

UNIT three: Environment/pollution/The world of animals.

Unit Plan :

General aim: to raise awareness and familiarize learners with the theme of the unit.

Topic: Back to Nature.

✚ **Sequence One: *Listening and speaking***

- ↪ Anticipate.
- ↪ Listen and Check
- ↪ Say it clear
- ↪ It's your turn

✚ **Sequence Two: *Reading and Writing***

- ↪ Anticipate.
- ↪ Read and Check
- ↪ Discover the Language
- ↪ Reading and Writing

✚ **Sequence three: *Developing skills***

✚ **Stop and Consider**

✚ **Sequence four: *Consolidation and extension***

Project Outcome: - Making a consumer guide
- Making posters and notices. p.161.

Unit3: Back to nature.

Level: 1styear

Sequence 1: Listening and speaking.

Stream: literary

Unit Plan :

Aim: to raise awareness and familiarize learners with the theme of the unit.

Grammar:

- If-conditional (types: 0, 1, and 2).
- Link words: as a result, consequently...
- I think, in my opinion...
- I agree, I disagree, you're right...
- Could/can I...?
- Suffixes: -able/-al...
- Quantifiers: all, some, a few, etc.
- Prefixes: il-, ir-, dis-, etc.

Pronunciation:

- Intonation in yes/no and 'wh' questions.
- Intonation in complex sentences.
- Stress in words ending in '-tion' and '-sion'.
- Stress in words starting with prefixes.

Vocabulary:

- Words related to environment/pollution...

Functions:

- Expressing opinion.
- Expressing feelings.
- Expressing condition.
- Expressing cause and effect.
- Describing.
- Expressing suggestions.
- Agreeing and disagreeing.
- Arguing for and against.
- Polite requests/ interruptions.

Skills:

- Listening to a radio interview about pollution.
- Writing an SOS about pollution.
- Reading and responding to a magazine article/Categorizing.
- Conducting a meeting.
- Reading and interpreting an advert.
- Reading articles about recycling and renewable energies.
- Writing a letter of complaint.
- Writing a memo.

Project: Designing a consumer's guide.

UNIT three: Environment/pollution/The world of animals.

Sequence one: *Listening and speaking*

Sequence Plan :

- ✎ **General Aim:** 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 '-ssion'.
 - recognise and mark intonation in complex sentences.
 - express condition using if.

- ✎ **Functions:** Expressing opinion / expressing feelings / expressing condition.

- ✎ **Language forms:** If-conditional (1) e.g. **If** we cut down the trees ...

- ✎ **Topical lexis:** -linked to pollution/environment (e.g. sea, Earth, atmosphere...)

- ✎ **Phonology:**
 - Intonation in yes/no/wh questions and complex sentences.
 - Stress in words ending in '-tion'/'-ssion' eg: /pə'lu:t/ /pə'lu:ʃn/

- ✎ **Material needed:** -The book, video records, pictures...

- ✎ **Time expected:** four hours or more.

Unit3: Back to nature.

Level: 1st year

Sequence1: Listening and speaking.

Stream: literary

Sequence Plan :

🗑 **General Aim:** Enabling the learners at decoding meaning from a listening passage.

Step one: Anticipate.

- Task one:** Interpreting the picture (map) and answering the questions.
- Task two:** Reading definitions and choosing the ones relating to our country.
- Task three:** Expressing opinion about the world climate.

Step two: Listen and check

- Task one:** Listening to a radio interview and checking answers to task3.
- Task two:** predicting interviewee's answers by ticking in the right boxes.
- Task three:** Listening to the interview and checking answers to task2 above.
- Task four:** Listening to the interview and answering the questions.

Step three: Say it clear

- Task one:** Listening to the dialogue and marking intonation in the given questions.
- Task two: (pair work)** Acting out the dialogue with the right intonation.
- Task three:** Listening and underlining the stressed syllable of the given words.
- Task four:** Pronouncing the words in the table.
- The hidden message:** Deciphering a message written in a phonetic script.

Step four: your turn

- Task one: (pair work)** making a dialogue using the cues in boxes A and B.
- Task two:** Writing an SOS message using information from boxes A and B.

Unit3: Backe to nature.

Level: 1styear

Sequence1: Listening and speaking.

Stream: literary

Anticipate

☞ **General Aim:** Anticipating the content of the listening passage/introducing new lexical items related to the topic.

Task1 P140: ☞ Look at the map and answer the questions below.

Aim: to familiarize learners with the topic (identifying types of climate areas).

- Say the names of climate areas in the map in your own language. Then listen and read them aloud in English.
- Say aloud the source of the world climate map above.
- Identify the type (s) of climate areas which you have in Algeria and in your region.
- Identify on the map the climate areas where you have rainforests.

Keys:

- The names of climate areas: Polar-Tundra-Cool temperature-Warm temperature-desert ...
- The source is www.Worldclimate.com
- Warm temperature climate and desert climate.
- Mountain – tropical.

Task2 P140: ☞ Read the definitions of the natural disasters below and say which ones are most likely to affect your country. Justify your answer.

Aim: identifying types of natural disasters.

-blizzard= violent and heavy snowstorm.

-drought= long period of dry weather.

-earthquake= sudden movement of the earth surface.

-flood= inundation caused by overflowing of water.

