B

 **** ****



     

  **UNIT PLAN: Ill-Gotten Gains Never Prosper **

 **Theme: Ethics in business (Fighting fraud and corruption)**

 **COURSE OBJECTIVE: Writing a charter of ethics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  **Learning Objectives** | **Decipllinary Competencies** | **S.R .Sed Activities** | **Resources** | **Integration** | **Materials** |
|  **Listen and Consider**° Expressing wish and desire with **wish** and **it’s high time** .°Asking for and giving advice and warning using **should** ,**ought to** and **had better** .°Pronouncing words ending in –**ics**° Making a public statement  |  |  Getting Started p46. Let’s hear it p 47 Around the text :-Grammar Explorer I /II/III P47,48,49-Vocabulary Explorer :tasks 1,2,3 p 50,51- Pronunciation and spelling p51  Think ,Pair ,Share : tasks 1,2,3,4 p 52 | **Grammar** -providing /provided that - wish, It’s high time /it’s about time - had better /had better not /should/ought to**Vocabulary**Vocabulary related to ethics in business**Pronunciation**Words ending in -ics | Preparing a short public statement about how to fight corruption | “ New Prospects”Visuals  |
| **Read and Consider**°Using the present continuous passive in descriptions°Expressing cause and result :**because**,**so+adj+that**…….°Expressing obligation and necessity with must/have to °Forming nouns by adding suffix **–ty** to adjectives°Forming opposites by adding prefixes **dis-** **il-,etc**.°Writing an opinion article  | \* Interpretation\*Interaction\*Production |  Getting Started p53 Taking a closer look p 54  Around the text:-Grammar Explorer I:tasks 1, 2,3 p55-Grammar Explorer II: tasks 1,2, p 56 -Vocabulary Explorer : tasks 1,2,3,4, p57- Pronunciation and Spelling p57 Think, Pair ,Share:p58 | **Grammar**-Cause and result **because**,**so+adj+that****-**mus**t /**have to**Vocabulary**-words related to **Fraud****Pronunciation**-suffix **–ty**-prefixes **dis- il-……..** | Writing an opinion article about counterfeiting  | “ New Prospects”Visuals |

Page 2

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Reading and writing :**°Skimming.°Scanning.°Responding to a text .°Guessing the meaning of words from context.°Identifying and using reference words.°Writing a policy statement .  | \* Interpretation\*Interaction\*Production |  Before Reading p65 As you Read : tasks 1,2,3, p66/67 After Reading :coping /tasks 1,2,3 p68 Writing development p 69  | **Grammar**Words references  | Writing a policy statement  | “ New Prospects”Visuals |
| **Project Outcome.**Writing a charter of ethics  | \*Production |  Task p71 | Learners should exploit the grammar and the vocabulary notions they have learnt. | -To write a charter of ethics in relation to professions -To prepare a report about Internet Piracy | “ New Prospects”Personal aidsWeb sites  |
| **Assessment** To evaluate Ls abilities and understanding  | \*Interaction\*Production |   Language assessment Tasks 1 and 2 p72 Skills and strategies assessment Text p 245 | Tasks on grammar,writing,and pronunciation  |  | “ New Prospects”“Teacher’s Book”Personal aids( selected activities) |

** Mrs Chikhi .M **

Page 3

**School:** **Mekkeoui L’aid /Bouchrahil.**

**Stream: 3rd** **Year Scientific Stream**. **Source:** **“New Prospect”**

**Unit One:** **Ill-Gotten Gains Never Prosper.**

**Project Outcome:** **Writing a charter of ethics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Stages** | **Rationale** | **Interaction Pattern** | **Procedure** | **Materials** |
| 10 mnts15mnts20mnts | *Warming up* *Task**assignement* | *To interact about the theme of the project* *To discuss about the project**To listen and**Take notes*  | T and LsLsT and Ls |  ***T tries*** *to introduce the idea of ethics in business before she moves to project presentation. She may ask Ls some questions to help them understand the theme of the unit. as the following :**What is business? Why do we do business? Is business a good way to get money? How should we be when doing business? Are all the practices acceptable in business?..............etc so Ls can get an idea about the* ***\**** *T asks Ls to open their books on page 71. and take a sheet of paper to take notes.****\*****Ls respond.****\*****T asks Ls to divide themselves into groups of four.****\*****T explains the strategies to be followed to make the project:**-define the theme and determine the final outcome (writing a charter of ethics in three of the listed professions e.g. Sports, Law, Medicine).**- structure the project by identifying information they need to obtain it.**-explain language skills they need and ask them to gather information needed to fulfill the project.**- ask them to compile and analyze information they gathered and decide how to organize them for efficient presentation.* *The information they need to get:*1. **a reminder** of the social ,economic, moral prejudices that the neglect of ethics might cause to the professions and their clients .Give data/statistics.
2. **a short interview** about the importance of ethics in the professions with representatives of professional associations.
3. **a short article** that reports unethical behavior in the professions and how the law deals with them .
4. **a code of ethics** , i.e. a set of moral rules , for each of the selected professions .

