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| UNIT THREE: waste not want not  WORLD RESOURCES AND SUSTAINABLE DEVELOPMENT |

CONTENT OF THE UNIT

Aim of the unit**:by the end of this unit pupils will be able to:**

**\* acquire a competence to do their project work which is making a conversation plan.**

**\*pupils will be able to narrate/describe a process/to promise/to ask for or give information.**

**\*They will be able to report.**

**\*They will acquire a competence to organize a paragraph,to read a general idea/to read for a specific information.**

**\*They will be able to listen for specific information**.

\***They will be able to write a press release.**

**\*They will be to make an oral and written presentation of the project.**

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| ***Dirah high school***  ***Academic year : 2012-2013 Unit 04: Waste not want not***  ***Level : 2nd year Sequence01: Discover the language***  ***Text book:Getting through Lesson:before/As you read*** |

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| ***Learning objectives: pupils will be abel to:***  ***♣recognize the main topic and check their knowledge through looking to the picture and answer some questions related to it.***  ***♣look for specific and accurate details in texts.***  ***Competencies:***  ***interactive: interacting and comenting***  ***Interpretive: interpreting the picture (reading a map), pupils will read the text silently and then interpreting its ideas by answering some questions.(interpreting the text’s ideas)***  ***Teaching Aids: the text book (Getting through).***  ***Extra resources: the world map/pictures*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Preview page 59**  **Think it over p59**  **words to say:**  **Before you read**  **As you read**  **page 60** | ▲**the teacher and students discuss the content of the unit,including the new unit project theme,and how it could be realized.**  **▲the teacher provides pupils with a correct reading of the words,each time the teacher reads a word,pupils repeat imitating therefore the pronunciation.**  **▲ Teacher introduces the lesson by asking students questions about the map.**  **Pupils answer each question depending on their geographical culture and their imagination.**  **Key**:   1. **The map represents Southern America.** 2. **The area in green stands for the Amazon forest.** 3. **It is situated between** **Brazil, Peru,Ecuador and Bolivia.** 4. **The equatorial climate is hot and humid.** 5. **The line is that of Equator.**   **Task 1: this task has the same answers as the previous questions.**  **Task 2; answer the following questions.**  **-Students read the text silently then the teacher holds a short discussion about the main ideas of the teacher.**  **Key:**   1. **There is more than a decade of global fossil fuel emissions of carbon dioxide stored in the Amazon forest trees.** 2. **The Amazon basin ecosystem has been protected from the threats because of its isolation.**   3)**It is one of the world’s greatest conservation challenges because it is no longer isolated**. | -**to familiarize pupils with the topic and the project**.  -**to recognize both the main topic and the language components used in this unit**  **-To motivate**  **students and to check their background knowledge**.  -**To check students understanding and compare their answers with their previous ones.**  **-To enable students to read for specific information.** | **15mn**  **15mn**  -**10mn**  -**30mn** |

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| ***Dirah high school***  ***Academic year : 2012-2013 Unit 03: wast not want not***  ***Level : 2nd year Sequence01: Discovering language***  ***Text book:Getting through Lesson 02:Grammar desk*** |

