from the opposite side stopped sharply thus avoiding running over the child who was lying on the ground, badly injured. The car driver who, fortunately was safe, immediately took the child to hospital.

6. Pretend you are a journalist. Write a newspaper report about the accident citing/quoting your witnesses :

Aim: to be able to

Key:

The accident occurred near a sharp bend in the road to Tebessa. According to a witness, the car driver who hit/ran over a boy was holding his mobile phone near his ear and driving very fast. Another witness said that the child came into the road, running after a football. ‘I don’t know how it happened exactly,’ he declared. ‘I saw the child, but I didn’t see the car. It happened very quickly,’ he added. I enquired about the child’s health, and the witness said he was not dangerously injured. When I asked him who took the child to hospital, he said that it was the car driver himself.

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Sequence: *.....*

Work it out: (P 86 - 87)

1. Read the consumer reports on health below. Two of them are alerts to the consumer. Identify them and say what the problem is in each case:

Aim: to be able to

Key:

Report 2: Prostate cancer is mostly due to the lack of Lycopene-rich diets.
Report 3: Sleeping pills can cause serious health problems. Some of them can even kill those who consume them.

2. Read the text below and answer the questions:

Aim: to be able to

Key:

A. The text starts with the expression 'Good News' because it announces a decrease of heart attacks for men and women owing to improved health habits.
B. went down=fall (fell) = decrease (decreased) = dropped
C. Curve A for men and Curve B for women

3. Interpret the figures below using the verbs and adverbs in the box:

Aim: to be able to

Key:

The consumption of:
- milk and cream **went down slowly** between 1980 and 1987.
- butter **dropped dramatically** between 1980 and 1987.
- margarine **increased slowly** between 1980 and 1987.
- mutton and lamb **decreased dramatically** between 1980 and 1987.
- poultry **went up steadily** between 1980 and 1987.
- fresh fruit **decreased slowly** between 1980 and 1987.
- other fruit and fruit products **rose steadily** between 1980 and 1987.
- fresh vegetables **went down gradually** between 1980 and 1987.
- other vegetables and vegetable products **increased rapidly** between1980 and 1987.
- white bread **decreased quickly** between 1980 and 1987.

4. Describe the graph above using the plan below:

Aim: to be able to

Key:

The graph shows the change in food consumption in Great Britain between 1980 and 1987. The horizontal line represents the direction of change whereas the bars show the percentage of change in the consumption of foods.

You can see immediately that the British now drink less milk and cream; eat a little less fresh fruit and fresh vegetables. They eat much less butter and white bread, too. But they eat much more brown and wholemeal bread.

In my opinion, this means that our food habits have become less healthy. We should inform the consumers about the danger of eating less fruit and vegetables, and drinking less milk. Getting enough of these foods prevents diseases.

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Approximate time: *... hours*
Sequence: .....

5. Now, write a health report about the change in food consumption in Algeria making recommendations. Use one of the texts on the previous page s a model:

Aim: to be able to

Key:

Work it out: (P 88 - 89)

1. Copy down the table below. Then find the silent letters and cross them out. An example is given:

Aim: to

Key:

answ~~e~~r – autum~~n~~ – cas~~t~~le – clim~~b~~ed – colum~~n~~ – cou~~l~~d - cu~~p~~boa~~r~~d – dau~~gh~~te~~r~~ – fli~~gh~~t – foreig~~n~~e~~r~~ – ha~~l~~f – han~~d~~ke~~r~~chief – ~~h~~onest – ~~h~~ou~~r~~ – is~~l~~and – ~~k~~nife – ~~k~~now – lis~~t~~en – of~~t~~en – ri~~gh~~t – shou~~l~~d- ta~~l~~k – wa~~l~~k – We~~d~~nesday – w~~h~~ite – wou~~l~~d – w~~h~~ite – ~~w~~rong - ya~~ch~~t.

2. **Listen to your teacher and check your answers. Then repeat the words making sure you don't pronounce the silent letters:**

Aim: to

3. **Read the sentences below very quickly. Then cross out letter 'h' in the words in which it is not pronounced:**

Aim: to.

Key:

- He said **h**e would.
- He says that **h**e **h**as lost **h**is hat.
- What's **h**is name?
- His name's Hamlet.
- This is **h**is answer.
- Give **h**im the address of the hotel.
- Who told **h**er that **h**e was here?
- He's the one w**h**o told **h**er.

4. **Now, listen to your teacher read the sentences and check your answers to exercise 3:**

Aim: to pay attention to the pronunciation of consonant /h/ while performing.

Rule: Silent /h/ in weak forms

Pronouns with initial /h/ commonly lose /h/ when they occur unaccented within a sense group; they retain /h/ when they are initial in a group or when they are accented (for loss of /h/ in auxiliaries: had, has, have). Usually affected are: he, his, him, her.

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Book: *At the Crossroads.*
Level: *1st year Literary & Scientific streams*
Teacher: *CHERIF BEN FREDJ Noureddine*

Approximate time: *... hours*
Sequence: .....

1. Read the exchange between Hanz and Peter and identify the problem:

Aim: to draw the pupils' attention to the misunderstanding that the wrong pronunciation of the final '-s' may raise.

Key:

Hanz has misheard Peter. He heard **clocks** instead of **clogs**.

2. Guess how 's/es' endings of the words in the table below are pronounced. Tick in the appropriate column:

Aim: to get pupils able to pronounce the final '-s' in plurals and 3rd person singular present simple correctly.

Key:

/ s /	/ z /	/ ɪz /
clocks – knots – caps – banks – docks – ropes – backs - beliefs	clogs – nods – cabs – bangs – dogs – robes – bags - believes	watches – finishes – boxes – misses - quizzes

3. Now, read aloud the sentences below paying attention to the pronunciation of the 's/es' endings:

Aim: to get pupils practice the pronunciation of the final '-s'

Key:

/ s /	/ z /	/ ɪz /
makes – clocks	says – Jones	……..……
writes – books	says- Mrs – Dickens	……..…….
asks – lots	Charles – his – friends – questions	……..…….
students	Mrs – Jones – spells – words	……..……..
Brooks – jokes	tells – friends	……..……..
This –reports – events	……..	……..……..
……	always -	Sanchez – watches - matches

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Unit: (4) Innovation & Technology ***Approximate time:*** *.....hours*

Book: *At the Crossroads.* ***Sequence:*** *.....*

Level: *1st year Literary & Scientific streams* ***Teacher:*** *.....*

UNIT FOUR (4): INNOVATION & TECHNOLOGY (EUREKA!)

In this unit my pupils will learn to…

SEQUENCE ONE

-listen and respond to a presentation about an invention;
-mark intonation in indirect questions;
-mark stress in names of sciences and adjectives derived from them;
-speak about inventions, discoveries and developments in technology;
-write a short paragraph about an invention.

SEQUENCE TWO

-read and respond to a text about the development of telecommunications;
-express concession using 'however', 'although'…
-write a paragraph out of a flow chart.

SEQUENCE THREE

-listen and respond orally to the presentation of a product;
-read and respond in writing to the presentation of a product;
-read a newspaper article from an opinion page;
-write a paragraph giving your opinion about technology.

STOP and CONSIDER

-use difinite and indefinite articles;
-express result using 'so+adjective+that';
-describe an object: shape, colour, etc;
-use the future perfect to predict completed actions in the future.

SEQUENCE FOUR

-write a paragraph out of a flow chart about an invention;
-write an inventor's biography;
-identify problems related to vdeo-games;
-identify problem sounds: /n/ and / /.

PROJECT

-pupils will:

- make an invention profile on (*a household appliance, a means of transportation, an electric device, a means of telecommunications*.
-write a biography of different inventors

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Book: *At the Crossroads.* — ***Sequence:*** *.....*

Level: *1st year Literary & Scientific streams* — ***Teacher:*** *.....*

Project: **:**

- ✓ making an invention profile on (*a household appliance, a means of transportation, an electric device, a means of telecommunications*.
- ✓ writing a biography of different inventors

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Level: *1st year Literary & Scientific streams* — ***Teacher:*** *.....*

Sequence One: Listening and Speaking.

