

Unit six



The unit's contents :

I)-Discovering language.

A) Grammar:

- ▲ Reported speech with the present perfect and the past simple.
- ▲ Present perfect (*revision*).
- ▲ The imperative.
- ▲ **Had better.**
- ▲ Link words: **for, since**
- ▲ Simple past (revision).
- ▲ **How long?**

B) Pronunciation:

- ▲ Intonation in **yes/no** and **WH** questions.
- ▲ Silent letters: **k, n, p**....
- ▲ Pronunciation of the suffix **ed**.

C) Vocabulary:

- ▲ Vocabulary-related to disasters and human solidarity.
- ▲ Reporting verbs.

II)-Developing skills.

A) Functions:

- ▲ Asking for and giving advice.
- ▲ Asking for and giving information.
- ▲ Reporting.
- ▲ Quoting someone.
- ▲ Making claims.
- ▲ Expressing interest and surprise.
- ▲ Disagreeing politely.

B) Skills:

- ▲ Reading a report.
- ▲ Managing through a conversation.
- ▲ Writing a news story.
- ▲ Writing a report.
- ▲ Writing a questionnaire.
- ▲ Conducting an interview.

Unit six

Second years

INTRODUCING THE UNIT.
INTRODUCING THE UNIT.



The Project outlines. (pages:118)

Project outcome	<p>Making a survey. For extra information see page 132.</p>
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Think it over. (page:119)



Words to say. (page:119)

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The General objective. The General objective.

By the end of unit two, students should be able to write a survey about how much are people ready to face disasters. Practically, the project realization depends on questionnaires, short interviews and notes collection. Linguistically, the project language structures depend on the use of reported statements with the present perfect and the simple past.

★ **Note:** Due to specific conditions, mainly related to time shortage, the project is omitted from this unit and the following ones. The project organization plan is therefore not introduced. However, a highlight of the selected activities leading to its construction is provided in the table below.

III) -Table of selected activities.

Rubrics	Activities' number	Pages	Competences		
			Interacting orally	Interpreting O&W msgs	Producing O & W msgs
Discovering language	-Before you read.		✓	✓	✓
	-As you read.		✓		
	-Grammar desk.		✓	✓	✓
Practice	-Activity one.				✓
	-Activity two.		✓	✓	
	-Activity three.				✓
Write it right	-Activity one.				✓
Say it loud and clear	- Activity one.		✓	✓	
	- Activity three.		✓	✓	
	- Activity four.				✓
Working with words	- Activity one.				✓
Listening and speaking	- Activity one.		✓		
	- Activity two.		✓	✓	
	- Activity three.			✓	✓
Write it up	- Activity one.			✓	✓

	- Activity two.				✓
Reading and writing	- Activity one.		✓		
	- Activity two.			✓	✓
	- Activity three.		✓	✓	
	- Activity four.			✓	✓
Write it out	- Activity one.				✓

Unit six planning:(No man is an island)

♣ Preview. (Page: 119).

At this stage, the teacher makes students aware of the unit's topic and its project in addition to the principal objectives of the unit. It is also likely to provide pupils with the general outlines for building the unit's project and a discussion about any necessary changes or recommendations.

♠ Think it over. (Page: 119).

Students are encouraged to observe, analyze and diagnose the map and the picture on this page. Their reactions to the latter will so much help them obtain a clearer image about what 'unit six' is all about, i.e. the interaction about the pictures will serve as an entry into the topic of the unit.

❖ Aims:

- 1) *To familiarize pupils with the topic of unit six.*
- 2) *To introduce the unit implicitly.*
- 3) *To recognize the general notes that the project work would include.*

♠ Words to say. (Page 119).

A list of words is provided on the right side of the page. The focus of this activity is on the pronunciation of the "ed" inflection. Students, therefore, should repeat the words in the checklist. All the words are related to the topic of the unit. The teacher reads each word individually focusing on the stress and intonation with a discussion of the meaning.

❖ Aims:

- 1) *To familiarize students with specific spoken English sounds.*
- 2) *To make pupils aware of stress patterns in spoken English.*

☺ Part One.

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DISCOVERING LANGUAGE

- 💧 **Pre-reading.** (page:120)
- 💧 **Post reading “Grammar Desk”.** (page:121)
- 💧 **Practice.** (pages:122/123)
- 💧 **Write it right.** (page:123)
- 💧 **Say it loud and clear.** (page:124)
- 💧 **Working with words.** (page:125)



Discovering language.

(Page: 120).

♣ Before you read.

Students take a look at the drawings on the left side of page 120 and then provide answers to the questions.

○ The task: Look at the symbols and discuss the questions below.