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| ***Learning objectives: pupils will be able to :***  ***♣best use and learn how to construct the active and the passive voice and for which purpose is formed :past simple passive,future,present perfect and modals***  ***Competencies :***  ***interpretive: pupils will analyse and synthesis examples of passive and active .***  ***linguistic :they consider some examples, ,at last they draw rules.***  ***productive:pupils will produce a short passage using the passive voice.***  ***Teaching Aids: the text book (Getting through).***  ***Extra resources: handouts of active and passive*** . |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Warming up**  **After Reading**  **Page61** | ♣**the teacher asks the pupils to give him a sentence which contain a : subject + verb +object.**  **Pupils will give different sentences .**  **The teacher writes one on the board**  **e.g: Ahmed eats an apple.**  **s v o**  **the teacher asks his pupils to start the sentence with the object.**  **\*An apple is eaten by Ahmed (passive)**  **\*the teacher makes clear to the pupils the difference between the active and the passive .**  **▲Teacher asks pupils to answer the questions in the grammar desk to make them distinguish between the two types of sentences.**  **-Motivate pupils to compare sentences (A) and (B).**  **Key:**   1. **Timber companies fell the trees.** 2. **The Brazilian government built new roads in Amazon.**   **- These sentences are in the passive voice because the subjects of the verbs are not really doers of the actions.**  - **The sentences focus is on the action rather than on the doers/ performers.**   1. **Timber companies fell 18000 km2 of the forest trees.** 2. **The Brazilian government built new roads throughout the 1960’s and 1970’s.**   **3) Comparing between the sentences:**  **- The sentences that give attention to the *action itself* are the sentences from the reading passage (passive voice).**  **-The student’s sentences are in the active form, they put emphasis on *the doers* of the actions.**  **4)The writer has inverted the structure by foregrounding the action (putting it first in the sentence structure) and putting the doers (subjects) of the action at the end of the action.**  **5) Match sentences a-d with the appropriate tenses:**  **A→C (Present simple passive).**  **B→D (Past simple passive).**  **C→B (Present perfect passive).**  **D→A (Future simple passive).**  **6) Read sentences again, is it always necessary to use “by”?**  **-No it is not always necessary to use “by” in the passive sentence.**  **-We use it when we want to draw attention to the *doer* of the action.**  **Production: Bab el ouad flood is one of the natural disasters witnessed in Algeria.**  **In a brief and concise passage talk about its bad results using the passive voice.**  **Use the following notes:**  **\*many people /killed**  **\*homes /ruined /lost**  **\*victims /lost .**  **\*trees /destroyed.**  **Pupils work in groups,and then the teacher correct and choose the most convenient passage and writes it on the board.** | -**to motivate pupils and drawtheir attention to the coming step**  -**To focus on the use of the passive and active form.**  **- To give students the competence to recognize the tenses of the sentences.**  -**to check the pupil’s comprehension and their writing skills**. | **10mn**  **35mn**  **15mn** |
| ***Dirah high school***  ***Academic year : 2012-2013 Unit03: wast not want not***  ***Level : 2nd year Sequence01: Discover the language***  ***Text book:Getting through Lesson03: Practice*** | | |

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| ***Learning objectives: pupils will be able to:***  ***♣acquire the competences of conjugating verbs using simple past passive.***  ***♣To pronounce ‘was’ and ‘were’ correctly in a passive oral-read sentence.***  ***Competencies:***  ***interactive/interpretive:oral interaction about prior knowledge.***  ***linguistic:pupils explore their knowledge acquired about the passive voice and try to practise it and find answers to the activities.***  ***Teaching Aids:the text book (Getting through)***  ***Extra resources: Extra activities about the passive form(handouts)*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Warming up**  **Practice**  **Page62**  **Task1**  **Task2:**  **Task 03**  **Task4:** | ♣**The teacher asks pupils about the language aspects they have learnt in the previous lesson.**  **Pupils give their answers.**  **♣The teacher asks pupils to practise the use of simple past passive by doing task 01 page 62.**  **♣read the report and put the verbs between brackets into the simple past passive.**  **Key:**  **-was wrecked- it was washed**  **-The water was polluted- the beach was damaged. The fish industry was ruined. Hotels and restaurants were closed.**  **♣conjugate the verbs between brackets into the simple past passive. Then listen to the dialogue and note how “was” and “were” are pronounced.**  **Key**;  **Speaker A; what happened to the Exxon Valdez?**  **Speaker B: it was wrecked off the coast of California and the oil spilled out.**  **Speaker A:**  **the oil was washed out onto the beach?**  **Speaker B: yes it was. “Strong form”.**  **Speaker A: was the fish poisoned?**  **Speaker B: yes, they were. “Strong form”. They were suffocated for lack of O2.**  **♣The teacher asks pupils to act out the dialogue above (books shut).**  **Pupils work in pairs.**  **The teacher checks and corrects her pupils mispronunciation.**  **♣turn sentences A-E below into the passive form.**  **Key:**   1. **Air pollution is caused by fumes from automobiles exhaust pipes.** 2. **Many water zones will be depleted of their oxygen by pollution soon.** 3. **Cigarette smoking will be banned by Algerian government next year.** 4. **A lot of environmental stamps have already been issued by the post telecommunication ministry.** 5. **No drastic limits have been imposed on gas emission yet.** | **--To enable pp’s to use the past simple passive.**  -**To enable students to acquire competences to conjugate verbs in the simple past active and passive, and be able to differentiate between the two.**  **-To focus on the pronunciation of the** **auxiliaries “was” and** **“were” (weak/strong forms)**  **-To focus on the pronunciation of “was” and “were”.**  **-To enable students to stimulate the dialogue.**  **-To enable students to make transformations from active to passive using’ by’.** | **15mn**  **15mn**  **15mn**  **15mn** |
| ***Dirah high school***  ***Academic year : 2012-2013 Unit 03: waste not want not***  ***Level : 2nd year Sequence01: Discover the language***  ***Text book: Getting through Lesson: write it right*** | | |