By the end of the sequence, pupils should be able to:

-listen and respond to a presentation about an invention;
-mark intonation in indirect questions;
-mark stress in names of sciences and adjectives derived from them;
-speak about inventions, discoveries and developments in technology;
-write a short paragraph about an invention.

Anticipate: (P 98)

1. Look at picture 1 and answer the questions below using the words in the box:

Aim: to get pupils able to interpret pictures and state hypotheses.

Key:

A. They are in the countryside. (**b**)
B. They are washing clothes. (**c**)
C. They are washing the clothes with their hands/with brushes/ in a basin.
D. I think they have brought water from a river, a stream or a well.

2. Look at picture 2 and answer the questions below.

Aim: to get pupils able to interpret pictures and state hypotheses.

Key:

A. She is washing clothes in a basin.
B. She does not have/hasn't got a washing machine.
C. No, she isn't.
D. She is using a washboard and a brush.
E. She is doing it to remove dirt from the clothes.
F. No, it isn't. The washboard and the brush will use up the clothes.

Listen and Check: (P 99)

1. Listen to the first part of the short presentation of an invention. Then check your answers to task 2 on page 98:

Aim: to make pupils listen to a presentation and check their answers.

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Book: *At the Crossroads.* — ***Sequence:*** .....

Level: *1st year Literary & Scientific streams* — ***Teacher:*** .....

2. Listen to the second part of the presentation and answer the questions below:

Aim: to concentrate on the key words of the table to **identify** the most important information.

Key:

A. It represents a washing machine powered by hand/ a manual washing machine.
B. An electric washing machine.
C. No, it doesn't.
D: It tells us about an invention's profile / the invention and evolution of the washing- machine.

3. Now listen to the whole text and jot down notes in column B of the table below:

Aim: to make pupils able to take notes while listening.

Key:

	A	B
1	Introduction	importance of home labour-saving devices
2	Problem	people had to keep clean
3	Original solution	hand/ small rock / washboard / brush
4	Problems with the solutions	but long time; hard work; clothes damaged
5	Invention (who-what-when)	James King / washing machine / 1851
6	Problems	still hard work / hand powered
7	Innovation/New invention	1908 / US company / electric machine
8	Conclusion	almost every home has one

4. Use the notes to make a presentation of the invention to the class:

Aim: to get pupils able to sequence /organise their ideas in a logical order to transform the notes the have taken to a presentation.

Key:

Labour-saving devices are very important in daily life. In the past, people had to keep clean by washing their clothes. So, they used their hands, washboards, brushes and rocks. But this solution was impractical since it was still a hard work that took a long time and clothes were used

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up (damaged). So, James king invented the first manual washing-machine in 1851. However, it was still a hard work. In 1908, a U.S. company manufactured/constructed the first electric washing-machine. Today, almost every home has one.

Say it Clear: (P 100)

1. Listen to the pronunciation of the direct question below and say whether the intonation rises or falls at the end. Use one of these arrows:

Aim: to get pupils be familiar with intonation in wh-questions.

Key:

Who invented the first washing machine?

Rule: Intonation in wh- questions: The voice goes down at the end of *wh-* questions.

2. Listen to the same question which is asked indirectly now. Does the intonation rise or fall at the end? Use arrows to mark it:

Aim: to get pupils be familiar with intonation in information questions.

Key:

a- Can you tell me who invented the first washing machine?
b- Have you got any idea who invented the first washing machine?
c- Do you happen to know who invented the first washing machine?

Rule: Intonation in yes/no questions: The voice goes up at the end of **yes/no** questions and down in information questions.

3. Listen to your teacher read the names of sciences in the box below and mark ( ) the syllable you hear most:

Aim: to get pupils be able to stress names of sciences ending in '-y' and the adjectives derived from them ending in '-al'.

Key:

Names of sciences		Adjectives derived from names of sciences	
Technology	/teknɒlədʒɪ/	Technological	/teknəlɒdʒɪkəl/
Ecology	/ɪkɒlədʒɪ/	Ecological	/ɪkəlɒdʒɪkəl/
Geology	/dʒɪɒlədʒɪ/	Geological	/dʒɪəlɒdʒɪkəl/
Sociology	/səʊʃɪɒlədʒɪ/	Sociological	/səʊʃɪəlɒdʒɪkəl/
Biology	/baɪɒlədʒɪ/	Biological	/baɪəlɒdʒɪkəl/
Hydrology	/haɪdrɒlədʒɪ/	Hydrological	/haɪdrəlɒdʒɪkəl/
Anthropology	/æn rəpɒlədʒɪ/	Anthropological	/æn rəpəlɒdʒɪkəl/
Bacteriology	/bæktɪərɪɒlədʒɪ/	Bacteriological	/bæktɪərɪəlɒdʒɪkəl/

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4. Now listen to your teacher pronounce the adjectives derived from the same nouns and mark the syllable you hear most: what conclusion can you draw?

Aim: to mark the shift in stress.

Key:

The rule here is that stress falls on the **ante-penultimate syllable (third from the end).** This holds true for all words ending with '**cy**', '**ty**', '**phy**', '**gy**', and '**al**'.

The adjectives and the names of science in the table (task3) end respectively in 'al' and 'gy'. There is a shift in stress when words related to science change their grammatical category because of the addition of the suffix 'al', but the rule remains the same i.e., stress should fall on the ante-penultimate syllable of the adjectives and names.

The hidden message:

The message below is written in phonetic scripts. Rewrite it using the letters of the alphabet:

Aim: to

/ ˈtæblɔɪdz ˈjuːʒəlɪ rɪˈpɔːt ˈskændlz ənd juːz senˈseɪʃənl ˈlæŋgwɪdʒ /

Tabloids usually report scandals and use sensational language.

Your Turn: (P 101)

1. Look at the pictures below and use the names in the boxes to decide who's who. Put numbers 1-4 in the boxes below:

Aim: to make use of the vocabulary suggested in the previous activity

Key:

	1	2	3	4	5
Pictures □					**Famous People**

1- Alexander G. Bell 2- Louis Pasteur 3- Albert Einstein 4- Alexander Fleming 5- William Shakespeare

2. Match the items provided in the table and use the cues in the box below to play the game "TELL ME…":

Aim: to make use of the vocabulary suggested in the previous activity

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Key:

1- A: Can you tell me who invented the telephone?
B: I think it was Alexander Graham Bell.
2- A: Have you got any idea who discovered Penicillin?
B: I guess it was Alexander Fleming.
3- A: Do you know who discovered the vaccine against rabies?
B: Yes, wasn't it Louis Pasteur?
4- A: Do you happen to know who formulated the theory of relativity?
B: No, I'm afraid I don't.

2. Use the cues below to write meaningful sentences:

Aim: to

a. Louis Pasteur / discover / the vaccine against Rabies.
b. Alexander Graham Bell / invent / the telephone.
c. William Shakespeare / write / Hamlet.
d. Albert Einstein / formulate / the theory of relativity.

Key:

a. Louis Pasteur discovered the vaccine against rabies.
It is Louis Pasteur who discovered the vaccine against rabies.
b. Alexander Graham Bell invented the telephone.
It was Alexander Graham Bell who invented the telephone.
c. William Shakespeare wrote "Hamlet".
"Hamlet was written by Shakespeare.
d. Albert Einstein formulated the theory of relativity.
It is/was Albert Einstein who formulated the theory of relativity.
The theory of relativity was formulated by Albert Einstein.

Say it in Writing: **[To be given as homework]**

Use the information contained in tasks 1 and 2 to write a short biography of one of the people in the pictures above. Then read it to the class:

Aim: to make use of the vocabulary suggested in the previous activity

Key:

Louis Pasteur was born in France in 1822. He discovered the vaccine against rabies in 1885. He died in 1895. His vaccine has saved many lives.

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Level: *1st year Literary & Scientific streams* — ***Teacher:*** .....

Sequence Two: Reading and Writing.