❖ Aims:

1) *To identify the humane societies that provides help for victims in hard times; The Red Cross and the Red Crescent and their symbols.*



Suggested answers to pre-reading stage:

Students' answers may not be exact. Answers may also vary depending on pupils' imaginations, cultural backgrounds and even intelligence. Therefore the teacher has to put both their imaginations and notes on track before carrying out to the next stage.

a. The first symbol represents a crescent (used by Muslim agencies); the second is a cross (used by other religious groups). Because of that difference, the third symbol – a diamond- is introduced. (The International Federation of the Red Cross and Red Crescent societies is still discussing whether to adopt the diamond as an alternative common symbol). For additional notes about this point students are told to read the text in the textbook on page 135.

b. They represent the different organizations which bring relief to people in need.

c. No, they aren't. People who work for these organizations are volunteers.

d. They operate in situations in which people are in need of help like those who face natural disasters such as earthquakes, floods, etc.

f. They fulfill the following duties:

- * fund raising.
- * collecting food aids.
- * helping with medical care.
- * providing assistance in emergency situations.

♣ As you read. (page: 120/121)

① Activity one: Read the text and answers the following questions.

Pupils read the text individually or in pairs and answer the questions on page 121

❖ Aims of activity one:

1) *To train students on reading and look for specific details.*

 **Answers to activity one:**

- a. The report is about Youth charity
- b. The author writes about the findings/results in the second paragraph (§02). The reporter writes/ gives the interpretation in the third paragraph (§03).
- c. The reporter uses the word “*interestingly*” in the second paragraph to show his surprise at the unexpected results of the survey.
- d. No, it doesn't. The data gathered by *Youth 2010* show that young People are more thoughtful than they were thought to be by their parents.

 **After reading.** (*The grammar desk, p121*).

With the guidance of the teacher pupils do all the activities in the computer screen-shaped square on page 121.

 **Aims:**

- 01) *To introduce the reported speech in the present perfect and simple past tenses.*
- 02) *To recognize how questions are reported and which verbs are used to report and/or respond to them.*

 **Answers to "the grammar desk":**

- a. The verbs used in the reporter's questionnaire are **the present perfect** and **the past simple** tenses.
- b. The verb used to report the questions is "had". It is the past perfect past tense.
- c. Yes, there are differences between the tenses in the reporter's questioner and the way they are reported in the description of the results because the reporter repeats indirectly what was said by the informants.
- d. The verbs that are used to report the informants' answers are: **said** (to say) and told (to tell).

For additional notes about the new language points, students will reminded to see the grammar reference in their books on pages: 2005 – 206.



Practice.

(Pages : 122/ 123).

① **Activity one:** Put the verbs between brackets into the correct tense.

❖ **Aims of activity one:**

01) To practise the reported speech in context.

02) To allow pupils practise the use of reporting verbs of questions and answers.

03) Using the past simple and the past perfect tenses throughout the practice.

✍ **Answers to activity one:**

This activity is done in pairs or small groups. Depending on the example given students can build their own questions and their answer freely.

Here is the reported interview

Question: What did the interviewer ask him?

Answer: He asked him where he had grown up.

Question: And what did he answer?

Answer: He said that he had grown up in Seattle, Washington.

Question: What did the interviewer ask him?

Answer: He asked him where he had discovered his interest in Software.

Question: And what did he say?

Answer: He answered that he had discovered his interest in Software at the private Lakeside School.

Question: What did the interviewer ask him?

Answer: He asked him when he had begun computer programming.

Question: And what did he answer?

Answer: He answered that he had begun computer programming at the age of 13.

Question: What did the interviewer ask him?

Answer: He asked him when he had entered Harvard University.

Question: And what did he answer?

Answer: He said that he had entered Harvard University in 1973.

Question: What did the interviewer ask him?

Answer: He asked him if he had developed the first computer there.

Question: And what did he answer?

Answer: He answered that he had developed it there.

Question: What did the interviewer ask him?

Answer: He asked him how long he had been Head of Microsoft.

Question: And what did he answer?

Answer: He said that he **had been** Head of Microsoft for more than 20 years.

Question: **What did** the interviewer **ask** him?

Answer: He asked him why he **had set up** the Bill Gates Foundation.

Question: And **what did** he answer?

Answer: He answered he **had always been** thoughtful about others. That's why he had done it.

Question: **What did** the interviewer **ask** him?

Answer: He asked him how much money he **had donated** that year.

Question: And **what did** he answer?

Answer: He said that he **had donated** \$3.2 million.

Question: **What did** the interviewer **ask** him?

Answer: He asked him which charities he **had supported** so far.

Question: And **what did** he answer?

Answer: He answered he **had supported** organizations working in the field of health and learning.

Question: **What did** the interviewer **ask** him?

Answer: He asked him if his wife **had helped** him.

Question: And **what did** he answer?

Answer: He said that she **had helped** him.