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| ***Learning objectives: pupils will be able to:***  ***♣Recognize what a press release is .***  ***♣ write a press release using using the future passive.***  ***Competencies:***  ***-interactive:through an oral interaction,pupils will be able to express their opinions related to press release.***  ***-interpretive: pupils will interpret and analyse pictures to get details.***  ***-productive:pupils will be able to produce a short press release.***  ***Teaching Aids: the text book (Getting through)***  ***Extra resources:datashow,pictures.*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Warming up**  **Task p 63:** | **♣the teacher asks pupils to open their books on page 63 and look at the picture and say what it represents.**  **-pupils give their opinions**  **-the teacher guides and corrects step by step and draw pupils attention to the subject of the task.**  **♣Teacher explains what a press release is?**  **A press release:is official statement made by authorised persons,companies,organizations,political parties or a government department to be published in newspapers in order to apologize and make a particular event less tight.**  **The teacher asks his learners to read the question of the task then he explains the instructions:imagine that you are the secretary in the shipping company,you have to write a press release to apologize for the damage of the Exxon**  **valdez.**  ♣**The learners work in pairs or in groups .**  **The teacher guides and directs pupils attention to the given notes in the box to use and also asks them to use the future passive.**  **♣The teacher chooses the best press release to be written and corrected on the bb**  **-Pupils copy down the work on their copy books.**  **Sample press release :**  **We make our sincere apologize for the damage caused by the wreck of the Exson Valdez yesterday.oil will be cleaned ,marine life will be restored,birds will be washed out.We promise that 2000 workers will be recruited soon.Hotel workers will be employed by the company and the tourist industry will be compensated for its loss.** | -**to motivate pupils and introduce the subject implicitly**.  **- To enable students to write a press release**  -**To stress on the use of the passive voice in the future**. | **15mn**  **05mn**  **40mn** |
| ***Dirah high school***  ***Academic year : 2012-2013 Unit 03: waste not want not***  ***Level : 2nd year Sequence01: Discover the language***  ***Text book: Getting through Lesson 05:Say it loud and clear*** | | |