-hurricane= violent wind storm.

-sandstorm= Violent wind carrying sand.

-tsunami= Huge tide caused by shock waves following an earthquake.

Keys:

- Drought can affect my country because it has a desert climate.
- Earthquakes _____ because the north of Algeria is situated in a seismic zone.
- Sandstorm _____ because of the desert climate.
- Floods _____ because of the warm temperature climate.

Task3 P140: ☞ Do you think the world climate is changing? Justify your answer.

Aim: expressing and justifying opinion.

Key: Suggested answer (Several possible answers)

I think that the world climate is changing. It is becoming warmer. The winter seasons are becoming shorter and the summer seasons longer.

Listen and check

🔍 **General Aim:** checking out predictions/general and detailed comprehension.

Task1 P141: ⚡ Listen to your teacher simulating a radio interview and check your answer to question 3 on the previous page.

Aim: listening/responding to a radio interview about pollution.

Listening Script

Part one:

Robert: This is 'Back to Nature'. I'm Robert Kidman. We're at 800-978-8254. And on the line with us now from Madison, Wisconsin, is Mike Richards, a climate specialist. Mike Richards, how are you?

Mike: Fabulous, thanks for asking.

Robert: Everybody is worried about high temperatures these days. My question then is: Is our climate really changing?

Mike: There's no doubt at all that our climate is changing. The earth is getting warmer. Our studies show that four years out of the last ten have been the hottest since records began. The cause is carbon dioxide in the air. Its volume has increased a lot because of the burning of oil, coal and wood. This carbon dioxide has enveloped the earth in a sort of greenhouse; you know the type of plastic houses where farmers grow vegetables. This greenhouse traps the heat from the sun. It doesn't let it go out, so the temperature will continue to rise if we don't reduce carbon dioxide emissions. And we believe that within the next hundred years or so, the earth will have heated up by four degrees. Yes, our climate is rapidly changing.

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.

Listen and check

🔍 **General Aim:** checking out predictions/general and detailed comprehension.

Task2 P141: 🌀 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 boxes.

Aim: predicting/anticipating the content of the listening passage.

Listening Script

Part two:

Robert: But what will happen if the climate really changes?

Mike: A lot of things will happen. You know if the earth gets hotter, the glaciers will melt. And if the glaciers melt, the volume of the water in the seas will increase and the level of sea water will rise. This will cause flooding. As a result, vast areas of the Indian coast, Bangladesh, Holland and even London will be under water.

Robert: Are there any other effects you haven't mentioned?

Mike: I'm afraid there are many other effects. For example, if the climate changes, the winds and rain will change. Some regions will have more storms. These storms will destroy crops, houses and kill a lot of people. On the contrary, vast areas of the world – the United States of America and Russia, North Africa will suffer from lack of rain. This lack of rain, I mean the drought, can transform these areas into desert. As a result, we will have less food to eat and less water to drink. This is why we scientists are raising the alarm about global warming, which is really a question of life and death to us humans.

Keys↔:

The sea level will...	The food producing areas will...	The temperatures will...	The coastal areas will...
Rise	become deserts	go up	be under water

Task3 P141: 🌀 Listen to the interview again and check your answers to task2 above.

Aim: listening/confirming predictions.

Unit3: Back to nature.

Level: 1styear

Sequence 1: Listening and speaking.

Stream: literary

Listen and check

🔍 **General Aim:** checking out predictions/general and detailed comprehension.

Task4 P141: 🎧 Listen to the interview again and answer the questions below.

Aim: listening/detailed comprehension.

- A. Which gas is responsible for global warming?
- B. To what does Mike Richards compare the accumulation of this gas around the earth?
- C. Why is it called so? (Use the picture to explain to your classmates).
- D. How can we reduce high temperatures?
- E. Is the climate specialist worried or indifferent about climate change? Pick out from the interview words and phrases that indicate his attitude.

Keys↔:

- a-** The gas which is responsible for global warming is carbon dioxide.
- 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 the high temperatures by reducing the volume of CO₂ 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'.



A botanist inspects plants in a **greenhouse** at the University of California at Berkeley. Botany is the branch of biology concerned with the study of the structure, properties, and life processes of plants of all kinds.

Say it clear

🔗 **General Aim:** To identify intonation in questions/complex sentences, and stress in words ending in '-tion'.

Task1 P142: 🌀 Listen to the dialogue below and mark intonation at the end of the sentences with an arrow (↗, ↘). Then act it out with the right intonation.

Aim: Identifying intonation in yes/no and wh-questions as well as complex sentences.

Key↔ to tasks 1/2:

¹A: Is the earth really getting warmer? ↗

¹B: It's absolutely certain. ↘ The earth's getting warmer. ↘

²A: And why does it matter if the world gets warmer? ↘

²B: Oh it matters a lot. ↘ If the earth gets hotter the sea level will rise. ↘

Intonation in phonetics is the melodic pattern of an utterance. It conveys differences of expressive meaning e.g. *surprise, anger, wariness...*

Falling tone: ↘ it is used for statements which are complete and definite (e.g. ¹B/²B), 'wh' questions (e.g. ²A), exclamations, imperative statements, invitations...etc

Rising tone: ↗ it is used for yes/no questions (e.g. ¹A), requests, lists, repetition (of someone else's question or information)...etc

Task3 P142: 🌀 Listen and underline the stressed syllable in the words below, then add a stressed mark to the transcribed words.