2 **Activity two:** Turn the quotes into reported speech using the verbs given to you.

❖ **Aims of activity two:**

01) *To give pupils additional chances to practise the reported speech in incorporating situations.*

 **Answers to activity two:**

a.1 Albert Einstein **doubts** whether present-day Americans have become any happier since their grandparents settled in the country.

a.2 Albert Einstein **doubted** whether present-day Americans had become any happier since their grandparents settled in the country.

b.1 John Donne **writes** that no man is an island.

b.2 John Donne **wrote** that no man was/is an island.

c.1 Bertrand Russell **says** that three passions have governed his life: the longing for love, the search for knowledge, and an unbearable pity for the suffering of mankind.

c.2 Bertrand Russell **said** that three passions had governed his life: the longing for love, the search for knowledge, and an unbearable pity for the suffering of mankind.

Write it right. (Page:123)

The task: Use the notes in the pie chart and the layout to write a report about why Americans elected "Bill gates" Man of the Year for 2005.

❖ **Aims:**

01) *To write a composition using reporting speech strategies, so far acquired, depending on specific information in another incorporating situation.*

02) *To use some reporting verbs correctly in their accurate context.*

 **Answers to activity one:**

Students use the layout on page 123 as a guide, and the text on page 120 as a modal to start their written products. Later, the teacher chooses one essay which will be corrected collectively and written on the board.

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Say it loud and clear. (Page: 124)

1 **Activity one:** Listen to your teacher reading the poem and the dialogue below and cross out the letters which are not pronounced. An example is given.

❖ **Aims of activity one:**

- 01) To make the learner aware of the musicality of spoken English.
- 02) To recognize some silent letters (**h,gh,k,r,n** after an **m**) in some of the common English words.

 **Answers to activity one:**

Part one: The silent letters are;

I keep six **h**onest serving men.

They taught me all I **k**now.

Their names are **Wh**at and **Wh**y and **Wh**en,

And **H**ow and **Wh**ere and **Wh**o.

Part Two: Here are the silent letters in the dialogue;

{ **You:** I beg your **r** pardon. **Wh**at did you say?

{ **Your partner:** I said, "One autumn **n** day a column of condemned prisoners solemnly marched along singing hymns".

{ **You:** I beg your **r** pardon. **Wh**at did you say?

{ **Your partner:** He said, "The **k**nights **k**nocked the **k**nave on his **k**nuckles with a **k**notted knob. He **k**new **w**hen he **k**nelled on his **k**nees; he had a **k**nife in his **k**nitted **k**nickers."



Remark:

To the end of avoiding possible confusion, pupils should be told about the exceptional case that makes the letter "r" silent many time – the case of the English variety of the language (**RP**) that the "r" is heard only when it is initial, after a "w" letter or between two vowels, e.g. in remove/write or moreover- unlike in the American variety of English (**the GM**) where the letter "r" is pronounced anyhow. The teacher may need to give additional examples that make pupils further understand.

2 **Activity two:** Find the spelling form of the transcribed words.

❖ **Aims of activity two:**

1) To recognize other silent letters in spoken English.

2) To introduce some stress pattern situations implicitly.

Answers to activity two:

Pronunciation	spelling	Pronunciation	spelling
/ˈlɪsn/	Listen	/ˈraɪtɪ /	Writing.
/rɪˈp :t /	Report.	/ˈwenzdɪ /	Wednesday.
/f ˈmɪ:n /	Famine.	/st :v/	Starve.
/ˈd kt /	Doctor	/k t /	Cut.
/ˈk b d /	Cupboard	/kju:t /	Cute.



Working with words. (Page: 125).

① Activity one: Homework.

○ The task: Check the meaning of the verbs in the box in your dictionary. Then report each of the quotes using some of them.

❖ Aims of activity one:

- 01) To recognize the meanings of some common verbs used in reporting statements and questions
- 02) To discriminate between the meanings of verbs in order to use every one in its accurate context.
- 03) To enrich the pupil's lexical memory by obtaining new verbs.



Note: Pupils will decide which type of dictionaries they prefer to use, i.e. an Arabic-English / English-English dictionary. Working in pairs or small groups certainly increases co-operation and competition. Having the first step done by pupils, they resume the activity to do the rest of the task.



Answers to activity one:

The verbs that pupils are likely to choose are:

admit, pray or beg, apologise, order, suggest, advise, blame, agree.

The verbs are used as follows;

- a. The thief **admitted** that he had stolen the bag.
- b. The mother **prayed/begged** the doctor to save her son.
- c. She **apologized** for being late.
- d. She **ordered** him to go there.
- e. He **suggested** going out for a walk.
- f. She **advised** her girlfriend to consult a doctor.
- g. She **blamed** him/her for breaking the vase.
- h. Leila **agreed** that the flowers were really beautiful.