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| ***Learning objectives: pupils will be able to :***  ***♣practise the rising and falling intonation in the spoken or written English.***  ***♣consolidate the correct pronunciation of consonants or vowels.***  ***Competencies:***  ***interactive :pupils interact,discuss, with the teacher through questions .***  ***Linguistic: pupils differentiate between consonants that aren’t easy to pronounce.***  ***Teaching Aids: the text book (Getting through).***  ***Extra resources: dictionaries*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Warming up**  **Say it Loud and Clear**  **Page 64/65**  **Task 2p 64:**  **Task 3 :** | ♣**the teacher asks the pupils to mention the names of their teachers.**  **\* Pupils give their answers,and then asks them about what they hear,whether they still wait for the list to be continued or not and why.**  **-pupils give their answers.**  **♣the teacher introduces the subject of rising and falling intonation.**  **Task 1:**  **-The activity illustrates list intonation. We use a falling(↓) intonation when we end the listing and a rising (↑)intonation when we are still in the process of doing so.**  **Key:**  **energies↓………solar↑, wind↑, biomass↑ and hydroelectric↓.........resources: the wind↑, the sun↑, the mountains↑………viable↓. It is cheaper↑, safer↑, and less polluting↓. ………in Biskra↑, Djelfa↑, Hassi Rimel↑……of Algeria↓.**  **♣learners listen then do their work.**  **The teacher makes the correction collectively with her learners.**  **The teacher writes a rule to be followed by learners .**   |  | | --- | | **We use a falling intonation↓when we end the listing and a rising intonation ↑ when we are still in the process of doing so.** |   **♣**Teacher discusses with students and tries to drop out the sounds which do not exist in their native language.  **Key**:  **p- v- tʃ- g- dʒ.**  **♣**the underlined letters in the words below are mispronounced. Correct the mistakes in the transcriptions.  **Letter: /**  **Beautiful: /**  **Burned: /**  **Were saved: /**  **Polluted: /**  **Bird: /**  **Washed: /**  **Task1:**  Students are asked to look for the words in a dictionary.  **Key**:  Conserve:……………  Sewage:………………..  Deplete:………………..  **Task2:**  Teacher teaches the students the strategies for checking difficult vocabulary. They need to identify the category of words.  **Key**:  A→ Pronunciation  B→ Noun  C→ Figurative Language  D→ Example  E→ Transitional V  F→ Something  G→ Somebody  H→ Proverb  I→ Uncountable  J→ Colloquial English  K→ American Eng  L→ Noun, colloquial eng | -**to motivate pupil’s attention to the coming step**  -**To enable students to acquire a competence to distinguish between the falling and the rising of intonation.**  -**To enable the students to find out the problems of pronunciation.**  -**To correct the common mistakes of pronouncing consonants and vowels** ..  -**To enable students to find the correct definition in a dictionary**  **-To identify the categories of the words.** | **10mn**  **15MN**  **15mn**  **15MN**  15MN |

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| ***Dirah high school***  ***Academic year : 2012-2013 Unit03: wast not want not***  ***Level : 2nd year Sequence02: Developing skills***  ***Text book: Getting through Lesson 01: listening and speaking*** |

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| ***Learning objectives: pupils will be able to:***  ***♣Identify and interpret the photosynthesis process(describing the process).***  ***♣Realize how modals are pronounced in the passive form***  ***♣Describe the process of respiration of plants at night.***  ***Competencies:***  ***Interactive/Interpretive: pupils interact and interpret the picture to get specific details***  ***Productive:pupils will write a short paragraph about the process of respiration in plants at night by reinvesting pupil’s prior knowledge.***  ***Teaching Aids: the text book (Getting through).***  ***Extra resources:////////*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| Warming up  **Task1:**  **Page 66**  **Task 02**  **Page 66**  **Task 3**  **Page 66**  **Task 4:**  **Page66** | **♣the teacher asks his learners to open their books on page 66 and look at the pictures:he lets them speak about the “process of photosynthesis” and to mention what they know.**  **\*pupils present their ideas.**  **\*the teacher interacts more with his learners and try to give a definition of the word:photosynthesis.**  **Definition: is the way that green plants make their food using sunlight.**  **♣the teacher asks his pupils to look at the picture and complete the blanks in sentences from a-e using the correct form of the verbs in the box?**  **Key:**   1. **Carbon dioxide is derived from the air.** 2. **Water is drown fro the soil.** 3. **Sunlight energy is absorbed by the chlorophyll.** 4. **Oxygen is released from plants**. 5. **Sugar is produced during photosynthesis.**   **Pupils copy down in their copybooks.**  **♣pupils listen and take notes**  **\*The teacher makes the correction then asks them to describe the process of photosynthesis.**  **\*Pupils do their work.**  **\*The teacher asks pupils to report their answers.**  **♣the teacher asks his pupils to listen and note how modals are pronounced. Cross out the wrong transcriptions?**  **Key: the correct transcriptions are**:  / **məsbiː** / - / **kɑːmbiː** / / **ʃumbiː**/  ♣Teacher brainstorms the topic with students before they describe the process of respiration of the plant at night.  Learners use their background kowlegde in Botany to describe this process in class.  Orally,pupils present their work,the teacher checks and corrects. | -**to activate the prior knowledge .**  **-to motivate pupils to the coming step.**  -**To enable students identify the process through (from) the picture.**  **-To listen and select the right pronunciation.**  **-To sum up what has been studied and check students understanding of the photosynthesis process.**  -**correct pronunciation of modals:must,can’t,should in the passive form**.  -**making an oral description of a process**. | **10mns**  **15mns**  **10mn**  **10mn**  **15mn** |
| ***Dirah high school***  ***Academic year : 2012-2013 Unit03: wast not want not***  ***Level : 2nd year Sequence01: Discover the language***  ***Text book: Getting through Lesson: your turn*** | | |