*13.gif* | **“New Prospect”** |

Page 4

 **Unit one: Ill-Gotten Gains Never Prosper** **Listen and Consider 3rd Year Level /scientific Stream**



❀ **Personal Goals:**

 ➺ During this lesson, what teacher competencies are you focusing on ? They should be adapted from the ATF to reflect the specifies of your situation

 Two-way communication with the world.

 Communicative Competence.

 ❀ **Lesson Focus:**

➺ **In this lesson I will teach the following aspects of language:**

 **Function:** - Expressing wish/desire. -Asking for and giving advice and warning.

 **Grammar:**  -providing /provided that - wish, It’s high time /it’s about time - had better /had better not /should/ought to.

 **Vocabulary:** -Vocabulary related to ethics in business.

 **Pronunciation: -**Words ending in –ics.

 ❀ **Competencies:**

Can interact orally to start, maintain (e.g. greetings, asking questions and follow- up questions, answer in details, giving and seeking facts, reasons, advice and opinions and agreeing and disagreeing) and close a conversation.

 Can listen and understand main points and the important details longer monologs and conversations with two or three people (over a minute).

❀**Objectives /Assessment:**

➺ **SWBAT:** by the end of the lesson, students will be able to 1-express wishes using “**wish**», «**it’s(high/about)time**”2-asking for and giving advice using “**should/ought to/had better**”3- pronounce words ending in “-**ics**”;4- make a public statement.

❀ **Required material and / or resources**

 Pictures of the manual –Transparency International –ISO-Council of accounting....... Manual’s script p 199 Page 5.

**School:Mekkeoui L’aid /Bouchrahil**

**Stream: 3rd Year Scientific Stream Source:** **“New Prospect”**

**Unit One:** **Ill-Gotten Gains Never Prosper**

**Listen and Consider** **{PDP Listening Lesson}**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Stages** | **Rationale** | **Interaction Pattern** | **Procedure** | **Observations** |
| 10mnts15mnts15mnts10mnts5mnts15 mnts15 mnts20 mnts1o mnts15mnts 5mnts30 mnts  | *First stage****Preview****Second stage***Getting started****Task one p46****Task two p 46***Third stage* **Let’s hear** **it** Forth stage **Grammar Explorer I****Grammar Explorer II****Practice****Grammar Explorer III****Task p50****Task one p 50****Task two p 50****Task three p50****Task p 51****Warming up****Task one p52****Task two p52****Task three p52****Task four****P52** | **To** access and activate students’ background and knowledge of the topic.**To** open discussion on the topic of the course & unit in general.**To** introduce the vocabulary of the unit. **To** check Ls understanding of the actual theme.**To** check Ls listening for specific words in the passage **To** exploit the text for language use and focus on its grammatical and lexical content.**To** introduce the grammar notion of condition with use of **providing/provided that , as long as** **To** draw the rule for the use of **providing /provided that, as long as** **To** practice the use of condition **providing/provided that, as long as** **To** introduce the notion of Wish and desire **To** deduce rules **To** know thestructure and form ofmaking wish and desire .**To** build sentences that express wishes**To** use the new learnt language in a communicative way.**To** practise the use the grammar notion of Expressing wish and desire with “wish”, **To** introduce the notin of advising **To** draw the rule **To** make pupils practice the use of “**had better**” to give pieces of advice**To** get pupils develop and enrich their dictionary and vocabulary skill.**To** get pupils fill in blanks with words from a list. | *T and Ls**T and Ls*LsLsLs*T and Ls*LsLsT&LsLsLsLsLsLsTT&LsLsLsLsLsT&LsT&LsT&LsLsLs |  **♠Pre-listening:** **-Brain storming**The learners are asked to open their books on page **"45"** and try to interpret the pictures ; **[VAKT= Manual’s picture page 45]**the teacher may help them by asking the following questions: What does each title represent ?what’s the full name of word ISO ?What do we mean by transparency ?-are they local organizations?-what’s the duty of each organization?...........etc **T** listens to the learners' interpretations, and then asks them to go to page "46" and tryto describe the picture.  **T** interacts with the Ls about who the people in the picture are, what are they doing? , how do they look? Why do they look careful? And then move on smoothly to task 1.Ls can match the picture with one of the practices in task one .**Key:** the picture illustrates “Bribing “. **T** asks Ls to classify the practices into morally acceptable (ethical),and morally wrong (unethical)? Then justify their answers.**Key:****A. C , D** unethical practices **/ B**. This question can admit many answers. **E**; ethical practice. **Ls** are asked to explain in three sentences what they understand **by ethics in business.** Then learners write down on the board the one explanation that they agreed the most pertinent. **♠During listening:** **Step three: T** invites Ls to consider the sentences in the **Let’s hear it** task then try to findtheposition of the missing words.Ls then take their pencils , listen to the teacher reading the script then correct on their books **[VAKT= Manual’s script page 199]****Task p 47:** Listen to the passage then insert the missing words**.**1. The Right-to-Know Association is an **anti-corruption** body.
2. Transparency International publishes an annual **report** about the level of corruption in most countries of the world.
3. So you think there are **chances** of winning the fight against corruption.
4. Sorry to **interrupt** you, but should citizens be involved in this fight to stop corruption?