By the end of the sequence, pupils should be able to:

-read and respond to a text about the development of telecommunications;
-express concession using 'however', 'although'…
-write a paragraph out of a flow chart.

Anticipate: (P 102)

1. Look at the pictures and use the words in the box below to say what each of them represents :

Aim: to be able to interpret pictures.

Key:

1- telegraph 2- satellite 3- drum 4- telephone

2. What do all the devices represented in the pictures refer to? Tick in the right box below. Then justify your answer:

Aim: to be able to associate pictures with ideas.

Key:

They represent ***the development of telecommunications***. (**b**)

Read and Check: (P 103)

1. Read the text below and circle the letter that corresponds to the right answer:

Aim: to get pupils able to identify the type of a text.

The text is: a. narrative b. argumentative c. expository d. descriptive

Key:

The text is ***expository (c)***

2. Read the text again and fill in the table below:

Aim: to be able to

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Level: *1st year Literary & Scientific streams* — ***Teacher:*** .....

Key:

n	**Dev ices**	**Date / Time period**	☐ ***drum*** ☐ancient times ☐ ☐	a

☐

3. Look back to the information in bold type in the text above and tick in the right box to choose the most suitable title for the text:

Aim: to be able to

Key:

The most suitable title: Telecommunications: Past, Present and Future

3. Make the best use of your understanding of the text above to answer the questions below:

Aim: to

Key:

a- The 'wireless' telegraph was the ancestor of the radio.
b- The problem with long-distance voice communication was that the transmissions followed a straight line from tower to tower. This made the system impracticable over the sea.
c- The solution was a system of communication satellites orbiting around the earth.

Discover the Language: (P 104)

1. Read §1 and the first sentence of §2 in page 103 and tick the right box to complete the sentence below:

Aim: to

Key:

b- The author uses the connector '**however**' because the information in §2 contrasts with that of §1. (**b**)

2. Choose one of the items (a, b, or c) to complete the sentence below and explain the use of 'however':

Aim: to

Key

'However' is used to express concession.

3. Match each of sentences 1-3 with sentences a-c below. Then join them using 'however':

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Aim: to get pupils able to practise the use of 'however', to express concession.

Key:

1- The washboard is a convenient solution. **However**, it uses up clothes.
2- Einstein's discovery revolutionised science. **However,** it led to the making of the Atom Bomb.
3- Graham Bell managed to solve the problem of long-distance communication. **However**, it necessitated the installation of telephone poles and wires.

3. Connect each pair of sentences below using the link words provided in brackets:

Aim: to get pupils able to practise the use of 'however', 'although' and 'though' to express concession.

1- The washboard is a convenient solution / it uses up clothes. **(However)**
2- Einstein's discovery revolutionised science / **it** led to the making of the Atom Bomb. **(Although)**
3- Graham Bell managed to solve the problem of long-distance communication / it necessitated the installation of telephone poles and wires. (**Though**)

Key:

1- The washboard is a convenient solution. **However**, it uses up clothes.
2- **Although** Einstein's discovery revolutionised science, it led to the making of the Atom Bomb.
3- **Though** Graham Bell managed to solve the problem of long-distance communication, it necessitated the installation of telephone poles and wires.

4. Use the information in the box to complete the sentences below:

Aim: to

Key:

a- ***Although*** Bell's invention solved the problem of long-distance communications, it required large amounts of cable.
b- ***Though*** Marconi's invention solved the problem of cables, transmission overseas was impracticable.
c- ***Even though*** Arthur Clarke's suggestion could solve the problem, it was difficult to put a satellite into orbit at that time.

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(P 105)

Write it Right:

1. Match sentences a-d below with ideas 1-4 to reorder them into a coherent paragraph. Put letters a-d in the corresponding boxes:

Aim: to

Key:

1- Problem: The human voice does not allow people to communicate over very long distances.(**c**)
2-Initial solution: So, in the old days men used drums and other archaic means to communicate. (**a**)
3- Problems raised by the initial solution: However, it took a lot of time to send messages. (**d**)
4- Invention: In 1876, Graham bell solved the problem by inventing the telephone.

2. Fill in the blanks in the table below with the words in the box:

Aim: to

Key:

Problem: Dishes get dirty when you **use** them.
Floors and **carpets** get covered in **dust** and dirt.
Ovens **take** a long time to cook **food**.
Initial solution: Wash them up by **hand**.
Sweep with a brush**; beat** carpets with a stick.
Start cooking a long time before the **meal** is served.

3. Use information from the table above to write a coherent paragraph about one of the devices. Use appropriate sentence connectors:

Aim: to

Key:

Cooking food is one of the activities that has occupied man ever since the dawn of civilisation. To make cooking less difficult, man has invented the oven… / One of the problems facing modern man is how to get rid of household dust and dirt…/ Washing dishes three or four times is an unpleasant and hard task...)

One of the problems facing modern man is how to get rid of household dust and dirt. Floors and carpets get covered in dust and dirt. **So** people sweep floors with brushes and beat carpets with sticks. **However**, they get used up and the task is too tiring. In 1899, John Thurman, who was a businessman, invented the first vacuum cleaner.

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Sequence Three: Developing Skills.

By the end of the sequence, pupils should be able to:

-listen and respond orally to the presentation of a product;
-read and respond in writing to the presentation of a product;
-read a newspaper article from an opinion page;
-write a paragraph giving your opinion about technology.

(P 106)

1. Listen to the conversation and answer these questions:

Aim: to be able to

Key:

A: The customer wants to know about the size of the machine because he is not sure he has enough space for it.

B: a- What's the **height** of the machine?
b- And what's the **depth** of it?
c- And how **wide** is it?

2. Listen again and complete the sentences below:

Aim: to

Key:

a- The **Design 2005** is seven hundred and forty mm high.
b- It is five hundred and five mm deep.
c- It is four hundred and thirty-five mm wide.

3. Pretend you are a salesperson. Make an oral presentation of the new refrigerator 'FROST 550'. Help yourself with the tactics summary on page 107:

Aim: to

Key:

Suggested presentation

Ladies and gentlemen,

This product is our **Frost 55.** Although it is based on **Frost 520**, its system is completely different. The big advantage of **Frost 550** is its gross capacity of 113 litres and its net capacity of 102 litres. Another big advantage is that it does not take much space because its width is only 450 mm. The major new feature of **Frost 550** is its 3-star frozen compartment. **Frost 550** is far superior to **Frost 520**.

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Level: *1st year Literary & Scientific streams* — ***Teacher:*** *.....*

(P 107)

4. Now read the specifications on page 106 and the ones in the boxes to complete the business letter below. Write full sentences:

Aim: to

Key:

Thank you for your letter of April 10th asking for some information about our products. Below is some detailed information about our machines.

Our company manufactures different models of refrigerator with different dimensions, capacities and prices. **Frost 700** and **Frost 750** are our newest models. Both are compact models with removable food shelves and full-width salad bin. However, **Frost 750** is better in terms of net and frozen food capacity, height, depth and width. Both are available at low prices and in various colours.

(P 108)

1. Match each of the inventions in column A with its corresponding drawback (disadvantage) in column B. Put numbers 1-6 in the boxes below:

Aim: to

Key: a – 2 b - 4 c - 5 d - 6 e - 1 f – 3

2. Find the advantages of the 6 inventions in the table above:

Aim: to conduct an interview by asking for and giving information.

Key:

a- The automobile allows/helps us [to] travel over long distances.
b- The cell phone allows us to get in touch with people wherever they are.
c- The television set allows us to have entertainment.
d- The computer allows us to work very quickly and efficiently.
e- The walkman allows us to listen to music without disturbing others.
a- The calculator allows us to do very difficult sums very quickly.

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3. Use the information in tasks 1 and 2 to write sentences like the one in the example below:

Aim: to

Key:

a- Though the automobile allows us to travel over distances, it can sometimes cause health problems and death to motorists and passengers.
b- Though the cell phone allows us to get in touch with people wherever they are, it distracts drivers and causes accidents.
c- Though the television set allows us to have entertainment, it can distract from work.
d- Though the computer allows us to work very quickly and efficiently, it can cause eyesight problems.
e- Though the walkman allows us to listen to music without disturbing others, experts say it causes hearing problems.
f- Though the calculator allows us to do difficult sums very quickly, it reduces arithmetic mental ability.

