

Lesson Plan

Streams: 1 st year classes (Scientific)

Source: The Crossroads

Unit I: EUREKA!

Input: Listening and Speaking

Profile of an invention

SEQUENCE 1: LISTENING AND SPEAKING PP. 110

The aims:

• Listen and respond to a presentation of an invention
• Mark intonation in indirect questions
• Mark stress in names of sciences and adjectives derived from them
• Speak about inventions, discoveries and developments in technology
• Write a short paragraph about an invention

1/-Anticipate p110

Aim: Interpreting a picture & stating hypotheses

Steps of the lesson:

Timing	Steps	Input / Output	Aims
10mns	Warming up	-« T » asks questions What does the picture show? -The students look at the picture and answer.	-To introduce the topic by interpreting pictures
30mns	Task 1 (P 110)	The teacher asks the students to look at the picture again and try to answer the questions A-E that follow T/Where do you think the women are? Pps:give various answers T/Are the women: <ul style="list-style-type: none"> • Rolling couscous • eating • washing clothes Pps:give various answers T/Beside their hands, what else are they using? choose one answer <ul style="list-style-type: none"> • A washboard and a brush • Their feet • A clothes beater Pps:give various answers T/what are they doing it for? <ul style="list-style-type: none"> • To remove the water from the clothes • To remove the dirt from the clothes • To remove the soap from the clothes Pps:give various answers	-To interact and identify the old method of washing. -To get new vocabulary items.

		T/Do you think it is the right way of doing it? If yes, why? If no why? Pps:give various answers	
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Keys:

Steps	Solutions
Task 1 (P 110)	A. They are in the countryside B. They are washing clothes C. They are washing the clothes with their hands/with brushes/ in a basin. D. They are doing it to remove dirt from the clothes. E. No, it isn't. The washboard and the brush will use up the clothes.

Lesson Plan

Streams: First Year Classes (SE)

Source: The Crossroads

Unit I: EUREKA!

Input: Listen and check p.111

The Aims:

- Listening and responding to a presentation of an invention & taking notes.
- Note taking
- Sequencing /organizing ideas in a logical order

Timing	Steps	Input /Output	Aims
10mn	Task1 p 111	<p>-The teacher asks the students to listen to the first part of a short presentation of an invention and check their answers to questions C-D-E on the previous tasks.</p> <p><u>Listening script</u> <u>Part One</u></p> <p>Thanks to technology, there are many labour-saving devices in the modern home today. If they were not there, people could not save time and effort. But things were difficult in the old days. People had to keep clean, and they did so by washing their clothes by hand in rivers or country streams. Sometimes they used a washboard on which they moved the clothes up and down, and sometimes a small rock to beat the clothes. That is how they kept clean.</p> <p>However, there were three main drawbacks to this solution. Firstly, it took a long time to clean the clothes. Secondly, it was very hard work. Thirdly, clothes did not last very long because the stones, brushes and washboards damaged them.</p>	-Checking answers
15 MN	Task 2 P111	<p>-The teacher then asks the students to listen to the second part of the presentation and answer the questions.</p> <p><u>Part Two</u></p> <p>In 1851, a man called James King invented a washing machine powered by hand. Yet, this was still hard work, even though it did not take as long as before to clean the clothes with the manual washing machine. Thus, in 1909, a company in the U.S.A. produced the first electric washing machine. And today, this device is so useful that almost every home has one.</p> <p>T/What does the object in picture 1 represent? Pps:give different answers</p> <p>T/What is the object in picture 2?</p>	-listening and responding to a presentation of an invention

		<p>Pps:give different answers</p> <p>T/Does the presentation give us a description of the device? Pps/give different answers.</p> <p>T/If not, what does it tell us about? It tells us about....</p> <ul style="list-style-type: none"> • The functioning of the device • An invention's profile • An inventor's biography <p>Pps/give various answers.</p>	-Taking notes
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15 MN	Task 3 P111	-Then the teacher asks the students to listen again to the presentation and fill in the blanks in the boxes below with notes(information)	- Sequencing /organizing ideas in a logical order to describe the invention																											
		<table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Introduction</td> <td>importance of home labour-saving devices</td> </tr> <tr> <td>2</td> <td>Problem</td> <td>.....</td> </tr> <tr> <td>3</td> <td>Original solution</td> <td>...../...../washboard/.....</td> </tr> <tr> <td>4</td> <td>Problems with the solutions</td> <td>But.....</td> </tr> <tr> <td>5</td> <td>Invention(who/what/when)</td> <td>James King / washing machine / 1851</td> </tr> <tr> <td>6</td> <td>problems</td> <td>However.....</td> </tr> <tr> <td>7</td> <td>Innovation/new invention</td> <td>1908/...../.....</td> </tr> <tr> <td>8</td> <td>Conclusion</td> <td>Almost every home.....</td> </tr> </tbody> </table>			A	B	1	Introduction	importance of home labour-saving devices	2	Problem	3	Original solution/...../washboard/.....	4	Problems with the solutions	But.....	5	Invention(who/what/when)	James King / washing machine / 1851	6	problems	However.....	7	Innovation/new invention	1908/...../.....	8	Conclusion	Almost every home.....
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Keys:

Steps	Solutions
Task 2 (P 111)	<p><u>Task 1 P111</u></p> <p>A. It represents a washing machine powered by hand/ a manual washing machine.</p> <p>B. An electric washing machine.</p> <p>C. No, it doesn't.</p> <p>D: It tells us about an invention's profile / the invention and evolution of the washing machine.</p>

Task3 p111

Task 2p111:

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

Lesson Plan

Streams: First Year Classes (SE)

Source: The Crossroads

Unit I: EUREKA!

Input: Listening and Speaking

Say it clear p.112

The Aims:

The students will learn:

- Intonation in 'wh' and 'yes/no' questions
- Stress shift in names of sciences and adjectives derived from them.

Timing	Steps	Input /Output	Aims
15 mn	presentation	<p>*The teacher writes the following question on the board as an example. Who invented the first washing machine? ↓</p> <p>-Then he asks the students to listen and mark the intonation of that question Pps/give various answers.</p> <p>Rule: Intonation in wh- questions</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px 0;"> <p>The voice goes down at the end of wh- questions.</p> </div> <p>Rule: Intonation in yes/no questions</p> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px 0;"> <p>The voice goes up at the end of yes/no questions and down in information questions.</p> </div>	<p>-Introduce the phonological notion of intonation</p> <p>-wh questions</p>
15mn	Practice task 2p112	<p>- The teacher asks the students to listen to the following questions and mark the intonation in the end of each one.</p> <p>a- Can you tell me who invented the first washing machine?</p> <p>b- Have you got any idea who invented the first washing machine?</p> <p>c- Do you happen to know who invented the first washing machine?</p>	<p>-practice intonation in 'wh' and 'yes/no' questions</p>

10mn	presentation	<p><u>-the examples</u></p> <table border="1" data-bbox="451 192 1198 383"> <tr> <td>Names of sciences</td> <td>Adj derived from names of sciences</td> </tr> <tr> <td>psy'chology bi'ology</td> <td>Psycho'logical. Bio'logical</td> </tr> </table> <p><u>The rule</u></p> <p>Stress falls on the ante-penultimate syllable (3rd from the end). This holds true for all words ending with 'cy', 'ty', 'phy', 'gy', and 'al'. The adjs and the names of science end respectively in 'al' & 'gy'. There is a shift in stress when words related to science change their grammatical category because of the addition of the suffix 'al', but the rule remains the same i.e., stress should fall on the ante-penultimate syllable of the adjs and names</p>	Names of sciences	Adj derived from names of sciences	psy'chology bi'ology	Psycho'logical. Bio'logical	<p>-forming adjectives by adding -ical to names of sciences</p> <p>-stress of words ending in-logy</p> <p>-stress of words ending in-ical</p>
Names of sciences	Adj derived from names of sciences						
psy'chology bi'ology	Psycho'logical. Bio'logical						
10mn	Practice Activity 4 p112	<p>-The teacher asks the students to listen to the words in the table and mark the stress on the syllables of the transcribed names of sciences</p> <table border="1" data-bbox="459 1043 1099 1458"> <tr> <td>Names of sciences</td> <td>Adj derived from names of sciences</td> </tr> <tr> <td>Technology Ecology geology sociology biology hydrology anthropology bacteriology</td> <td>Technological Ecological geological sociological biological hydrological anthropological bacteriological</td> </tr> </table>	Names of sciences	Adj derived from names of sciences	Technology Ecology geology sociology biology hydrology anthropology bacteriology	Technological Ecological geological sociological biological hydrological anthropological bacteriological	<p>.practice Stress shift in names of sciences and adjectives derived from them</p>
Names of sciences	Adj derived from names of sciences						
Technology Ecology geology sociology biology hydrology anthropology bacteriology	Technological Ecological geological sociological biological hydrological anthropological bacteriological						

Keys:

Steps	Solutions
<p>Task 2 (P 112)</p>	<p><u>Task 1 P111</u></p> <p>a- Can you tell me who invented the first washing machine? ↓</p> <p>b- Have you got any idea who invented the first washing machine? ↑</p> <p>c- Do you happen to know who invented the first washing machine? ↑</p>

Task4 p112

Task 4p112:

Names of sciences	Adj derived from names of sciences
Technology Ecology geology sociology biology hydrology anthropology bacteriology	Technological Ecological geological sociological biological hydrological anthropological bacteriological

Lesson Plan

Streams: First Year Classes (SE)

Source: The Crossroads

Unit I: EUREKA!