**♠Post -listening**: The learners are asked to give their answers, and then the teacher invites them to go to Grammar Explorer I and consider the sentences .**13.gif****Presentation:***\*T asks Ls to read the sentences given in grammar Explorer I.*  **Isolation:** 1-We will eradicate corruption providing that we act now.2-The chances of eradicating corruption will increase as long as all countries are committed to fighting it . **Analysis:** The learners are invited to analyze the following statements.  http://www.noorfatema.com/vb/images/icons/pix143.gif We **will eradicate** corruption **providing that** we **act** now.  Subject verb object link word S v time marker ☛ **expressing condition**   Will+ stem(simple futur) present simple    **Main clause subordinate clause**  **Stating rule :**  The link words **providing /provided that, as long** as are used to express **condition** .They mean the same as **but only if** or **if and only if .e.g.** You will pass your exam **providing /provided that /as long** **as** **you** work harder. You will pass your exam **but only if you** work harder. Subject +will stem + **providing /provided that, as long as** Subject +present simple.    **subordinate clause** **Main clause**  **OR** http://www.noorfatema.com/vb/images/icons/pix143.gif **Providing /provided that, as long as.** Present simple, +will stem. **As long as and providing/provided that are used interchangeably in initial or mid position .** **Practice :**After writing the stating rule the Ls are invited to do Task P48.Task p 48: Link the following pairs of sentences using **as long as**, **providing/provided that** to express condition.1. The bank **will lend** you money to start your business **as long as** you **promise** in writing to pay them back.
2. Your business **will continue** to prosper **providing that** you **keep** your probity and integrity.
3. The Mayor **will be elected** for a second term **provided that** he **manages** to avoid corruption scandals.
4. **As long as** it **passes** stricter anti-corruption laws, Algeria **will attract** more foreign investments.
5. The government **will regain** the confidence of the citizens **as long as** they **fight** bribery, embezzlement, and nepotism.

1711816szzsln9dt7.gif**T** first tries to introduce the notion of **“WISH”** for Ls before they move to consider sentences A-E .She may use a picture of a poor child under the rain and ask them to interpret the picture, and then she asks them to imagine what is in his mind at that moment. When she makes sure that Ls get the idea of **“whishing»,** she invites them to consider the sentences *\*T asks Ls to read the sentences given in grammar Explorer II. Then do the tasks that follow.****Key:*** 1-**Present wish**→ E-B-D (Past simple)2-**Future wish**→ C (conditional)3-**Past wish**→ A (past perfect)-We **should have organized** ourselves into an anti-corruption association-We **should have fought** this pollution.**T** now asks Ls to check their answers and deduce the rule by referring to grammar reference on p 218/219.**Stating rule :****I WISH**\*We use **wish +past simple** to express a regret about a present situation by imagining its opposite.\*We use **wish+would** to express a desire for change in the near future.\*We use **wish+past perfect** to express a regret about something in the past.**It’s high time/It’s about time**  **\***It’s about time /it’s high time +past simple **to** express **strong** criticism that something should have been done earlier then now**.**27.gif**T** asks Ls to apply the rules now and do tasks 1,2,3 and 4 **a) Based form** **Exersice one :** **Re-order these words to make coherent sentences .****1**:New York/ live/I/didn’t/wish/I/city/in …………………………………………………………….2:could/wish/stay/I/bed/tomorrow/in/I/. ………………………………………………………………………..3:hadn’t/it/boring/come/wishes/is/here/she/,/she/ ……………………………………………………………………..**b)Meaning based****Exersice two:** **Re-write sentence “B” so it means the same as “A”**1. A)I can't give up smoking (but I'd like to). B) I wish I……………………………………………………………………..
2. A)I don't have any cigarettes (and I need one). B) I wish I………………………………………………………………..
3. A)George isn't here (and I need him). B) I wish George …………………………………………………………………..
4. A)It's cold (and I hate cold weather). B) I wish …………………………………………………………………………….
5. A)Tina didn’t come to the party (she's your best friend). B) I wish ………………………………………………………
6. A)Corruption is unethical practice . B)It’s about time we ………………………………………………………………..
7. A)It’s mid-day and you did not prepare lunch. B)It’s high time you …………………………………………………………