Aim: Identifying stress in words ending in '-tion' / '-sion'

Keys↔:

Verbs	Nouns		Verbs	Nouns
pol'lute	pol'lution		con'taminate	contami'nation
pre'serve	preser'vation		de'forest	defores'tation
con'serve	conser'vation		des'troy	des'truccion
e'mit	e'mission		de'grade	degra'dation

Task4P142: 🌀 Now, pronounce the words in the table above. What do you notice?

Aim: deducing and stating the rule.

Keys↔:

We notice that in the **verbs**, stress is on the **second syllable**, and in **nouns** (ending in **-tion / -sion**), it is on the **penultimate** (second from the end) syllable.

The hidden message: Decipher the message below and use letters of the alphabet to write it.

Aim: to read phonemic transcriptions.

Gas emissions cause air pollution, and deforestation leads to the degradation of the soil.

Unit3: Back to nature.

Level: 1st year

Sequence 1: Listening and speaking.

Stream: literary

It's your turn

☒ **General Aim**: To practise and consolidate the speaking skill with reference to functions and related language forms.

Task1P143: (pair work) Look at the pictures on Your books. Then use the cues in boxes A and B to make a dialogue.

Aim: to practise the language forms in writing dialogues using of the cues.

Keys ⇄:

A: What will happen if we cut down the trees?

B: if we cut down the trees, Earth will become a desert

A: What will happen if we pollute the see?

B: If we pollute the sea, fish will die.

Say it in writing

Aim: to reproduce in writing what has been acquired so far.

Skills: - talking about environmental issues - Issuing warnings / SOS about pollution.

Topic: ✎ write an SOS (Save Our Souls=urgent call for help) using the information contained in the boxes above.

Keys:

Environmental threat!

Do you know what will happen if we don't stop deforestation? If we don't do so, Earth will become a desert; as a result, there will be less summer camping sites.

Urgent call for help

- A**
- ☒ Earth / to become / desert
 - ☒ Animals / to lose / habitat
 - ☒ There/ to be/ less oxygen/atmosphere
 - ☒ There / to be/more CO2 / atmosphere
 - ☒ There/ to/ less summer camping sites
 - ☒ Rain water / to erode / soil
 - ☒ Plant species / to disappear
 - ☒ Climate / to change

- B**
- ☒ Fish / to die
 - ☒ Seabirds / get stuck / oil spill
 - ☒ Fishermen / to lose / jobs
 - ☒ Beaches / to be / polluted
 - ☒ There / to be / less holidaymakers
 - ☒ People / not to have / enough food to eat

Save Our Souls

Environmental threat!

If you don't stop spilling oil into the sea now, fish will die and many species will disappear.

UNIT three: Environment/pollution/The world of animals:

Sequence two:



Reading and writing ✍️

Sequence Plan :

- ✂️ **General Aim:** By the end of this sequence, 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.
- ✂️ **Functions:** Expressing cause and effect /describing.
- ✂️ **Language forms:** Link words e.g. **as a result, consequently...**/sequencers: firstly, secondly...
- ✂️ **Topical lexis:** -linked to pollution/environment (e.g. oceans, rivers, Poison, disease...)
- ✂️ **Material needed:** -The book, pictures...
- ✂️ **Time expected:** four hours or more.

Unit3: Back to nature.

Level: 1styear

Sequence2: Reading and writing.

Stream: literary

Sequence Plan :

🗑 **General Aim:** Enabling the learners at decoding meaning from a reading passage.

Step one: Anticipate.

- Task one:** Interpreting the pictures and answering the questions.
- Task two:** Circling the right item.

Step two: Read and check

- Task one:** Reading the text and checking answers to task2.
- Task two:** Reading the text and answering the questions.
- Task three:** Guessing meaning of words from the context.

Step three: Discover the language

- Task one:** finding (in the text) sentences related in meaning to the given one.
- Task two:** Analysing both sentences .
- Task three:** Matching parts with their endings.
- Task four:** Forming sentences using the cues.

Step four: Write it right

- Task:** gap filling with information from the box to get two coherent paragraphs.

Anticipate

🗒️ **General Aim:** Anticipating the content of the reading passage/introducing new lexical items related to the topic.

A/ Before Reading:

Task1 P144: 🌀 Look at the pictures and circle the best answers in the box below.

Aim: interpreting pictures/ to familiarize learners with the topic.

Keys→:

- 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 lungs. (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 aeroplane. (b)
In the foreground of picture 2, there is a lung X-Ray. (a)

Task2 P144: 🌀 Circle the item A, B, or C that best completes the following:

Aim: predicting the content of the reading passage.

The two pictures above illustrate:

- 👉 A. the causes and consequences of pollution
- B. the dangers of smoking.
- C. progress in medicine and agriculture.

Key→:

The best interpretation of the pictures is:

The two pictures above illustrate the causes and consequences of pollution.

Read and check

☒ **General Aim:** checking out predictions/general and detailed comprehension.

B/ As you Read:

Task1 : ☒ What is the reading passage about:

Aim: confirming predictions/skimming.

Task2 P145: ☒ ☑ Read the text again and answer the following questions.