4. Read the letter to the editor below and answer these questions:

Aim: to

Key:

a- Main idea: 'we cannot really live without technology for three reasons'
b- The author of the letter is for technology.
c- To support his argument, the author gives three reasons.
d- Concession: **'we must make sure that we have full control over it.**

(P 109)

5. Look at the 4 pictures below and read their captions. Then answer these questions:

Aim: to

Key:

a- No, she is knitting an article of clothing.
b- No, everyone is busy doing something.
c- No, it doesn't.
d- No, he doesn't.
e- The cartoonist's attitude towards TV is critical. (**b**)
f- It is unfair because he mentions the drawbacks of TV without pointing out its advantages.

6. Reply to this extract from a letter of opinion. Use the letter on page 108 as a model and help yourself with the ideas suggested in the pictures above:

Aim: to have pupils

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Key:

STOP and CONSIDER

By the end of the sequence, pupils should be able to:

-use definite and indefinite articles;
-express result using 'so+adjective+that';
-describe an object: shape, colour, etc;
-use the future perfect to predict completed actions in the future.

(P. 110)

1. Read the Reminder and rewrite the sentences below to describe the objects in two other different ways:

Aim: to

Key:

a- The watch is white and oval / Its colour is white and its shape is oval.
b- The banknote is green in colour and rectangular in shape.
The colour of the banknote is green and its shape is rectangular.
c- The dishwasher is cubic / The shape of the dishwasher is cubic.
d- The hairdryer is blue / The hairdryer is blue in colour.

Reminder

2. Read the Reminder and match the sentences from columns A and B below. Then join them with 'with'. Make any necessary changes:

Aim: to

Key:

1-c: The car is new with tinted windows and an air bag.
2-d: The watch is square with silver hands and a gold strap.
3-a: The mobile phone is small with large luminous numbers.
4-b: The washing machine is made of plastic with a metal drum.

3. Rewrite the product presentation below to make it better. Make the best use of the Reminders above:

Aim: to

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Key:

This is our new Quartz Watch 10. The watch has a round frame with an oval face. The strap is white in colour and made of silver. Quartz Watch 10 is superior to Quartz Watch 9. It has golden hands with an alarm and a calendar. Quartz Watch 10 is waterproof. You don't need to take it off when you go to swim or have a shower.

(P. 111)

4. Read the Reminder and cross out article "the" where it is inappropriate in the text below:

Aim: to

Key:

Ø man - **the** sea - **Ø** food - **Ø** transportation **Ø** oceans - **the** earth
the spread - **Ø** civilisation **the** development - **Ø** culture - **the** twentieth century
Ø man - **the** ocean floor **Ø** new sources **Ø** raw materials - **the** submarine

5. Read the reminder and cross out articles 'a' and 'an' where they are not appropriate in the text below:

Aim: to

Key:

Ø cleanliness - **a** healthy skin - **a** good complexion **Ø** mild soap -
Ø warm water - **Ø** excessive oil **Ø** soap - **an** acne - **a** skin disease

Reminder

(P. 112)

6. Read the reminder and the captions below the pictures. Then build sentences like the one in the example. Use the right verb tense:

Aim: to

Key:

♣ We should thank Dr John Pemberton. He invented Coca Cola in 1886.
Dr John Pemberton is the man ***whom*** we should thank for the invention of Coca Cola.
♠ We should be grateful to Levi Strauss. He made the first jeans in 1860.
Levi Strauss is the man to ***whom*** we should be grateful for the invention of the jeans.
♥ We should be thankful to William Wrigley. He invented flavoured chewing gum in1892.

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William Wrigley is the man to ***whom*** we should be thankful for the invention of flavoured chewing gum.

♦ We ought to thank Chester Carlson. He invented the photocopying machine in1938.
Chester Carlson is the man ***whom*** we ought to thank for the invention of the photocopying machine.

Reminder

7. Read the Reminder and match the sentences from columns A and B on the page 113. Then join them with 'so + adj + that':

Aim: to

Key:

- The cell phone is **so** useful **that** nearly everybody has one. (1-d)
- The satellite is **so** distant **that** it covers a large part of the earth. (2-e)
- The experiment was **so** difficult **that** the inventor spent long nights in his laboratory. (3-c)
- The refrigerator was **so** expensive **that** not many people could buy it. (4-a)
- Pasteur's discovery was **so** important for man's health **that** many people gave money to build a Pasteur Institute in Paris. (5-b)

(P. 113)

8. Read the Reminder and rewrite the science fiction passage in the future perfect:

Aim: to

Key:

By the year 2055, the population of the world will have reached 8 billion. Many cities will have doubled in size. We will have used up many sources of energy. Robots will have replaced people for many boring jobs.

Reminder

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SEQUENCE FOUR

By the end of the sequence, pupils should be able to:

-write a paragraph out of a flow chart about an invention;
-write an inventor's biography;
-identify problems related to video-games;
-identify problem sounds: /n/ and /ŋ /.

Write it out: (P 114 - 115)

1. Read the introduction below and guess where it comes from. Justify your answer:

Aim: to be able to

Key:

It comes from: (b) **a scientific article** since *it retraces the history of man's fight against malaria*.

2. Read the introduction above again and compare it to the introduction below. Then answer the questions:

Aim: to be able to

Key:

a- Introduction A is more enjoyable than introduction B.
b. To make his/her introduction more interesting, the writer makes it read like a story wherein man stands as a hero against the killer disease malaria. He dramatises the facts to make them more impressive to the reader. (The learners can come out with other explanations.)
c- Introduction B is boring. It just delivers flat facts. We don't have any pleasure reading it….
d. The first introduction informs and teaches a lesson at the same time.
e. Among the lessons which the author aims to teach are: the vulnerability of man and his heroic struggle against one of the most dangerous diseases. …
f- The author of the second introduction wants just to inform his/her readers about the fight against malaria and nothing more.

3. The paragraph below develops the ideas announced in the introduction above. Read it and cross out the sentences that do not relate to the main idea:

Aim: to be able to

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Key:

The irrelevant sentences are:

- Pasteur discovered the vaccine against rabies.
- At that time rabies was another dangerous disease.

4. Read the paragraph below and cross out again the sentences that do not relate to the main idea:

Aim: to be able to

Key:

The irrelevant sentences are:

- Fleming discovered penicillin in 1928.
- Antibiotics are very useful in the treatment of various diseases.

5. Now go back to the introduction on the previous page. Then use the cues below to write a conclusion using the same style so as to make it interesting to the reader:

Aim: to be able to

Key:

Work it out: (P 116 - 117)

1. Read the text and find the names of the inventors/discoverers who made the ionventions and discoveries below:

Aim: to be able to

Key:

a- The law of Gravity: Issac Newton
b- The law of Relativity: Albert Einstein
c- The submarine and the 'flying machine': Leonardo Da Vinci
d- Rules for chemical combination and combustion: Priestly.
e- Radioactivity: Marie Curie
f- Three electromagnetic laws: Joule

2. Read the text above again and identify the parts of the paragraphs which state opinions and those which express facts:

Aim: to be able to

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Key:

Opinion	Facts	- The first sentence of the first paragraph: - The first sentence of the first paragraph:	-

3. Say whether and why you agree or disagree with the author's opinions:

Aim: to make pupils able to react towards other people's opinions.

Key:

'I do agree with the author's opinions because I think that all men and women are born equal'.

'Anybody who is devoted to science and works hard can become a famous scientist'.