 **Exersice three : Wish (match the pairs)**

|  |  |
| --- | --- |
| **A** | **B** |
| 1. It was raining
2. I hated the food at that restaurant
3. it was freezing in the park
4. I had a horrible stomach ache
5. My brother wasn’t speaking to me
6. I was really lonely
7. I was hungry
8. I hated every minute of that holiday
 | * 1. I wish we had eaten somewhere
	2. I wish I had brought my umbrella
	3. I wish I had worn a coat
	4. I wish I hadn’t eaten so much popcorn
	5. I wish I hadn’t shouted at him
	6. I wish I hadn’t broken up with my boy friend
	7. I wish I had eaten a proper breakfast
	8. I wish we had gone to Paris
 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|  |  |  |  |  |  |  |  |

**c) communicative based****Exercise four : Complete the conversation**A:…………………………………………………………………? B: I got just 9,5 in Maths.A:………………………………………………………..? B: No, I didn’t .I wish I had Revised well.A:How much do you wish to get in your BAC exam ? B:…………………………………………………………. **Task two p 49 :** Ls are going to respond to the situation with sentences starting with the verb **wish .**A. I **wish** I **hadn’t stolen** the public funds.B. I **wish** I **were** at home and not in prison. C. I **wish** I **were** out of the affair.D. I **wish** you **would give** me a second chance. / I **wish** I **could be Given** a second chance.E. I **wish** I **could eradicate** nepotism.F. I **wish** I **could live** in a corruption-free society someday.13.gif**Presentation:****T**.invites Ls to consider sentences 1 and 2 then discuss questions A-C that follow. **Isolation:** 1. Citizens **had better** stop shrugging their shoulders at bureaucratic abuse.
2. They **had better not** say that the fight against corruption is not their own business.

 **Analysis:** The learners are invited to analyze the following statements.  ❈ Citizens **had better** stop shrugging their shoulders at bureaucratic abuse.  Subject Verb The rest of the sentence   Had better + stop (stem) ☛ express **strong advice/recommendation**. **Stating rule :** **Had better** express strong advice or recommendation .It has the same meaning of **Should/ought to** e.g. you **should** **Ought to** play well in the match; otherwise you might lose the game. **had better**   **¤** The short form of had better is‘**d better**, it is only used with personal pronouns e.g. Y’**d better** start revising. **¤** The negative form of had better is **had better not** **‘d better not**  **1073063fj3nftlf9p.gif** **Practice :****Form based activity: Re-order these words to make coherent sentences.**1. you/ train /better /miss/’d/the/not .

 ………………………………………………..1. hurry/she/better/’d/up.

 …………………………………………………….1. Work/he/better/’d/harder

 …………………………………………….1. Fail/or/better/you/test/for/the/’d/study/will/you.

 ……………………………………………………….1. Today/friends/not/better/I/meet/’d/my/.

**Meaning based activity**: **Match the pairs.**

|  |  |
| --- | --- |
| **A** | **B** |
| 1)I’d better take the early train or2)You’d better invite them or3)You’d better put a coat on or4)I’d better get back to work or5)You’d better not tell him or | a)He will be very angry.b)I won’t get finished before five.c)I will be late. d)You will be cold.e)They will be offended. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **1** | **2** | 3 | **4** | 5 |
|  |  |  |  |  |

**Communicative based activity: Complete the conversation** **A:**………………………………………………………………………?**B:** Government had better impose more stringent laws to eradicate corruption.**A:** How should people react to stop corruption?**B:**…………………………………………………………………..**Ls** are asked to rewrite statements 1-5 using had better/’d better or had better or/’d better not to convey the same meaning as that conveyed by the sentence given.**Key:****1:**  I **had better** go now or I will be late.**2:**  You **had better** keep these files in a safety deposit box; they contain top secret information about our company.**3:** You’**d better not** go to work today you don’t look very well.**4:** You’**d better pay** your electricity bill within a fortnight; otherwise you will owe a late fee.**5:** we **had better not go** out tonight; we have a lot of work to do.**936275jzw3mcg2qq.gif**   | Page 6 Page 7Page 8 Page 9 Page 10**Page 11** |
|  **Vocabulary Explorer****Ls** are going to use dictionary to find the odd item among the four in each group of items  **Key** A.business (odd one out) B. auditing (odd one out)  C. to trade (odd one out) D. customs officer (odd one out)  E. abuse (odd one)Now teacher encourages Ls to use the words in bold type in lists A-B in sentences of their own.With help of dictionary Ls are going to complete the blanks in texts A-D with words in the box that precede each of them.**Key :** **§A 1**(bribe) 2(bribe) 3(corrupt) 4(a bribe /bribery) 5(corrupt) 6(corruption) **§B 1**(embezzlement) 2(fraud) 3(accountant) 4(false invoices) 5(bank accounts) 6(embezzler) **§C** 1(Money laundering) 2(money) 3(criminal organisations) 4(tax inspectors) 5(Money laundering)6(deposit)  **§D** 1(ethical behaviour) 2(right) 3(wrong) 4(ethical issues) 5(a code of ethics) 6(unethically)  **Pronunciation and spelling** **T** invites Ls to consider the spelling form of the words in sentences A-D then answer questions that follow.1. Ethics (moral beliefs)
2. Ethics ( scholarly discipline)
3. figures
4. a scientific discipline
5. All of them end with “**–ics”**.
6. The verbs after the words in bold type are either singular or plural. **Singular** when the word refers to a scientific discipline «study”, and **plural** when it refers to something else.
7. Stress in words ending in **–ics** generally falls on the penultimate syllable. e.g. sta**Ti**stics, **E**thics…
8. **Phy**sics, eco**no**mics, mathe**ma**tics, phonetics.