Aim: detailed comprehension/scanning for specific information.

Keys☒:

- A- They swallow oxygen, and their fumes poison the air with carbon dioxide (CO₂).
- 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.

LEXIS:

A/ Meaning:

Aim: enabling the learners at guessing meaning from context.

Task3 P145: ☒ Guess the meaning of the underlined words in the text using the guidelines below.

- ☒ What part of speech is the word?
 - It's a verb/a noun / an adverb.
- ☒ How do you know?
 - Is it because it comes after "a" / it comes before a noun/it comes after a verb?
 - Is it because it has the suffix "-ly" ...?
- ☒ Look closely at the text. What help does the context provide?
 - The word has a synonym/an antonym in the text.
- ☒ So the meaning of the word (for example **swallow**) in the text is ...
- ☒ If you think it necessary, look it up in the dictionary now.

-Swallow: (v) to take sth in so that it can no longer exist.....can be guessed from the context

-Urban: (adj) vehicles/factories... can be guessed from the context (this...).

-Rural: (adj) (relation of antonyms) =/= urban.

-Aquatic: (adj) mentioned before/connected with water. (...into rivers).

-Illness: (n) (relation of synonyms) (Parkinson's disease).

Unit3: Back to nature.

Level: 1st year

Sequence2: Reading and writing.

Stream: literary

Discover the language

Expressing Cause/effect

Presentation:

Aim: to present the language point.

✚ Read the sentences below.

- A. *Fish is dying **because** fertilisers which contain phosphorus and sulphur are spilled into the rivers.*
- 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.

Isolation:

Aim: To isolate the grammar point.

✚ Complete the table from the sentences above.

Key: ⇨

<i>Cause</i>	/	<i>connector</i>	/	<i>Effect</i>
Fertilisers spill over into rivers		; as a result,		fish is dying in increasing numbers.
<i>Effect</i>	/	<i>connector</i>	/	<i>Cause</i>
Fish is dying in huge numbers		because		Fertilisers are spilled into the rivers

Analysis:

Aim: To analyse both form and meaning.

- ☞ Have a look at the table above and say what you notice.
- ☞ How is the cause-effect relationship expressed in each of them?
- ☞ What does “**as a result/because**” express?
- ☞ So, what's the title of our lesson?

Keys:

- ☞ In both sentences we have “cause/effect” with different connectors.
- ☞ -¹Effect-cause: result+because (subordinating conjunction) +cause.
- ☞ -²Cause-effect: cause+; as a result, (sentence connector) +effect.
- ☞ It expresses effect/result/consequence.
- ☞ Expressing cause/effect.

Discover the language

Expressing Cause/effect

Stating the rule:

Aim: enabling the learners to discover the rule.

Task1: ✎ Complete the following rules.

¹We can express cause→effect using the following structure:

Form: Independent clause (1) + transition signal + independent clause (2).
E.g. Air pollution creates holes in the protective ozone layer; therefore,
(1) T/S
harmful ultraviolet radiation can reach Earth's surface.
(2)

Meaning: cause (1) +; effect signal, + effect.

Effect signal words: as a result-as a consequence-therefore-thus-consequently-hence (transition words) – so (coordinator)...

Others: to result in-to cause-to have an effect on-to affect-the cause of-the reason for (+ noun phrases) – thereby (+ -ing phrases).

² We can express effect→cause using the following structure:

Form: Independent clause (1) + subordinator + independent clause (2).
E.g. Little is known about life on the ocean floor because
(1) T/S
scientists have only recently developed the technology to explore it.
(2)

Meaning: effect (1) + cause signal + cause (2).

Cause signal words: because-since-as (subordinators) –, for (coordinator)...

Others: to result from-to be the result of-due to-because of-the effect of-the consequence of-as a result of-as a consequence of (+ noun phrase).

Recognizing cause/effect signal words:

Step 1 underline the part of the sentence that states a cause/effect.

Step 2 Circle the word (s) that introduces the cause/effect.

Step 3 Discuss the use of the words you have circled: what kind of grammatical structure follows each one (clause/phrase...)? How is the sentence punctuated?

Discover the language

Expressing Cause/effect

Practice:

Aim: To practise the language point.

Task3 p.146 ☞ Match each cause of pollution with its corresponding effect in the table below. Use the link words and make the necessary changes in punctuation.

Aim:

Keys→:

A → 2 b → 1 c → 4 d → 3

Task4 p.147 ☞ Read the information in the box below. Then write four sentences about the causes and effects of pollution.

Aim:

Keys→: Suggested sentences

- 1- The main cause of acid rain is acid gas emission from power stations and cars.
- 2- The major cause of water pollution is sewage and oil spills because of factories and shipping.
- 3- The main effect of toxic waste is the creation of 'earth pollution'.
- 4- The major effect of factory and vehicle emissions is lung and skin diseases.