4. Read the second paragraph and find what the author wants to do with his text. Circle the letter of the correct answer. Justify your answer:

Aim: to be able to

Key:

The author wants to teach a lesson to the reader. (**a**)

5. Read very quickly the jumbled paragraphs on the next page. Then match letters A-C with numbers 1-3 to form a coherent text:

Aim: to be able to

Key:

(1 – C) (2 – B) (3 – A)

6. Now read the paragraphs again and match each of them with the idea it expresses:

Aim: to be able to

Key:

§ **C:** Carver came from a poor family. (**c**)

§ **B:** He showed his ability for learning at an early age. (**b**)

§ **A:** He was ambitious and helped himself. He didn't count on others. (**a**)

7. Read the concluding paragraph below and identify the sentence which expresses the most important idea:

Aim: to be able to

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Key:

His story is an inspiring example to people who want to become scientists.

8. Make the best use of the answers which you have given to all the questions above and write a summary of the whole text:

Aim: to be able to

Key: **Suggested summary**

There is no discrimination in science. The career of George Washington Carver provides a good example. Though Carver was a black slave, he managed to become a famous agricultural scientist. His story shows that anyone with personal ambition and devotion to science can be a scientist.

Work it out: (P 118 - 119)

1. Read these statements about video games and decide which of them are true and which are false. Tick where appropriate in the table below:

Aim: to be able to

Key:

(a – False) (b – True) (c – False) (d – False) (e – True) (f – False)

2. Read the instructions below and check which of them proves or disproves your choices:

Aim: to be able to

3. Now, pretend you are an advice columnist. Reply in writing to the question below giving advice:

Aim: to get pupils able to express concern over a problem

Key:

Dear Khaled,

You can continue to play games and stay healthy. However, you should be very careful with the use of video games. Here is some advice which I hope you will follow.

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First, the screen of your monitor/TV set should be small so that you can concentrate easily on it. Second, you should take some rest for at least 10 to 15 minutes after playing for an hour's time. Third, sitting too close to the screen can cause serious health problems, such as an epileptic seizure or loss of consciousness. Finally, you should make sure that the room in which you play is not dark…

P 119

1. Read the text below and answer these questions:

Aim: to be able to

Key:

A- Cloning is making copies of plants, animals and human beings.
B- No, it isn't. Ancient Greeks cloned plants over 4,000 years ago.
C- The debate about cloning started when people realised that it was possible to clone human beings.
D- People refuse to eat genetically modified foods because they consider that this kind of food is dangerous for health.

2. Class work: Discuss, then write a short letter of opinion taking sides for or against cloning and genetically modified foods. Use the cues below:

Aim: to be able to

Key:

Problem Consonants (P 120)

1. Listen and identify the sentence which your teacher reads from the pairs below. Tick in the right box :

Aim: to be able to

Key:

It is really difficult to differentiate between the sentences when they are read aloud very quickly because they differ only in one sound. Accordingly, this task is to be carried out in the form of a game. As you read them aloud, make sure you provide a linguistic context and make necessary gestures to allow the learners understand what you mean. (e.g., look out, that's wrong. The sum is 52 not 53. Look out, that's Ron playing football over there.)

A: wro**ng** /ŋ/	**A:** fa**ngs** /ŋ/	**A:** ta**n** /n/
B: Ro**n** /n/	**B:** fa**ns** /n/	**B:** ta**nk** /ŋk/

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2. Read the sentences again and identify the sounds that make the sentences different in each pair. Underline the sounds:

Aim: to be able to

Key:

3. Complete the transcriptions of the words in the table below by ticking in the appropriate box. Pay attention to the pronunciation of the letter 'n':

Aim: to make pupils able to pronounce correctly the letter 'n'.

Key:

	Words	**/n/**	**/ŋ/**	**/ndʒ /**	**/ŋg/**	**/ŋk/**
B			✓			

4. Now listen and check your answers. Then pronounce the words in the appropriate way:

Aim: to be able to

5. Write the transcripts below using the letters of the alphabets. Then read them aloud:

Aim: to be able to

Key:

a- The banker who is sitting on the bank is singing a song.

b- The singer is singing in a dangerous swimming pool.

Check Your Progress

1.

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Level: *1st year Literary & Scientific streams* — **Teacher:** *……*

UNIT FIVE (5): ENVIRONMRNT / POLLUTION / THE WORLD of ANIMALS (Back to Nature

In this unit my pupils will learn to…

SEQUENCE ONE

-listen and respond to a radio interview;
-write an SOS about pollution;
-express feelings, opinions and suppositions;
-mark stress in words ending in [-tion] and [-ssion];
-recognise and mark intonation in complex sentences;
-use the conditional with –if.

SEQUENCE TWO

-read and respond to a newspaper article about pollution;
-deduce the meaning of words from context;
-express cause and effect;
-write an expository paragraph about pollution.

SEQUENCE THREE

-conduct a meeting;
-read and respond to an advertisement;
-write an advertisement;
-recognise and mark intonation in yes/no and wh- questions;
-write the minutes of a meeting.

STOP and CONSIDER

-use conditional types 0, 1 and 2;
-form adjectives using suffixes [-al], [-ic] [-cal]…
-use quantity words: most, all…

SEQUENCE FOUR

-read and respond to a letter of complaint;
-write a letter of complaint;
-read and respond to a memo;
-write a memo.

PROJECT

Pupils will:

-make a consumer guide;
-make posters and notices;
-develop a composition about pollution.

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Level: *1st year Literary & Scientific streams* — ***Teacher:*** *……*

Project:

-making a consumer guide;
-making posters and notices;
-developing a composition about pollution.

Pollution is the actual problem that is threatening all forms of life on earth. It has many different types. Choose one form of pollution, and write a composition about it. Follow the plan that follows:

§1: introduction (definition, kinds of pollution, …)
§2: Causes of the form of pollution chosen.
§3: Consequences of the kind of pollution chosen.
§4: Some suggested solutions.

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Sequence One: Listening and Speaking.

By the end of this sequence, pupils should be able to:

-listen and respond to a radio interview;
-write an SOS about pollution;
-express feelings, opinions and suppositions;
-mark stress in words ending in [-tion] and [-sion];
-recognise and mark intonation in complex sentences;
-use the conditional with –if.

Anticipate: (p 128)

1. Look at the map and answer the questions below:

Aim: to tune in pupils to what will come next in the listening and speaking sequence.

Key:

a. The names of climate areas are mentioned on the map.
b. The source is a web site written at the bottom of the map. [**www.worldclimate.com**]
c. In Algeria, the climate areas are ***the warm temperature climate*** and ***the desert climate***. The place where I live belongs to the first one.
d. We have rainforests in ***the mountain*** and ***tropical climate areas***.

2. Read the definitions of the natural disasters below and say which of them can affect your country. Justify your answer:

Aim: to

Key:

- ***Drought*** can affect my country because it has a desert climate, especially in the South.
- ***Earthquakes*** can affect my country as the north of Algeria is situated in a seismic zone.
- ***Sandstorm*** can affect my country owing to the desert climate.
- ***Floods*** can affect my country because there occur sudden and heavy rainfalls in autumn.

3. Do you think the world climate is changing? Justify your answer:

Aim: to

Key: **Suggested answer**

I think that the world climate is changing because of "the global warming" or " the greenhouse effect". It is becoming warmer. The winter seasons are becoming shorter and the summer seasons longer.

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Listen and Check: (p 129)

1. **Listen to a radio interview and check your answer to question 3 on page 128:**

Aim: to

Key:

The world climate is changing because the volume of carbon dioxide in the air has increased as a result of the burning of oil, coal and wood.

2. **What do you expect the interviewee to say about the consequences of global warming in the second part of the interview? Tick ( ) in the right box below:**

Aim: to

Key:

The sea level will…	The food producing areas will...	The temperatures will…..	The coastal areas will…
rise	become deserts	go up	be under water

3. **Now listen to the interview again and check your answer to question 2:**

4. **Listen again to the interview and answer the questions below:**

Aim: to

Key:

a. The gas which is responsible for global warming is ***the carbon dioxide (CO_2).***
b. He compares it to ***a greenhouse, a type of plastic house where farmers grow vegetables.***
c. It is called so ***because carbon dioxide traps the heat from the sun, just like a greenhouse.***
d. We can reduce high temperatures ***by reducing the volume of CO_2 emissions***.
e. The climate specialist is ***worried about climate change.***
Evidence from the interview: 'Everybody is worried about high temperatures these days'; 'scientists are raising the alarm about global warming' ; 'a question of life and death to us humans'.