016.gif 1. **Phy**sics, eco**No**mics, mathe**Ma**tics, pho**NE**tics…
 |
|  **Think,pair,share** **T** tries to brainstorm the topic before she explains the instructions to Ls .T may ask Ls questions as the following : **-** Do you think that we can eradicate corruption? -What can we do as citizens to stop corruption? -What do we need to stop corruption?...............ect **Learners are going to prepare a short public statement about what each one would do if he were elected mayor of his town**..At this stage Ls are going to work individually to jot down ideas about their ant-corruption programme using the spidermap. Edit stringent regulations appoint honest civil servants Details: Details: ………………………………. ……………………………… …………………………………. ………………………………..  Fight tax evasion rehabilitate the value of work  Details: Details: ……………………………… ……………………………………… ……………………………….. …………………………………………At this stage **Ls** are going to work in pairs, they exchange and compare their spider map to find any interesting ideas.Now **Ls** are asked to work in small groups to select the most relevant ideas from the spider map and write a draft public statement.**Ls** should make best use of the grammar and vocabulary they have learnt in addition to **link words**.**Ls** conclude with a punchy sentence then review their public statement and read it aloud to the class.  If I **were** elected Head of State, I **would implement** the following anti-corruption programme. To begin with, I **would appoint** dedicated civil servants who **would work** honestly for the country: stealing money or accepting a bribe in exchange for a service is unethical and illegal. **Next,** I would pass stringent laws to protect citizens and punish embezzling and bribe-taking. I cannot tolerate that honest citizens be the victims of corrupt civil servants. I **would** also **fight** tax evasion and capital flight. Those who earn a lot of money must pay their taxes and contribute to the development of the country. Therefore, any tax evader **would be** severely punished by specially appointed tribunals.Finally, I **would rehabilitate** the value of work. Mutual trust is a moral value that we should teach our children from infancy. A little money earned honestly brings a lot of happiness and peace of mind.To conclude, I **could tell** you, fellow countrymen that your role as citizens is indispensable to fight corruption. No government can succeed without the help of civil society. Therefore, I urge you again to gather around me to win this decisive battle.  *Vote for honesty! Vote for me!* |

 **Dear fellow citizens,**

 Corruption is an evil that must be fought now! In order to win this fight I urge all people of good will to unite around me.

 If I **were** elected Head of State, I **would implement** the following anti-corruption programme. To begin with, I **would appoint** dedicated civil servants who **would work** honestly for the country: stealing money or accepting a bribe in exchange for a service is unethical and illegal. **Next,** I would pass stringent laws to protect citizens and punish embezzling and bribe-taking. I cannot tolerate those honest citizens be the victims of corrupt civil servants.

I **would** also **fight** tax evasion and capital flight. Those who earn a lot of money must pay their taxes and contribute to the development of the country. Therefore, any tax evader **would be** severely punished by specially appointed tribunals.

Finally, I **would rehabilitate** the value of work. Mutual trust is a moral value that we should teach our children from infancy. A little money earned honestly brings a lot of happiness and peace of mind.

To conclude, I **could tell** you, fellow countrymen that your role as citizens is indispensable to fight corruption. No government can succeed without the help of civil society. Therefore, I urge you again to gather around me to win this decisive battle.

 ***Vote for honesty! Vote for me!***

 **Unit one: Ill-Gotten Gains Never Prosper** **Read and Consider 3rd Year Level /scientific Stream**



 ❀ **Personal Goals:**

 ➺ During this lesson, what teacher competencies are you focusing on? They should be adapted from the ATF to reflect the specifies of your situation

 **Supported and purposeful development**

**\_ Meaningful Activities / Tasks.**

❀ **Lesson Focus:**

➺ **In this lesson I will teach the following aspects of language:**

 **Function:** - Describing /expressing cause and result/expressing obligation and necessity

 **Grammar:**  - Present continuous/ So+adj+that…../such+noun phrase+that……./ must,have to .

 **Vocabulary:** - forming nouns by adding suffix -ity to adjectives/ forming opposites by adding prefixes dis- , il-…..etc

 **Pronunciation: -**Stress shift in words having the same root E.g. economy economic

 ❀ **Competencies:**

Can help sustain a basic discussion and group decision making that includes the exchange of ideas and opinions.