☒ ACID GAS EMISSION (Power stations, cars)	⇒	acid rain
	⇒	killing of trees and marine life
☒ CFCs (refrigerators, aerosols)	⇒	destruction of the ozone layer
	⇒	Loss of protection from ultra violet rays
☒ CUTTING DOWN TREES	⇒	destruction of rainforests
	⇒	increase of 'greenhouse effect' and destruction of 'biodiversity'
☒ FACTORY AND VEHICLE EMISSION	⇒	Creation of air pollution
	⇒	Lung and skin diseases
☒ SEWAGE AND OIL SPILLS (Factories, shipping)	⇒	Creation of water pollution
	⇒	rivers 'dead': marine life damaged
☒ TOXIC WASTE	⇒	creation of 'earth pollution'
	⇒	Land poisoned: water sources polluted (rubbish, pesticides, modern fertilisers)

Write it right

General Aim: to reproduce in writing what has been acquired before.

Topic: Now complete the blanks with information from the box above to get two coherent paragraphs. (p.147)

There are four different types of pollution. Firstly, there is Its major cause is Secondly, we have This pollution results from Thirdly, there is It comes from Finally, there It is noise pollution. It is due mainly to cars and factories. §1

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 Two of the consequences of this pollution are §2

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 oils 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**.

UNIT three: Environment/pollution/The world of animals

Sequence three: *Developing skills*

Sequence Plan :

- ✂ **General Aim:** By the end of this sequence, pupils should be able to:
 - conducting a meeting.
 - writing minutes of a meeting
 - reading and interpreting an advert.
 - writing an advert.
- ✂ **Functions:** Expressing suggestions/expressing opinions/agreeing and disagreeing/arguing for and against/polite requests/interruptions.
- ✂ **Language forms:** I think/I agree/I disagree/you're right/In my opinion/could can I...?
- ✂ **Topical lexis:** -linked to pollution/environment (e.g. traffic jams, protection of nature, traffic pollution, ozone layer, marine life...)
- ✂ **Material needed:** -The book, pictures, video records...
- ✂ **Time expected:** four hours or more.

Unit3: Back to nature.

Level: 1styear

Sequence3: Developing skills.

Stream: literary

Sequence Plan :

➤ **General Aim:** Enabling the learners at conducting a meeting/reading and interpreting an advert/ writing an advert. ➤

Step one: conducting meetings

- Task one:** Completing the table with information from the conversation.
- Task two:** Find in the tactics summary an expression that could make Peter's interruption in the conversation less abrupt.
- Task three:** Listening to a conversation and completing minutes of a meeting.
- Task four: (group work)** conducting a meeting about an environment problem.
- Task five:** Writing the minutes of the meeting including the given details.

Step two: reading and writing adverts

- Task one:** Reading the advert and answering questions.
- Task two:** Circling the correct letter and ticking the boxes.
- Task three:** Identifying the type of discourse.
- Task four:** Identifying intonation in yes/no and 'wh' questions.
- Task five:** Identifying the type of register used by the author.
- Task six:** Writing a 'green' advert about the use of the cloth bag.

Unit3: Back to nature.

Level: 1styear

Sequence3: Developing skills.

Stream: literary

lesson plan

🗨️ **General Aim:** Responding to a conversation/training the learners in conducting a meeting

Task1 P148: 🗨️ Complete the table with information from the conversation that follows.

Aim: to isolate the presented language point.

listening script 1

Chairman: Right. Can we start? The main purpose of this meeting is to discuss the problem of traffic pollution in our town. Would you like to begin, Mary? What have you got to say on the subject?

Mary: Well, I think that there are too many private cars in the streets. That's what causes traffic jams and pollution. Now, the way to solve the problem in my opinion is to discourage people from using their cars in the city centre.

Chairman: So, you mean that people should use public transport in town.

Chairman: How do you feel about Mary's idea, John?

John: I like Mary's idea, but I can't really agree with her because many people need to use their cars simply because they are dependent on them...

Peter: I disagree with you there John...

Chairman: Just a minute. Let him finish, Peter! What were you saying, John?

John: Well, I was saying that people are dependent on their cars and that's true...

Keys:

Stating words	An abrupt interruption	An expression for dealing with interruptions
Right, Well, So	I disagree with you.	Just a minute. Let her finish, Peter.

lesson plan

🗑️ **General Aim:** Training the learners in conducting a meeting.

Task2 P148: ☞ Find in the tactics summary on the next page an expression that could make Peter's interruption in the conversation above less abrupt.

Aim: expressing interruptions/getting specific information.

Tactics summary for conducting a meeting

1. Opening the meeting

- Right, can we start, please?
- Shall we begin?

2. Expressing the purpose of the meeting

- The main purpose of this meeting is to...
- The first thing we must do is...

3. Asking for initial contributions

- Perhaps you could start, Ahmed...
- I'd like you to start with...

4. Asking for opinions

- What do you think, Ryan?
- What's your opinion, Ourida?
- What's the view of...?
- How do you feel about...?
- What's your reaction to Ahmed's suggestion?

5. Agreeing/half agreeing

- I agree/we accept that/You're right.
- I agree, but...

6. Disagreeing

- I beg to disagree with.../I don't think it will work.
- I'm sorry, but I won't agree with...

7. Interrupting

- Can I come in here? /Just a minute!
- Could I say something?

8. Dealing with interruptions

- Just a minute. Let me finish.
- Hang on...I haven't finished.

9. Bringing a meeting to its targets

- Right. Let's see what we've got.
- Ok. Can we come to a decision on this?

10. Summarising and concluding

- O.K. Let's recapitulate/sum up...
- Right. We have decided then to...