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Say it Clear: (p 130)

1. Listen to the dialogue below and indicate the direction of the voice at the end of each sentence (↗ ↘):

> **Aim:** to get pupils identify the direction of voice (intonation pattern) at the end of 'auxiliary questions', 'wh-questions' and 'statements'.

Key:

a. Is the earth really getting warmer? (↗)

b. It's absolutely certain. (↘) The earth is getting warmer. (↘)

c. And why does it matter if the world gets warmer? (↘)

d. Oh it matters a lot. (↘) If the earth gets hotter the sea level will rise. (↘)

Rule:

The intonation **goes up** at the end of ***requests*** and ***auxiliary questions***. But, it **goes down** at the end of ***statements*** and ***WH-questions***.

2. Play out the dialogue above with the right intonation changing the last sentence with one of the following:

> **Aim:** to get pupils practice the right intonation.

3. Copy down the words below, then listen to their pronunciation and mark (ˈ) the syllable you hear most as in the example:

> **Aim:** to

Key:

Verb		Noun	
pol**lute**	/pəˈluːt/	pol**lu**tion	/pəˈluːʃən/
pre**ser**ve	/prɪˈzɜːv/	preser**va**tion	/prezəˈveɪʃən/
con**ser**ve	/kənˈsɜːv/	conser**va**tion	/kənsəˈveɪʃən/
e**mit**	/ɪˈmɪt/	e**mi**ssion	/ɪˈmɪʃən/
con**ta**minate	/kənˈtæmɪneɪt/	contami**na**tion	/kəntæmɪˈneɪʃən/
de**fo**rest	/dɪˈfɒrɪst/	deforest**ta**tion	/dɪfɒrəsˈteɪʃən/
des**troy**	/dɪsˈtrɔɪ/	des**truc**tion	/dɪsˈtrʌkʃən/
de**grade**	/dɪˈgreɪd/	degra**da**tion	/degrəˈdeɪʃən/

4. Now pronounce the verbs and their derivations. What do you notice?

We notice that in the verbs, stress is usually on the second syllable, and in nouns (ending in – **tion** / **sion**), it is on the **penultimate** (second from the end) syllable.

The hidden message:

Write the transcript below using the letters of the alphabet:

> **Aim:** to initiate the learners to phonetic transcription.

/gæs ɪˈmɪʃənz kɔːz eə pəˈluːʃən ənd dɪfɒrəsˈteɪʃən liːdz tə ðə degrəˈdeɪʃən əv ðə sɔɪl/

Gas emissions cause air pollution, and deforestation leads to the degradation of the soil

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Your Turn: (p 131)

Pair work: look at the pictures and use the cues in boxes A and B to make a dialogue:

Aim: to get pupils talk about environmental issues.

Key: **A sample dialogue**

A: What will happen if we don't stop soil pollution?

B: If we don't top soil pollution, the earth will become desert, animals will lose their habitat, there will be less O_2 and more CO_2 in the atmosphere

A: And what will happen if we don't stop water pollution?

B: If we don't top water pollution, fish will die, seabirds will get stuck in oil spills and people won't have enough food to eat.

Say it in Writing: [to be given as homework]

Now write an SOS message (Save Our Souls = urgent call for help). Use the information contained in the boxes above:

Aim: to re-invest what they have learned in the previous tasks in terms of functions and related language forms in order to **produce** an SOS message.

Environmental threat!

Do you know what will happen if we don't stop polluting the sea? The marine life will be damaged, fish and seabirds will die, and we won't have enough food to eat. Then life will come to end.

Environmental threat!

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Sequence Two: Reading and Writing.

By the end of this unit, pupils should be able to:

-read and respond to a newspaper article about pollution;
-deduce the meaning of words from context;
-express cause and effect;
-write an expository paragraph about pollution.

Anticipate: (p 132)

1. **These pictures illustrate a magazine article. Look at them and circle the best answer in the box below:**

Aim: to get pupils interpret pictures with relation to the theme of the unit.

Key:

A. Picture 1 is **a photo**. (**c**) Picture 2 is **a cartoon**. (**c**)
B. The focus in picture 1 is on **the pesticide spray**. (**b**)
The focus in picture 2 is on **the lungs X-Ray**. (**c**)
C. In the background of picture 1, there is **a field**. (**b**)
In the background of picture 2, there are **cars and factories**. (**a**)
D. In the foreground of picture 1, there is **an airplane**. (**b**)
In the foreground of picture 2, there is **a lungs X-Ray**. (**a**)

2. **Complete the sentence below:**

Aim: to get pupils guess the idea that the pictures convey.

Key:

The two pictures above illustrate the ***causes and consequences of pollution (b)***

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Read and Check: (p 133)

1. **Read the text below and check your answer to exercise 2 in the previous rubric:**

2. **Read again the text above and answer these questions:**

Aim: to make pupils read and respond to a magazine article.

Key:

a- They **swallow oxygen, and their fumes poison the air with carbon dioxide (CO_2).**
b- The gas responsible for air pollution is **carbon dioxide**.
c- Pollution in towns **causes lung and skin cancers**.
d- The negative impact of modern agriculture on people's health is that **most pesticides used on food crops are toxic and can cause diseases.**

3. **Ask yourself some of the questions below and try to guess the meaning of the underlined words in the text above:**

Aim: to get pupils guess the meaning of words from the context.

Key:

Words	Part of speech	Why?	Help from the context	Meaning in the context
swallow	verb	It comes after the subject		Use completely
Urban	Adjective	It comes before the noun	Reference words [city, factories,…]	Of city
aquatic	adjective	It comes before the noun Its ending is "-ic"	Reference words [fish, rivers]	In water
Rural	adjective	It comes before the noun Its ending is "-al"	Antonym [urban] Reference words [countryside]	Of countryside
illness	noun	It comes after the adjective Its ending is "-ness"	Synonym [disease]	disease

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Discover the Language: (p 134 – 135)

1. **Read the second paragraph of the text on page 133 and pick out two sentences which are close in meaning to the following:**

> **Aim:** to

Key:

a. Fish is dying **because** *fertilizers which contain phosphorus and sulphur are spilled into the rivers.* [expressing CAUSE]

b. In the countryside, fertilisers which contain phosphorus and nitrogen spill over into rivers. **As a result**, *fish is dying in increasing numbers, and aquatic life is suffocating from lack of oxygen*. [expressing CONSEQUENCE / EFFECT / RESULT]

2. **Now analyse the sentence above and the sentences from the text and note how the cause-effect relationship is expressed in each sentence:**

> **Aim:** to

Key:

In the sentence from task 1, the cause- effect relationship is expressed through the use of the conjunction of subordination '**because**'.

In the sentences from the text, the cause- effect relationship is expressed through the use of the sentence connector '**as a result'**. We also notice a reshuffling of the cause-effect relationship into an effect-cause relationship.

3. **Match each cause of pollution with its corresponding effect in the table below. Use the connectors and make any necessary changes in punctuation:**

> **Aim:** to get pupils practice expressing cause-effect relationships.

Key:

(a – 2) (b – 1) (c – 4) (d – 3)

3. **Join each pair of sentences below using the connector provided in brackets:**

a. Factories and vehicles release gases into the air / the atmosphere is full of pollution (***as***)
b. CFCs destroy the ozone layer / the UV rays aren't filtered (***as a consequence***)
c. The atmosphere is loaded with acids / acid rains destroy forests (***therefore***)
d. The UV rays reach the surface of the earth / people suffer from skin cancer (***since***)

Key:

a. ***As*** factories and vehicles release gases into the air, the atmosphere is full of pollution.
b. The UV rays aren't filtered; ***as a consequence,*** CFCs destroy the ozone layer.
c. The atmosphere is loaded with acids. T***herefore,*** acid rains destroy forests.
d. People suffer from skin cancer ***since*** the UV rays reach the surface of the earth.