 Can read and understand the gist and significant details in texts of three or more paragraphs.

❀**Objectives /Assessment:**

➺ **SWBAT:** by the end of the lesson, students will be able to write an opinion article.

 ❀ **required material and / or resources**

 Pictures of the manual (counterfeits paintings) / pictures of original vs fake products Manual’s text p 54 **Page 14**

 **School :** **Mekkeoui L’aid Secondary School Source:** “**New Prospect** “

**Unit one**: **Ill-Gotten Gains Never Prosper Level:** **3rd year scientific stream**

 **II- Read and Consider**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **stages** | **Rationale** |  | **Procedure** | **Observation** |
| **10****Mnts****20****Mnts****30****Mnts****5Mts****5mts****20Mts**10Mts15mts | **Warming up****Getting Started** **Taking a closer look** **Around the text** **Grammar Explorer** **I****Task one p55****Grammar Explorer II****Task p 56****Grammar Explorer III** (Revision)**Warming up** Task one p 57Task two p 57Task three p 57Task four p57Task p57Task p58Task 1p 58Task 2p 58Task 3p 58 | **To** introduce The idea of counterfeiting**To** elicit the pupils’ background knowledge by commenting on a picture.**To** have pupils improve their reading comprehension skills.Ls need **To**analyse thesentences**To** draw rule about expressing result**To** make pupils express cause and result with **so+adjective+that** and **such+noun phrase+that**Ls need **To**analyse thesentences**To** get Ls introduced to the passive present continuous tense in descriptions**To** make Ls go from the active to the passive voice correctly. **To** reinforce the notion of expressing obligation and necessity using ***must, have to.*****To** have Ls enrich their vocabulary skills.**To** get Ls aware of forming nouns by adding the suffix ‘-**ity**’ to adjectives.**To** get Ls aware of forming opposites by adding prefixes to some words.**To** exploit the learnt vocabulary and word building in a filling gaps task.**To** reintroduce the notion of stress shift.**To** brainstorm the topic **To** encourage Ls to list other reasons **To** reinvest grammar and vocabulary learnt in the sequence**To** encourage Ls to organize their ideas and correct the mistakes  | **T&Ls****T&Ls****Ls****T****T&Ls****Ls****Ls****T****T&Ls****Ls****Ls****Ls****T&Ls****Ls****T****Ls****Ls****Ls****T&Ls****Ls** | **T**.greets her Ls and inquires about their school daily life.**T .**tries to interact with learners about some brands’ names before she moves to getting started task.She may ask questions as the following to help learners :Do you know Nike and adidas? What are they? Where do we find these two names? Do you know other brands in food , cosmetics , etcWhen the teachers feels that the idea of counterfeiting is introduced to **Ls** , she invites them to see Getting Started Task .Ls are going to discuss questions 1-6**Key :**1. It represents a customs officer holding the counterfeit of a famous European painting. (See caption at the bottom of the picture.)
2. Logically the answer is no. Expect students’ justifications for their answers to be quite varied.

No, I wouldn’t accept because it’s illegal, unethical, wrong and dishonest.1. It lies in quality/price/safety (open answer)
2. Some of the counterfeit products in the Algerian market are: ABIBAS, NIKE, COCACOLA, CDs,…
3. Yes, I have because they are very expensive.
4. Normally, the answer is : It’s wrong to imitate products because imitations are of poor quality/not

safe/ illegal and dishonest practices.**Now T. try to make Ls guess what the text is about by looking at the title. Then have them read the text and answer the questions.****Key:**1. It is difficult to distinguish between imitations and genuine products because the counterfeiters are very skilful and make perfect copies of the original.

 B. Counterfeit medicines are harmful because they have a lack of active ingredients.C. Counterfeiting has negative consequences on health, (public) safety, and the economy.D. Imitation is just like stealing someone else’s property. (inference question)E. Companies should reduce the prices of their products rather than spend huge amounts of money on advertising against counterfeiting.F. Many possible answers. E.g. I agree with the author’s conclusion because consumers won’t buy imitations if the brands are at affordable prices (cheap/not expensive).143534.imgcache.gif**Presentation:****-**These products are imitated to such perfection that it is difficult to distinguish between the genuine and the fake products.-The loss in profitability is so big that most of them have launched advertisement campaigns against counterfeiting.**Isolation:****-**These products are imitated to such perfection that it is difficult to distinguish between the genuine and the fake products.-The loss in profitability is so big that most of them have launched advertisement against counterfeiting.**Analysis :****These products** **are imitated** to **such** perfection **that it** is difficult to distinguish between the… **S verb such +noun+that S verb rest of sentence**  **Main clause subordinate clause** **The loss in profitability**  **is**  **so** big **that** **most of them** **have launched** advertisement ……  **S verb so+adj+that s verb rest sentence**     **Main clause subordinate clause**  **Stating rule:**♪ **Such+ noun (phrase) +that , So+adjective+that are used to express result .****E.g. It was such a sunny day that we decided to go to the seaside.** **It was so hot that we decided to go to the beach.**♪ **Other link words can be used to express result: So , as a result, as a consequence, thus , consequently, therefore.** **E.g. It was a sunny day so/as a result/as a consequence/thus/therefore we decided to go to the seaside.****Practice:**Ls are going to link the pairs of sentences below with **so+adj+that or such+noun phrase+that.****Key:**1. A.There are **so** many marketed imitations of these brands **that** consumers have lost confidence in them.