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| ***Learning objectives***:**pupils will be able to:**  **♣turn sentences into the passive,and pay attention to the pronunciation of the modals.**  **♣learn and understand and be aware of the strategies of making a speech delivery.**  ***Competencies*:**  **Interactive/Interpretive:the teacher and pupils interact and interpret the tip box to get specific knowledge to perform the activities.**  **linguistic:pupils will practise the passive voice using modals.**  ***Teaching Aids*:the text book (Getting through**)  ***Extra resources:////////*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Task p 67:**  **Tip Box** | **the teacher asks his learners to open their books on page 67then turn the sentences below into the passive. Note how modals are pronounced?**  **Key:**   1. **Animals in danger of extinction mustn’t be hunted.** 2. **Recyclable objects shouldn’t be thrown away.** 3. **Desertification should be stopped.** 4. **Pollution can be divided into four types.** 5. **Alternative energy may be grouped in 5 types.** 6. **Human resources must be protected.**   **The teacher goes through the tip box with pupils to explain that when making a speech.**  **-giving a lecture**  **-a report.**  **-a detailed explanation.**  **We use a number of link words to organize our ideas and to make it we say:**  **Some of these discourse markers are:**  ***Discourse markers::***  ***Eg: first, second…..***  ***Next, then……***  ***In addition, moreover, besides……….***  ***Lastly, finally, to conclude****………* | -**To be able to turn sentences into the passive.**  **-To focus on the pronunciation of modals.**  -**making students aware of the strategies for ideas organization**.  -**enabling pupils acquire some linguistic techniques for an organized speech message**. | **25mns** |

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| ***Dirah high school***  ***Academic year : 2012-2013 Unit 03: waste not want not***  ***Level : 2nd year Sequence02: Discover the language***  ***Text book: Getting through*** ***Lesson 02:Write it up*** |

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| ***Learning objectives: pupils will be able to:***  ***♣explore their newly learnt language forms(passive f)and using them in a particular context(written presentation of the solar home.***  ***Competencies:***  ***Interactive/Interpretive:pupils interact with the teacher and interpret the shown picture to get specific details about the solar home how it’s made up.***  ***Productive:pupils will write a short presentation of the solar home .***  ***Teaching Aids: the text book (Getting through )***  ***Extra resources://////////*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Task1 p 68:** | **♣**-**Teacher interacts with the students using the picture.**  **-Teacher helps the students to identify the different parts of the solar home. Besides, teacher explains the difficult vocabulary items.**  **-pupils are asked to write a presentation of the solar home using appropriate link words from the previous tip box.**  **-pupils work in pairs/or small groups .**  **-teacher guides and controls.**  **-pupils do their work and report their answers.**  **E.g.;**  **Ladies and gentlemen,this is our new type of solar home.it’s better than other homes it’s friendly,it’s totaly operated by solar energy**  **during winter, outside air is captured by warm glass roof panels. Then, warm air is forced into a water tank by air handling unit. Next, the water in the tank is heated and greater quantities of warm water air are released. The hot air**  **is then sent down a duct to the crawlspace in under floor area. After that, warm water rises through floor registers to the living space. Some of the heated air is absorbed by concrete slabs when it is released at night. This process is reversed during summer.**  **\* Pupils copy down the production on their copybooks.** | -**To enable students to acquire a competence to write a speech using the link words mentioned in the tip box, focusing on the use o the passive voice.** | **1h** |

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| ***Dirah high school***  ***Academic year : 2012-2013 Unit03: wast not want not***  ***Level : 2nd year Sequence03: Reading and Writing***  ***Text book: Getting through Lesson01:*** |