11. Closing the meeting

- Let's finish there.
- OK. Let's call it a day.

Keys:

Just a minute! / Can I come in here? / Could I say something?

When we listen to debates about important issues, we evaluate the opinions / arguments by agreeing or disagreeing with them. We also form our own opinions about these issues at the same time.

When we ask for, give opinion, or say what people think, we use the expressions listed above. Opinions are not facts. We can agree or disagree with them by starting with the expressions listed in the tactics summary.

lesson plan

General Aim: Completing minutes of a meeting.

Task3 P148: Now listen to the rest of the conversation and complete the minutes below.

Aim: listening/detailed comprehension.

listening script 2

Chairman: Well, all in all, we've three suggestions. Let's discuss them in more details and come to a decision. John?

Mary: To my mind, all three suggestions are good. It's Ok for building car parks outside the town. But this solution alone can't work if we don't make public transport cheaper in town and parking more expensive in the centre of the town.

Mary: Could I say something?

Chairman: Yes, go on Mary.

Mary: I agree with John. I don't think any half-measures will work. Therefore, I say let's go for all three measures.

Chairman: What's your reaction to John's and Mary's suggestions, Peter?

Peter: I totally agree. It'll help a lot if we take all three measures at the same time.

Chairman: Right, let's recapitulate. All of us agree that half measures won't work, so we have decided: One, to build cheaper car parks outside the town; two, to make public transport into and in the centre of the town less expensive; and three to make parking in town more expensive. Let's finish there.

Minutes of the Meeting on Traffic Pollution April 29, 2008

Agenda:

- Item 1: Causes of pollution
- Item 2: Suggested solutions

Attendants: Mr Peter Roscoe: Chairman
Mrs Mary Higgins
Mr John Smith
Mr Peter Burns

On April 29, 2005, the traffic consultants named above met to discuss the problem of traffic pollution in Marlowville and to suggest solutions.

After discussion, the consultants agreed on the following decisions:

- A. _____
- B. _____
- C. _____

The chairman closed the meeting at 7 p.m after confirmation of the decisions reported in these minutes.

Keys:

- A-** Building car parks outside the town.
- B-** Making public transport cheaper in town.
- C-** Making parking expensive in the centre of the town.

lesson plan

🗑️ **General Aim:** Conducting a meeting / Writing minutes of a meeting.

Task4 P149: (group work)

Aim: putting into practice what has been learnt before.

A. Topic: Use the tactics summary above to prepare a dialogue about an environment problem that your town or country faces. Conduct the meeting in turns.

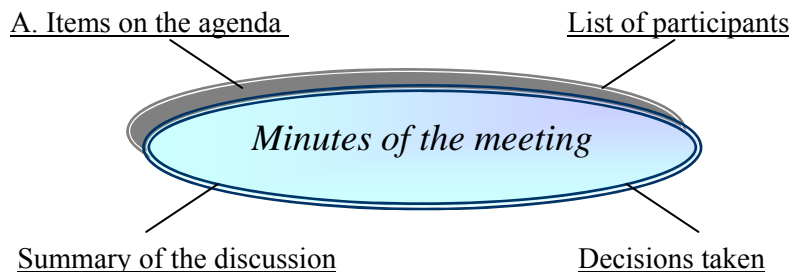
Key: The topics can be as various as rubbish in the streets, open dumps, erratic building (urbanization), noise pollution ...

Suggest other topics for the learners. One of the learners will conduct the meeting about the topic of the group and the other will take the minutes. Direct the learners' attention to model meeting and minutes on page 148.

Task5 P149:

Aim: practising the previously acquired language points.

B. Topic: write down the minutes of your meeting helping yourself with the following details:



- ❁ Study the steps given to you.
- ❁ Oral class discussion (brainstorming).
- ❁ Writing the Ls ideas.
- ❁ Selecting the ideas.
- ❁ Organising the ideas.

lesson plan

🗑️ **General Aim:** - reading and interpreting an advert / - writing an advert.

A/ Pre-reading:

Aim: Anticipating the content of the reading passage/ Anticipating the gist.
Stimulus: visual supports.

Task 1: 🔄 A/ Look at the picture then answer the questions below.

Aim: Interpreting the picture and making hypothesis/ guessing the gist.

- A. what is shown on the picture (food/cosmetics...), what about the labels?
- B. Is the passage a letter, a newspaper article...?
- C. What do you think the text will be about?

Keys: (different answers)

- A. There are bottles containing liquids. It is labelled ecoclean.
- B. It is an advert taken perhaps from a magazine.
- C. It may describe the product/ give information about the product/ its different uses...etc

B/ As you Read:

Aim: confirming predictions/ global comprehension / detailed comprehension.

Task1: 📖 Skim through the text and check your answers to task1.

Aim: Checking predictions.

Task1 P150: 🔄 🗑️ Scan the text and answer the questions that follow.

Aim: Training the learners in scanning to get specific information.

1. What is the writer's purpose in the advert? Circle the correct letter in the box and indicate your degree of certainty by ticking ✓ in one of the boxes. (20% - 40% - 60% - 80% - 100%)

Aim: Locating specific information.