B. Copies of brands are **so** cheap **that** consumers don’t hesitate to buy them.C. Counterfeits are of **such** a bad quality **that** it is a waste of money to buy them.**143534.imgcache.gif****Presentation: T.** invites Ls to consider the following sentences :**1-**A counterfeit is soothing that is forged, imitated.**2-** Products of all sorts are being copied every day by counterfeiters.**Analysis:****\*-** A counterfeit is soothing that **is forged** , imitated.To be (present) + past participle **Passive voice.****\*-** Products of all sorts **are** **being**  **copied** every day by counterfeiters.  To be (present)+ be+ing + past participle **Present continuous passive****Stating rule:****\*** **Present continuous passive: to be (present)+be(ing)+past participle .\*** **Practice :****A**-a counterfeit is something that counterfeiters **forge**, **imitate**.B-counterfeiters **are coping** products of all sorts.Ls are going to rewrite the short businessman’s memo to make it more tactful using the passive voice. **Memo** Our copyright **is being infringed** (by many Internet users). Our music hits **are being uploaded** and **downloaded**. These copyright thefts **are being put** in pirate sites in order to swap them with other Internet users. These pirates **must be reminded** that a great deal of financial loss **is being caused** to us by swapping music illegally.  143534.imgcache.gifLs are invited to pick out sentences that express obligation and prohibition from the last paragraph of the text on pages 54 and 55.**Key:**1-These consumers know well that they **mustn’t** buy imitations. (prohibition)2-They **must** refrain from buying them.(obligation)3-They **have to** buy them. (necessity)Now Ls are asked to answer questions A-C **Key:**A. must (**obligation**) and have to (**necessity**) B. **mustn’t**C. Rich people **don’t have to** buy imitations.143534.imgcache.gif **Vocabulary Explorer****T**. greets her Ls and inquires about their daily school life.Now teacher tries to interact with Ls about some vocabulary they know related to the theme of the unit ill they come to the word fraud .**T**. explains the instructions of task one p 57.**Ls** are invited to go back to the text p 54 and find words related to fraud then fill in the word map. **Key:** theft fraud Defraud forge, steal

|  |
| --- |
|  **Fraud** |

deceive imitate   forgery imitation, counterfeiter  **T** should first introduce the possibility of changing word’s category or meaning by adding suffixes and prefixes. She may give one or two examples. **Now** **Ls** are going to form nouns from adjectives by adding appropriate suffixes to the words in the box .An example are given.**Key:** Hones**ty** - stupidi**ty** – responsibili**ty** – cruel**ty** – morali**ty** – hospitabili**ty** – legali**ty** **At this stage** Ls are going to form opposites by adding appropriate prefixes to the words in the box .**Key:** **Dis**honest – **dis**approve - **dis**agree - **dis**approval – **il**legal – **im**moral – **un**fair – **ir**responsible – **dis**appear. **Now** Ls are asked to fill in the blanks in the given short passage with words formed in tasks 2 and 3 .**Key:**It is both **dishonest** (1) and **illegal** (2) to imitate products. Piracy is due mainly to a lack of **honesty** (3) and **morality** (4). I totally **disagree** (5) with those who say that counterfeiting is beneficial to consumers.**Pronunciation and spelling****T.** reads the words in the table and invites Ls to listen to him carefully then mark the stress T. helps the pps to deduce the rules of the stress shift from nouns to adjectives. **Key:**

|  |  |  |
| --- | --- | --- |
| **Verb** | **Nouns** | **adjectives** |
| e**co**nomize | E**co**nomye**co**nomist | Eco**no**micEco**no**micaluneco**no**mical |