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4. Read the table below and make as many sentences as you can. Start like this:

Aim: to get pupils practice the use of cause and consequence link words correctly.

Key:

- **Expressing cause:**
  1- ***The main cause*** of acid rain is acid gas emission from power stations and cars.
  2- The ozone layer is destroyed ***because of*** CFCs.
  3- Air pollution ***comes from*** factory and vehicle emissions.
  4- Marine life is damaged ***since*** there are sewage and oil spills.
  5- Lung and skin diseases ***result from*** factory and vehicle emissions.

- **Expressing consequence:**
  1- ***The main effect*** of toxic wastes is the creation of 'earth pollution'.
  2- Trees are cut down in great numbers; ***consequently***, most rainforests are destroyed.
  3- Factory and vehicle emissions ***lead to*** lung and skin diseases.
  4- Factories emit acid gases. ***Thus***, trees and aquatic life are killed.

Cause expressions and link words:

The major/main cause – come from – as – since – because – because of – due to – owing to- result from

Consequence expressions and link words:

The main/major effect/reason – as a consequence – as a result – consequently –lead to– thus – therefore – for

Write it Out:

Now use the information in the box above to complete the two paragraphs below:

Aim: to get pupils re-invest what they have acquired during this unit to fill in blank spaces to get a meaningful piece of writing.

Key:

There are four different types of pollution. Firstly, there is **air pollution**. Its major cause is **factory and vehicle emissions**. Secondly, we have **water pollution**. This pollution results from **sewage and oil spills**. Thirdly, there is **earth pollution**. It comes from **toxic waste**. Finally, there is noise pollution. It is due mainly to cars and factories.

Pollution is a very serious problem because most of it comes from machines, which man has invented to satisfy his daily needs. For example, we use cars to travel from one place to another; however, these cars **release gases into the air**. Two of the consequences of this pollution are **lung and skin diseases**.

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Sequence Three: Developing Skills.

By the end of this sequence, pupils should be able to:

-conduct a meeting;
-read and respond to an advertisement;
-write an advertisement;
-recognise and mark intonation in yes/no and wh- questions;
-write the minutes of a meeting.

(P 136 - 137)

1. Complete the table with information from the dialogues below:

Aim: to get pupils aware of the different techniques of conducting meetings.

Key: when conducting a meeting, we often use:

Starting words	An abrupt interruption	An expression for dealing with interruptions
Right, Well, So	I disagree with you.	Just a minute. Let her finish, Peter.

2. Find in the tactics summary on page 137 an expression that could make Peter's interruption in the conversation above less abrupt:

Aim: to

Key:

Expressions that could make an interruption in a conversation less abrupt are:

Just a minute! / Can I come in here? / Could I say something?

3. Now listen to the dialogue and complete the minutes below:

Aim: to get pupils able to listen to a dialogue and pick up minutes / details.

Key:

A- Building car parks outside the town.
B- Making public transport cheaper in town.
C- Making parking expensive in the centre of the town.

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4. Group work: use the tactics summary above to prepare a dialogue about any environment problem that your town or country faces. Conduct the meeting in turns:

Aim: to

Key:

5. Write down the minutes of your meeting. Use the minutes on page 136 as a model and include the following details:

Aim: to

Key:

(P 138 - 139)

1. Read the text carefully and answer the questions below:

Aim: to

2. What's the writer's purpose? Circle the correct letter in the box and indicate your degree of certainty by ticking (✓) in one of the boxes:

Aim: to

Key:

The writer's purpose is to…	**Degree of certainty**				
	1	**2**	**3**	**4**	**5**
a. persuade the reader of the value of the product				✓	
b. inform the reader that the product is not harmful to nature			✓		
c. describe the chemical composition of the product			✓		
d. explain the importance of the product			✓		
e. exhort the reader tp use the product					✓

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3. Read the definitions of text type below. Then find what type of text the advert on page 138 is. Justify your answer:

Aim: to get pupils familiar with different types of texts.

Key:

It is an **argumentative** text because the author wants to persuade potential buyers that ECOCLEAN is a 'green' product.

Type of the text	Why?
Argumentative	Developing ideas in order to persuade.
Descriptive	Describing people, objects,…
Narrative	Telling about an event or a series of events.
Expository	Stating and explaining facts.

4. Listen to these sentences from the text above and mark their intonation with the appropriate arrow (↗ ↘):

Aim: to

Key:

- Want to do more to help the environment but not sure of? ↗
- Or think it's going to be expensive or too much time an effort? ↗

5. Rewrite the two questions above to make them more grammatically correct:

Aim: to

Key:

- **Do you** want to do more to help the environment **and you don't know how**?
- Or **do you** think it's going to be expensive or it's too much time an effort?

6. What type of register (formal, informal) does the author use? What for?

Aim: to

Key:

The author uses an **informal/idiomatic** register/style because **s/he addresses the general public, such as housewives**. S/he wants to make his/her message **sympathetic**. His/her purpose is to make him / herself **understood** and thus **attract as many customers as possible.**

7. Use the information in the box to write a "green" advert about the use of the cloth bag below:

Aim: to

Key:

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Stop and Consider:

By the end of this sequence, pupils should be able to:

-use conditional types 0, 1 and 2;
-form adjectives using suffixes [-al], [-ic] [-cal]…
-use quantity words: most, all…

(p 140)

1. Read the reminder below and note the rule for using "if":

Aim: to introduce to pupils rules for using conditional type 'o'.

Reminder [Conditional type 0]

-"IF" introduces a **condition which can be true at any time**.
-If (verb in **present simple), (**verb in **present simple)**
-If = when

2. Match each of the conditions (1, 2, 3…) in column A with its result in column B (a, b, c…) to build a coherent sentence using "if". Make any necessary changes:

Aim: to get pupils practice the use of 'if/when' to express the zero-conditional.

Key:

1- **If/when** plants do not get water, they die. (**b**)
2- **If/when** you don't wash yourself, you smell bad. (**c**)
3- **If/when** air gets hot, it rises. (**a**)
4- **If/when** you leave milk in the sun, it goes bad. (**e**)
5- **If/when** metal gets hot, it expands. (**d**)
6- **If/when** you pour water on fire, it goes out. (**g**)
7- **If/when** a car runs out of petrol, it stops. (**f**)

Note: **If** in the sentences above can be replaced by **when**.

3. Read the Reminder on page 141 and get the rule for other forms of the conditional:

Reminder [Conditional type 1]

-"IF" introduces a **real possibility which can happen in the future**.
-If (verb in **present simple), (**verb in **future simple)**

Reminder [Conditional type 2]

-"IF" introduces an **unreal condition in the present which may not happen at all**.
-If (verb in **past simple), (would + infinitive)**

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(p 141)

4. Rewrite the sentences by putting the verbs into the correct form:

Aim: to get pupils practice the use of 'if' to express the first and/or second conditional by giving the right form of the verbs.

Key:

a. If we **stop** traffic pollution, the air **will be** cleaner.
b. If I **were** you, I **would not use** that soap. It contains many pollutants.
c. If we **continue** to pollute our water sources, we **will die** of thirst.
d. What **would happen if** Martians **landed** on earth?
e. What **will** we **do if** we **fail** the exam this time?

5. Tell the class what you would do for the environment if you were prime Minister / if you had power. Use the cues below:

Aim: to get pupils practice the use of 'if' to express the second conditional.

Key: **If** I **were** Prime Minister,

a. I **would/'d ban** CFCs.
b. I**'d limit** toxic wastes.
c. I**'d impose** higher taxes.

If I **had** power,

d. I'd restrict traffic in towns.
e. I**'d restore** monuments.
f. I**'d preserve** plants and animal species.