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| ***Learning objectives: pupils will be able:***  ***♣ Read a text to get specific or general information and to enrich their lexical and grammatical memories.***  ***♣ learn how different sentences are joind to organize a well written paragraph.***  ***Competencies:***  ***interpretive:pupils will interpretthe text ideas to get general or specific details.***  ***Interactive:pupils will interact with the teacher through questions.***  ***Productive:pupils will fill in given blanks depending on the understanding of a written passage***  ***Teaching Aids:the text book (Getting through )*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Task1 p 69:**  **Task 2/3p 70**  **Task4p 70:**  **Task 5 p70:** | **♣the picture illustrates a magazine article. The teacher asks his pupils to Look at them and complete each statement with the right item (a, b or c).**  **-pupils do their work.**  **Key:**   1. **The ear in picture A is assaulted by noise.** 2. **The ear in picture B is wearing a hearing aid.** 3. **The topic of the magazine article will be about noise pollution.**   **♣the teacher asks his pupils to read the article silently on the previous page again and find the answers for the following?**  **Key:**  **-Easily made angry→ irritability.(noun)**  **-Is confirmed→ is borne out. (verb)**  **-Related to the brain→ mental. (adjective)**  **♣the teacher asks his pupils to choose the best title for the article? justify**  **Key:**  **a- Another kind of pollution**.  **this title is the most appropriate answer,because pollution can have different forms and in many field:air,garbage,and even noise contrary to what people think that pollution affects only the climate,seas and oceans.**  **♣The teacher lets the pupils read** **the tip box and explains the types of sentences and their functions in building paragraphs**.  **Then,the teacher asks pupils to provide examples of each type from the previous text.**  **Pupils do their work.**  **Key**:  **a) A sentence which focuses on *the general idea* is:**  **For a long time, noise has…..physical disturbance.**  **b) A sentence which gives details to *support /develop* the general idea is;**  **In Los Angles……..airport have……..**  **c) A sentence which provides a smooth *transition* from one idea to another is:**  **In the opinion of many……….running out.**  **d) A sentence which *supports the new idea* is:**  **The number of mental……..by three or four.**  **e) A sentence which logically *concludes* the ideas discussed in the § is:**  **This health alert………………** | -**To enable the students to guess the answers by looking to the picture.**  -**To enable students acquire a competence in finding meaning of words, and distinguish between: noun/verb/adj**  **-To check pupils’s understanding of the article.**  -**To focus on the types of sentences which enable students to write a well organized paragraph.** | **10mns**  **20mns**  **10mns**  **20mns** |

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| ***Dirah high school***  ***Academic year : 2012-2013 Unit 03: waste not want not***  ***Level : 2nd year Sequence01: Discover the language***  ***Text book: Getting through Lesson02:Write it out*** |