**The rule:** Shift of stress: verb/noun –to adjective Stress on penultimate (**2nd from the end**) syllable for words ending in –ic, -ics and -ical. www_qloob_com_vb_109.gif**Think ,Pair ,Share****T** tries to brainstorm the topic before she explains the instructions to Ls .Ls are going to write an opinion article developing the statement in italics and following the outlined procedure .**\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\***Some people argue that counterfeiting benefits consumers by givingthem access to lower price goods. This is a totally mistaken claim.First, ...   **reason 1 reason 2**Imitations: poor quality – not last long fake medicines: kill people … details(facts, statistics) details(facts, statistics)  **reason 3 reason 4**piracy: killing creativity / innovation giving bad reputation to the country  details details      Conclusion **At this stage** Ls are going list other reasons and support them with concrete facts to reinforce them. Write them in the diagram.**Now** Ls are going to write a draft of their opinion article .**Ls** should make best use of the grammar and vocabulary they have learnt in addition to **link words.****Ls** exchange drafts with your partner for error checking. Then write a final version of your article taking into account your partner's remarks.  Some people argue that counterfeiting benefits consumers by giving them access to lower-price goods. This is a totally mistaken claim. First, imitated goods are poor quality and do not last long. There is no guarantee in fake products comparing them to original ones, and more importantly the fake goods are not safe. Next, fake foods and medicines are so harmful that they may cause dangerous diseases or kill people .They may also cause moral damage to victims who can never be repaired. Moreover counterfeiting destroys economy and froze its development since counterfeiters do not pay taxes nor respect quality standards .It gives a bad reputation to the country and effects the activities of big companies. In addition to this, pirating objects is theft; it kills creativity and innovation of new objects of value that could serve the community.In short, counterfeiting is a kind of fraud as a result we should fight it to save people’s lives. | **Page 15****Page 16****Page 17** |

 **Unit one: Ill-Gotten Gains Never Prosper** **Reading and writing 3rd Year Level /scientific Stream**



 ❀ **Personal Goals:**

 ➺ During this lesson, what teacher competencies are you focusing on? They should be adapted from the ATF to reflect the specifies of your situation

 **Supported and purposeful development**

**\_ Meaningful Activities / Tasks.\_**

❀ **Lesson Focus:**

➺ **In this lesson I will teach the following aspects of language:**

 **Function:** - Skimming/scanning/responding to a text

 **Grammar:**  - Reference words .

 **Vocabulary:** -

 ❀ **Competencies:**

Can help sustain a basic discussion and group decision making that includes the exchange of ideas and opinions.

 Can read and understand the gist and significant details in texts of three or more paragraphs.

❀**Objectives /Assessment:**

➺ **SWBAT:** by the end of the lesson, students will be able to write a policy statement.

 ❀ **required material and / or resources**

 Pictures of the manual (Child labour in a shoe factory) p 65/ Manual’s text p 66/67 **Page 14**

 **School :** **Mekkeoui L’aid Secondary School Source:** “**New Prospect** “

**Unit one**: **Ill-Gotten Gains Never Prosper Level:** **3rd year scientific stream**

 **III-Reading and Writing**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Time** | **Stages** | **Rationale** | **I.P** |  **Procedure** | **Observation** |
| 10mts5mts15mts10mts20mts | **Warming Up****Before reading** **As you read** **Task one p66****Task two p 66** | **To** introduce the topic of child labour**To** make Ls discuss and give opinion about the topic **To** make Ls skim through a reading passage**To** make Ls scan a reading passage | T&LsT&LsLsLs | T.greets her Ls and inquires about their daily school life.T. should first introduce the topic of child labour to Ls before moving to discuss questions in p 65.T tries to interact with Ls by asking them questions as the following:-Can children of 6-8 years old work? – Do you know children who work? –Why do they work?-Where do they work ? Do you think it is normal that young children work ?Now T .invites Ls to open their books on p 65 and speak about the picture .Then she tries to interact with them and discuss questions 1-4  **Key:**1. E.g. The right of the child for education (See text on the Rights of the Child in SE2 textbook.) The  child is below the legal minimum age to work. 2. Many possible answers. They are unethical /criminal because they are transgressing the primary rights of children.3. Many possible answers. Students don’t have to agree.Yes, I would. If I don’t do, I’m encouraging this kind of practices/of child behaviour.4. Many possible answers. Students don’t have to agree.**Now Ls are going to skim through the text then do tasks A-B** **Key:**1. This task is not testing students’ comprehension. So make sure they explain why the other choices are false.

The idea which best summarizes the text is (b): social auditing is both a social obligation and a necessity in doing business today1. Social Auditing and its Importance in Business

**At this stage Ls should scan the text and answer questions A-D** **Key:**1. They are commissioning social audits because they are increasingly aware of the importance of social and environmental issues for their reputation.

B. Giovani Preston travels to countries to check labour standards.C. Labour standards: paying their workers fairly, good health standards - safety record with low levels of illness and accidents - not using child labour1. We can no longer separate ethics from business. Yes, I share the author’s point of view because if I don’t, there will be more corruption and the benefits of the stakeholders will be lost.

**Now Ls are going to find words in the text that match the given definitions** **Key:**1. Give the job doing sth to sb = commission B. Do well = prosper

 C.shared/ common to a group of persons running a business = corporate D.give a position to sb (in a company )= |  |