The writer's purpose is to:

- a. persuade the reader of the value of the product. 80%
- b. inform the reader that the product is not harmful to nature. 60%
- c. describe the chemical composition of the product. 20%
- d. explain the importance of the product. 40%
- ✓ e. exhort the reader to use the product. 100%

Key: ⇄ All the answers are correct, but there are degrees of correctness as to what the author of the text seeks to do.

The best answer is (e). The next best is (a), then comes (b), (d), and c.

Lesson plan

🗑️ **General Aim:** reading and interpreting an advert.

Phonology:

Aim: identifying intonation in yes/no questions.

Task (3/4 p.151): Mark intonation with an arrow in the following sentences. Then rewrite them to make them more grammatically correct.

Aim: to practise the use of intonation in yes/no questions.

Key: ⇄

- Want to do more to help the environment but not sure of? ↗
- You want to do more to help the environment and you don't know how?
- Or think it's going to be expensive or too much time an effort? ↗
- Or do you think it's going to be expensive or it's too much time an effort?

C/ Post-reading:

Aim: Identifying function and discourse pattern / Summarizing and reconstructing the reading passage.

📖 Read the definitions of text type below and do the task that follows (T2 p. 151).

- A. An **argumentative** text is a text which develops ideas in order to persuade people to do something.
- B. A **descriptive** text is a text which describes people, objects ...
- C. A **narrative** text is a text which tells about an event or a series of events.
- D. An **expository** text is a text which states and explains facts.

What is the type of discourse in this text?

It is (a)..... because the author wants (b).....

Type of register used:because.....

Aim: Identifying the type of discourse/ register.

Key: ⇄

- ✿ Argumentative / to persuade potential buyers that ECOCLEAN is a 'green' product
- ✿ 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.

writing

✎ **General Aim:** writing an advert.

Task5 P151:

Aim: To produce an advert similar to the given model putting into practice what has been acquired before.

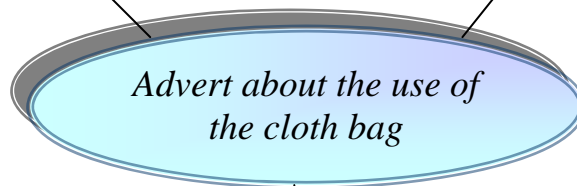
Topic: Use the information below to write a ‘green’ advert about the use of the cloth bag below. Follow the model given on page 150 (ECOCLEAN).

A. Ask questions to attract the reader’s attention to:

- protect nature and be fashionable at the same time.
- Live in harmony with your environment.
- Be a friend of the Earth.

B. Describe the product using these adjectives

- Natural
- viable
- Recyclable
- fashionable
- Bio-degradable
- pollutant-free



C. Give other advantages of the cloth bag:

- Economic (price) –strong –practical –easy to carry...

- ✿ Study the steps given to you.
- ✿ Oral class discussion (brainstorming).
- ✿ Writing the Ls ideas.
- ✿ Selecting the ideas.
- ✿ Organising the ideas.

As a home work

UNIT three: Environment/pollution/The world of animals

Stop and consider

Sequence Plan :

- ✂ **General Aim:** By the end of this sequence, pupils should be able to:
 - use If-conditional types 0, 1 and 2.
 - form adjectives using suffixes ‘-al’, ‘-ic’, ‘-cal’, etc.
 - use quantity words: ‘most’, ‘all’ ...

- ✂ **Functions:** Expressing condition.

- ✂ **Language forms:** conditional types 0, 1 and 2 / suffixes: -able, -al / quantifiers: all, some, a few, etc / prefixes: il-, ir-, dis, etc.

- ✂ **Time expected:** four hours or more.

Lesson one: Conditional: types 0, 1 and 2

- Task one:** Matching parts of sentences with their endings using ‘if’ with the correct tense.
- Task two:** Putting verbs between brackets in the correct form.
- Task three:** forming conditional sentences using the given cues.

Lesson two: Forming adjectives and opposites using affixes

- Task one:** adding suffixes to the given words/rewriting the given sentences using the adjs.
- Task two:** Forming opposites of words by adding prefixes.

Lesson three: Quantifiers

- Task one:** Rewriting a paragraph by replacing expressions with the corresponding quantifiers
- Task two:** Rewriting a paragraph using quantity words instead of the underlined items.

Lesson Plan

Expressing condition using if Conditional: types 0 – 1 – and 2

Presentation:

Aim: to present the language point.

✚ Read the short dialogues below.

¹A: What **happens** if I **put** water on the solar cooker?

¹B: If you **put** water on the solar cooker, it **boils**.

²A: Look at the clouds. What **will happen** to us if it **rains**?

²B: If it **rains**, we'll **get** wet.

²A: Ok, let's take our umbrellas.

³A: What would happen if we **didn't hurry** this morning?

³B: If we **did not hurry**, we **would miss** the school bus.

Isolation:

Aim: To isolate the grammar point.

✚ Complete the table from the sentences above.

	 (a)..... (b).....
1	...	I ... (c)... water on the solar cooker,	it ... (d).....
2	...	it ... (e).....,	we(f) wet.
3	...	we (g).....,	we (h)... ... the school bus.

Keys: a: condition-b: result-c: put-d: boils-e: rains-f: will get-g: did not hurry-h: would miss

Analysis:

Aim: To analyse both form and meaning.