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(p 142)

6. Read the reminder and do the exercises below:

Reminder [Formation of adjective]

Noun + (-able / -ible / -ous / -ful / -less / -ic / -al)
Verb + (-ive / -ing / -able / -ible / -ful / -less)
→ **Adjective**

A. Use the adjectives derived from the words in bold type to rewrite the sentences below:

Aim: to

Key:

a. Paper is a **recyclable** material.
b. Co2 emissions are very **toxic**.
c. Oil spills are **harmful** to the oceans and seas.
d. Ecoclean isn't **harmful** to the environment.
e. Noise is **aggressive** to the ears.
f. The greenhouse effect is **dangerous** to the earth.
g. Desertification is an **ecological** problem.
h. This food is **tasteless**. It is not **edible/eatable**.

Note: There is a difference in meaning between edible and eatable.

B. Look at the signs and write warnings using adjectives derived from the following words:

Aim: to

Key:

1- Beware! This product is **flammable/inflammable**.
2- This is a **poisonous** product. Keep it out of children's reach.
3- Keep off! **Radioactive** emissions!
4- Never throw away this product! It's **recyclable**.

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(p 143)

7. Study the reminder and then do the exercise below:

Reminder [Quantifiers / adjectives of quantity (uncountable nouns)]

-We use **"there is"** to say that **a big quantity of matter/something exists.**

-We use quantifiers (**none of, a little of, some of, most of, all of**) to describe this quantity of matter.

Rewrite the paragraph below by replacing each of the underlined expressions with its corresponding quantifier from the reminder above:

Aim: to get pupils used to know how to use quantifiers with uncountable nouns.

Key:

(100% of it = all of it) – (97% of it = most of it) - (30% = some of it) – (3% = a little of it) – (No water = none (of it))

8. Study the reminder then do the exercise below:

Reminder [Quantifiers / adjectives of quantity (countable nouns)]

-We use **"there are"** to say that **a total number of people/things exist**

-We use quantifiers (**all of, most of, half of, some of, a few of, none of**) to describe the number of these people or things.

Rewrite the paragraph below by replacing each of the underlined expressions with its corresponding quantity word from the reminder above:

Aim: to get pupils used to know how to use quantifiers with countable nouns.

Key:

(40 of them = half of them) – (the other 40 = the other half) – (60 of them = most of them) – (about 10 = a few of them) – (12 of them = some of them) – (no demonstrator = none of them)

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Sequence Four: Consolidation and Extension.

By the end of the sequence, pupils should be able to:

-read and respond to a letter of complaint;
-write a letter of complaint;
-read and respond to a memo;
-write a memo.

Write it Out: (p 144 - 145)

1. Read the text below and answer these questions:

Aim: to help learners **interpret** the text in order to have an overall idea about its context.

Key:

a. They are called '***fossil fuels***'.

b. If we run out of the existing energy sources, ***there will be no fuel for our cars, buses, air planes, and no electricity for our computers and factories.***

c. Consequences of pollution mentioned in the text:

- ***The environment is threatened.***
- ***Man's existence on earth is in danger (contamination of water sources).***

d. We can solve the problem of energy shortage ***by using renewable energy such as the sun, the wind, the earth and the sea.***

e. The W.E.C. has identified ***six renewable energy sources.***

2. Match each of the renewable energies in column A with its corresponding source in column B:

Aim: to

Key:

1. Solar energy ***comes from*** the sun rays. (c)
2. Wind energy ***is derived from*** moving air. (a)
3. Geothermal energy ***is produced by*** heat inside the earth. (b)
4. Modern biomass energy ***is extracted from*** plant and animal residue. (f)
5. Ocean energy ***is generated by*** seawater movement and temperature changes. (e)
6. Small hydroelectric energy ***comes from*** small dams, such as those filled by melting snow. (d)

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3. A problem to solve:

Aim: to

Key:

a. The types of energy which can be produced in the different areas of our country are:

Solar: Algerian Sahara

Wind: Algerian coastal area; Djurdjura; Aures; Ouarsenis...

Ocean: Algerian coastal area

Biomass: El-Harrach; Oran; Mitidja; Medjana; El-Houdna; Medea...

Geothermal: North-eastern area: Collo; Jijel; Skikda...

Hydroelectric: Kabylia; Khenchela; Batna; Chlef...

b. The most viable energy source for Algeria is solar ***energy because of its cleanness and the availability of sun rays in the Sahara almost all the year round.***

c- Refer to the memo on page 148 for guiding your learners as to the layout of memorandums.

Work it Out: (p 146 - 147)

1. Read the text below and answer these questions:

Aim: to

Key:

a. Three solutions suggested to solve the problem of rubbish are: ***to reduce, to re-use and to recycle it.***

b. I would buy drinks ***in glass bottles because I can/could wash them and re-use them many times over.***

c. Re-using things reduces rubbish, and recycling others not only reduces litter but also allows us to make new products. They can add other items to the list.

2. Have you really understood the text? If so, observe the contents of the dustbin below and classify them into three categories using the table below:

Aim: to

Key:

recyclable	reusable	reducible

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3. Now separate the recyclables according to the material they are made of:

Aim: to

Key:

Plastics	Paper	Metal	Any other

4. Making the best use of the information from the text, find two advantages for making an effort to recycle rubbish and complete the resolution below:

Aim: to

Key:

I'm not a litter lout and I consider that it's worth making the effort of recycling my rubbish ***because this allows us to reduce the amount of trash in the environment and that we can get new products from it.***

5. Now consider the reusables. How are you going to help reuse them? Choose alternatives from the checklist and justify any decision you will take:

Aim: to

Key:

I will give them to charities, like the Algerian Red Crescent, in order to help the needy.

6. Now suppose you were a friend of the Earth. What solutions would you suggest to solve the problem of waste products? Write a short paragraph starting like this:

Aim: to

Key:

If I were a member of The Friends of the Earth, ***I would organise a cleaning campaign in my town. I would write a petition to the Prime Minister to ask him to ban products with heavy packaging....***

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Work it Out: (p 148)

1. Read the memo below and replace each of the underlined words with one of the following quantifiers: *all, half, most, none, some, a few*:

Aim: to make.

Key:

100% of the personnel = **all** 30% = **some** 90% = **most** 50% = **half** 00% = **none**

2. Match each of the parts (1-4) of the memo with its purpose (a-d):

Aim: to make learners identify the different functions of paragraphs in a memo/letter of complaint.

Key:

1- Opening (B) 2- Problem (A) 3- Suggested solution (D) 4- Closing (C)

3. Now, pretend you are an environment inspector. Write a memo/letter of complaint to inform the authorities about the dangers resulting from pollution in your area:

Aim: to make them

Key:

(p 149)

1. Guess how "ch" is pronounced in each of the words in the box. Fill in the table as appropriate:

Aim: to make pupils aware of the pronunciation of “ch” in different English words

Key:

You see "ch"	You say / tʃ /	You say / k /
chemical		x
te**ch**nology		x
whi**ch**	x	
cholera		x
me**ch**anic		x
ar**ch**itecture		x
sat**ch**el	x	
children	x	
chloro-carbon		x

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2. Now, listen to your teacher read the words in the table above. Then check your answer to exercise 1 and make sure you pronounce "ch" correctly:

Aim: to get pupils practice the pronunciation of ‘ch’ correctly.

3. Copy the table and put a tick in the appropriate box to make opposites:

Aim: to get pupils able to form opposites using prefixes.

Key:

im-	in-	un-	ir-	il-	dis-	words
✓						pure
				✓		legal
✓						possible
				✓		logical
		✓				suitable
		✓				drinkable
			✓			responsible
✓						moral
	✓					effective
			✓			regular
	✓					significant
					✓	respect

4. Now listen to your teacher read the words and check your answers to exercise 3:

Aim: to

5. Rewrite the opposites using phonetic scripts and put stress where appropriate in each word:

Aim: to

It should be clear to pupils that prefixes are never stressed (accented).

6. Check with your teacher and practise pronouncing the opposites. Then say what conclusion you can draw about their pronunciation:

Aim: to make pupils pronounce the new words correctly.

Prefixes are usually not stressed. So, the stress pattern remains the same in all the transcribed words of task 3. The learners will simply add the transcriptions of the prefixes to the transcribed adjectives in the table.

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