Input: Listening and speaking

It is your turn p.113:

The Aim:

- Talking about famous people using cues and pictures:

Timing	Steps	Input /Output	Aims
10 mn	Task 1P 113	- The teacher asks the students to match pictures 1-4 with the names of inventors (A-D) that follows. -The students do the task. -The teacher checks.	-Introducing some inventors biographies
25mn	Task 2P113	-The teacher asks the students to match the names of the scientists 1-4 with inventions or discoveries(A-D).then write 4 sentences using the matched parts and the verbs in the table below. -The students do the task. -The teacher checks.	-Introducing some discoveries and inventions.


Say it in writing p.113

The Aim: - the students will learn how to write a biography of a famous person.

Steps of the lesson:

Timing	Steps	Input /Output	Aims
10 mn	Follow up	-The teacher brainstorms the topic with the students and jot notes on board. -TS: Do you know who is Louis Pasteur? TS: Do you know who discovered the vaccine against rabies? -Then the teacher asks the students to find out more information about Louis Pasteur and write his biography.	-To brainstorm the topic -to jot down ideas - to elicit what the learners think about a famous inventor.

Keys:

Steps	Solutions
<p data-bbox="181 349 296 434">Task 1 (P 113)</p> <p data-bbox="150 607 328 647">Task2p113</p>	<p data-bbox="392 344 592 385">Task 1p113:</p> <ol data-bbox="392 389 735 533" style="list-style-type: none">1- Alexander Graham Bell2- Louis Pasteur3- Albert Einstein4- Alexander Fleming <p data-bbox="392 568 571 609">Task2p113</p> <ol data-bbox="392 613 1098 757" style="list-style-type: none">1- Alexander Graham Bell . invented the telephone2-Alexander Fleming discovered Penicillin.3-.Louis Pasteur discovered the vaccine against rabies.4-Albert Einstein formulated the theory of relativity. <p data-bbox="392 792 679 833">THE BIOGRAPHY:</p> <p data-bbox="392 837 767 878">Louis Pasteur (1822 - 1895)</p> <div data-bbox="679 878 1034 1312" style="text-align: center;"></div> <p data-bbox="392 1317 1246 1420">Louis Pasteur <i>Pasteur was a French chemist and biologist who proved the germ theory of disease and invented the process of pasteurisation.</i></p> <p data-bbox="392 1464 1321 1899">Louis Pasteur was born on 27 December 1822 in Dole in the Jura region of France. His father was a tanner. In 1847 he earned a doctorate from the École Normale in Paris. After several years research and teaching in Dijon and Strasbourg, in 1854 Pasteur was appointed professor of chemistry at the University of Lille. Part of the remit of the faculty of sciences was to find solutions to the practical problems of local industries, particularly the manufacture of alcoholic drinks. He was able to demonstrate that organisms such as bacteria were responsible for souring wine and beer (he later extended his studies to prove that milk was the same), and that the bacteria could be removed by boiling and then cooling the liquid. This process is now called pasteurisation.</p> <p data-bbox="392 1944 1321 2078">Pasteur then undertook experiments to find where these bacteria came from, and was able to prove that they were introduced from the environment. This was disputed by scientists who believed they could spontaneously generate. In 1864, the French Academy of Sciences</p>

	<p>accepted Pasteur's results. By 1865, Pasteur was director of scientific studies at the École Normale, where he had studied. He was asked to help the silk industry in southern France, where there was an epidemic amongst the silkworms. With no experience of the subject, Pasteur identified parasitic infections as the cause and advocated that only disease-free eggs should be selected. The industry was saved.</p> <p>Pasteur's various investigations convinced him of the rightness of the germ theory of disease, which holds that germs attack the body from outside. Many felt that such tiny organisms as germs could not possibly kill larger ones such as humans. Pasteur now extended this theory to explain the causes of many diseases - including anthrax, cholera, TB and smallpox - and their prevention by vaccination. He is best known for his work on the development of vaccines for rabies. In 1888, a special institute was founded in Paris for the treatment of diseases. It became known as the Institut Pasteur. Pasteur was its director until his death on 28 September 1895. He was a national hero and was given a state funeral.</p>
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