- ☞ Have a look at the table above and say what you notice.
- ☞ What does "if" express?
- ☞ Look at the verbs; in which tense are they?
- ☞ So, what's the title of our lesson?

Keys:

- ☞ In all sentences we have "if".
- ☞ It expresses condition.
- ☞ They are in different tenses.
- ☞ Expressing condition using "if". (Conditional types 0,1,2)

Lesson Plan

Expressing condition using if

Conditional: types 0, 1, and 2

Stating the rule.

Aim: enabling the Ls to discover the rule.

Task1: ✎ Complete the following rules.

Conditional type zero:

Form: If +,

Meaning: It is used to express something at any time. (General truth).

Conditional type one:

Form: If +,.....

Meaning: It is used to speak about something that can be possible in the future.

Conditional type two:

Form: If +,

Meaning: It is used to speak about unreal situations in the present.

NOTE: ✎ When we start a sentence with the result of condition, there are no commas.
✎ We never use “will” in the if-clause, even though the sentence refers to the future.

Keys⇄:

Present/present - present, will/won't - past, would/wouldn't.

Lesson Plan

Expressing condition using if

Conditional: types 0, 1, and 2

Practice:

Aim: To practise the language point.

Task1 p.152. ☞ Match the conditions in column (A) with their results in column (B). Then join them using if with the correct tense.

Aim: To practise the three types of conditional.

Keys⇄:

- 1- If plants do not get water, they die. (b)
- 2- If you don't wash yourself, you smell bad. (c)
- 3- If air gets hot, it rises. (a)
- 4- If you leave milk in the sun, it goes bad. (e)
- 5- If metal gets hot, it expands. (d)
- 6- If you pour water on fire, it goes out. (g)
- 7- If a car runs out of petrol, it stops. (f)

Task2 p.153. ☞ Put the verbs between brackets in the right form.

Aim: To ensure a better understanding of the conditional with its three types.

Keys⇄:

- 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?

Task3 p.153. ☞ Tell the class what would you do for the environment if you were Prime Minister / if you had power. Use the cues below.

Aim: To practise conditional / type two.

Keys⇄:

If I were Prime Minister,

- | | |
|--|--|
| a- I would/'d ban CFCs. | b- I' d limit toxic wastes. |
| c- I would/'d impose higher taxes | d- I' d restrict traffic in towns. |
| e- I' d restore monuments. | f- I' d preserve plants and animal species. |

Lesson Plan

Forming adjectives / opposites of words by adding affixes

Presentation:

Aim: to present the language point.

✚ Read the following sentences.

- A. She lives in a very *fashionable* part of London. (± Old-fashioned/ *unfashionable*).
- B. You are very *courageous*.
- C. It is *illegal* to drive through a red light.
- D. It is *uneconomical* to spend your money on clothes.
- E. You have been *wonderful*!
- F. This pen is *useless*.
- G. They have got a big house with an *attractive* garden.
- H. It is *dishonest* to
- I. *polluting*

Isolation:

Aim: To isolate the grammar point.

✚ Complete the table from the sentences above.

: ∞ Divide the words in the table below into roots and affixes:

Word	Prefix	Root	Suffix
A. fashionable
B. courageous
C. illiterate
D. uneconomical
E. wonderful
F. useless
G. attractive
H. dishonest
I. polluting

Keys ⇄ :

- a: Ø / fashion / able
- b: Ø / courage / ous
- c: il / literate / Ø
- d: un /economy/ ic, al
- e: Ø / wonder / ful
- f: Ø / use / less
- g: Ø / attract / ive
- h: dis / honest / Ø
- i: Ø / pollute / ing

Lesson Plan

Forming adjectives by adding suffixes

forming opposites by adding prefixes

Analysis:

Aim: To analyse both form and meaning.

- ☞ Have a look at the table above and say what you notice.
- ☞ What does the affix do when added to a word? Explain.
- ☞ According to the given examples, what are the functions of the suffixes/prefixes?
- ☞ So, what's the title of our lesson?

Keys:

- ☞ We have words containing suffixes and prefixes.
- ☞ Both suffixes and prefixes change the meaning of words when added.
They change the grammatical structure of the word (v/n/adj) and hence the meaning (opposite, etc)
- ☞ Suffixes: forming adjectives. Prefixes: forming opposites of words.
- ☞ Forming adjectives and opposites of words by adding affixes.

Stating the rule:

Aim: enabling the learners to discover the rule.

Task1: ☞ Complete the following rules.

We can derive adjectives from some English words by adding suffixes at the end of words such as: -able/-ible (.....), -al (.....), -ous (.....), -ful (.....), -less (.....), -ive (.....), -ic (.....), -ing(.....)

Suffixes help us deduce the meaning of words from context. E.g. Belhouchet.

We can form opposites of words by adding prefixes at the beginning of words such as: im- (), dis- (), il- (), ir- (), un- (), in- () ...etc

Lesson Plan

Forming adjectives by adding suffixes

forming opposites by adding prefixes

Practice:

Aim: To practise the language point.

Task1 p.154. ∞ Add the suffixes in the reminder above to the words in bold in sentences A-H below. Then rewrite the sentences using the adjectives.

Aim: to form adjectives by adding suffixes to words.

Keys↔:

- A.**
- 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**.
- B.**
- 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**.