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| ***Learning objectives: pupils will be able to:***  ***♣give pupils further opportunities to practise the passive voice with longer sentences:complex ,compound,complex sentences in different tenses and in a given context.***  ***♣know the logical order and organization of sentences in a coherent paragraph.***  ***Competencies:***  ***Interactive/interpretive:pupils will interpret,explore and reinvest their knowledge about the passive and practise it in longer sentences.***  ***productive:pupils will write acoherent newspaper article about desertification by ordering sentences.***  ***Teaching Aids:the text book (Getting through)***  ***Extra resources:////////*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Task 1p71**:  **Task 2p 71;**  **Task 2 part b:** | ♣ the teacher asks his pupils to open their books on page 71and do the first activity.  ♣The teacher explains the instruction of the task.  ♣put the verbs between brackets into the correct form of the passive.  Pupils do their work in rough.  **Key**:   1. are created- are grazed- trampled 2. are denuded 3. are introduced-are nudged out 4. is caused- are provoked 5. are dissipated-is eroded 6. Was made. 7. Are threatened. 8. Must be stopped.-will be transformed 9. were built 10. were established.   **♣the teacher explains tha**t the previous sentences are not in order and asks them to re-order sentences in exercise 1 to have a coherent newspaper article about desertification:  **Key**;  ***The logical order:***   1. f / 2. k/ 3.i /4. g / 5. d / 6.a / 7.c / 8. e / 9.b / 10.h   ***The article:***  A long time ago, history **was made** in the deserts. At least two great civilizations were established there. These civilizations **were built** in deserts because people knew how to live in harmony with nature. Today, about 140 million people **are** threaten**ed** by the spread of the desert caused through the interaction of climatic fluctuations and man’s abuse of his environment. Many people think that desertification **is** caus**ed** only by a change in climate, but the truth is that deserts **are** provok**ed** by human actions. Throughout the world, deserts **are** creat**ed** because pastures near arid lands heavily **are** graz**ed** and trampl**ed**. More productive plants **are** introduc**ed** into semi-arid lands. As a result, indigenous plants necessary for the maintenance of the soil **are** nudg**ed** out. Because of intensive production of cash crops like cotton and groundnuts, soil nutrients **are** dissipat**ed** and the topsoil **is** erod**ed** by wind and water. Around towns, adjacent forest belts **are** denud**ed** by people in their search for firewood. Desertification must **be** stopp**ed** now, otherwise deserts will **be** transform**ed** into a curse for man soon.  **Topic sentence**→ a long time ago…..in deserts.  **Supporting sentences:**  1→ at least, two……..there  2→ these civilizations……….with nature.  **Transitional sentence:**  Today, about…….environment.  **Supporting sentences for the new idea:**  1→many people ……actions  2→throughout the world……..trampled.  3→more productive……….the soil are nudged out.  4→because of intensive………water.  5→around twns…………fire wood.  **Conclusion:**  Desertification must be stopped now………man soon | -**To focus on the passive voice with long sentences in a certain context.**  -**To be able to re-order sentences, and make coherent paragraph**  -**Re-ordering the sentences to make a coherent newspaper article about desertification.**  **-to know more about types of sentences in well written paragraph.** | **15mns**  **10mns**  **25mns**  **10mns** |

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| C:\Users\asus\Pictures\download (8).jpg C:\Users\asus\Pictures\images (50).jpg  C:\Users\asus\Pictures\images (54).jpgC:\Users\asus\Pictures\images (53).jpg    THE TEACHER : HAMDANI AMINA |
| ***Dirah high school***  ***Academic year : 2012-2013 Unit 03: Poverty and world resources***  ***Level : 2nd year Sequence: Discovering language***  ***Text book: Getting through Lesson:Working with words*** | |

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| ***Learning objectives: pupils will be able to:***  ***♣learn new words or vocabulary in context.***  ***♣learn some strategies for consulting a molingual dictionary and study of a dictionary entry.***  ***Competencies:***  ***Interactive/interpretive:pupils will interact/interpret the meaning of words using dictionaries .***  ***Teaching Aids:the text book /dictionaries***  ***Extra resources://///*** |

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| **Rubrics** | **Lesson Plan** | **Aims** | **T.A** |
| **Task1:**  **Task2/3:** | ♣Students are asked to look for the words in a dictionary.  Pupils do their work and report their answers.  **Key**:  Conserve:  Sewage:  Deplete:  ♣Teacher teaches the students the strategies for checking difficult vocabulary. They need to identify the category of words.  The steps:  \*You resort a dictionary only if can’t guess the meaning of the word from context .  \*to realize that you need to identify the category of the word ,whether they have synonyms ,antonyms or paraphrases of these difficult words.  \*if not,you need to check a monolingual dictionary,you open it on the page of the first letter of the wanted word.  ♣The teacher asks his pupils to read the given dictionary entry and put the keys in the right boxes.  Pupils work in rough.  The teacher checks the given answers and makes the correction.  **Key**:  A→ Pronunciation  B→ Noun  C→ Figurative Language  D→ Example  E→ Transitional V  F→ Something  G→ Somebody  H→ Proverb  I→ Uncountable  J→ Colloquial English  K→ American Eng  L→ Noun, colloquial eng.  Pupils copy down the answers on their copybooks. | -to show the wanted aspect in context.  -learning strategies how to look up ambigous vocabulary in a dictionary.  -learning how to study a molingual dictionary. | **05mns**  **15mns**  **20mns**  **20mns** |