Inasmuch as that there are some necessary changes occurring on some sentences, the teacher highlights these changes to pupils to avoid any possible confusion. Later, the latter encourages pupils to form new modals of their own using the verbs that were not included in task one.

 **Part two.**

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Developing skills

-  **Listening and speaking.** (page: 126)
-  **Your turn.** (page: 127)
-  **Write it up.** (page: 128)
-  **Reading and writing.** (pages: 129/130)
-  **Write it out.** (page: 130/131)



Listening and speaking.

(page:126)

1 Activity one: Read the earthquake safety measures (a-d) and rank them according to their order of importance from (1 to 4).

❖ Aims of activity one:

- 01) To familiarize learners with the safety measures necessary during natural disaster 'earthquakes'.
- 02) To increase the learner's awareness about the steps of precautions when an earthquake happens, and their order according to the degree of importance.

Answers to activity one:

Students' answers may not be very accurate. However, after the correction, they must be ordered as follows.

Degree of importance	The most important	The necessary	The less importance	The least important
Measures	b	c	d	a

Before resuming to activity three, the teacher reads the listening script- which is an interview with a seismic expert- while pupils listen and check their 'guessed' answers to the previous task.

The listening script, a dialogue with Mr. Clancy, who is a seismic expert, is included in the text book "*Getting Through*", page 184.

2 Activity two: There is a mistake in every sentence below. Listen to your teacher again and correct them.

❖ Aims of activity two:

- 01) To improve pupils' listening capacities by looking for specific information while listening to a script.
- 02) To find the missing or incorrect notes in the sentences given.
- 03) Introducing the structures: "*had better/ had better not+ infinitive without to*" for giving advice.

Answers to activity two:

The mistake in question is the addition of 'to' to the verb after the structures 'had better' and 'had better not'.

The correction:

- a. If you're inside a building during an earthquake, you'd better stand in a doorway.
- b. You'd better not try to take the stairs and lifts.
- c. You'd better stand away from buildings.

- **The tip box on top of page 127** illustrates the giving and/ asking for advice. The class should go through it before moving to the following rubrics in order to a further consolidation for the use of some language exponents such as; make sure.../you'd better..., we should ...can I ask for your advice ...? Etc.

☐ **Your turn.** (Page: 127).

① **Activity one:** *Pair work.*

○ **The task:** Ask for and give advice about what to do **before**, **during** and **after** an earthquake using the verb idiom **had/'d better/'d better not**.

❖ **Aims of activity one:**

01) *To learn how letters to ask for an advice using; what should I do when*

02) *To learn how to give/make an advice using; you had better or you had better not ...*

✍ **Answers to activity one:**

- Pupils work in pairs and exchange role play. To encourage the learners' creativity, the teacher chooses the best product that will be corrected collectively on the board.

✍ **This is a suggested output.**

Before an earthquake

You: What should I do before an earthquake?

Your partner: You'd better have an earthquake survival kit at hand.

Other suggestions:

-You'd better know how to turn off gas, water and electricity.

-You'd better plan emergency procedures.

-You'd better make plans to keep your family together.

-You'd better know emergency telephone numbers (doctor, hospital...).

You: What shouldn't I do before an earthquake?

Your partner: You'd better not anchor objects like bookcases and kitchen units to walls.

Other suggestions:

You'd better not place objects over beds.

After an earthquake

You: What should I do after an earthquake?

Your partner: You'd better check for injuries.

Other suggestions:

-You'd better provide first aid.

-You'd better check for building damage and potential problems during aftershocks.

-You'd better clean up dangerous spills.

-You'd better wear shoes.

-You'd better turn on the radio and listen for instructions from public safety agencies.

-You'd better use telephone for emergency only.

Your turn.

Before moving to the task, pupils should go through the tip box on page 128. The tip box introduces using conjunctions expressing the reason (cause) to the end of taking a piece of advice seriously.

○ The task: Write a short announcement advertising the precaution that people should take before, during and after an earthquake.

- Being motivated and encouraged, students work in pairs or in small groups. The best announcement will be written on the board and corrected by the class.

❖ The aims:

1) *Writing an announcement giving advice about the precautions in times of natural disasters such an earthquake.*

2) *To exploit the writing capacities acquired by learners about making/giving advice and link words.*

It is not necessary that students' essays include the same information. But the similarity of the form is very essential. In doing so, pupils may rely on the model given in page 128 including the introduction.

Here is an announcement sample.

ANNOUNCEMENT

Dear citizen,

Our town is situated in an earthquake zone. We can't do anything to stop earthquakes, but **we should** see to it that safety measures are taken **in order to** limit the loss of human life and material damage.

Before an earthquake, **we'd better** not place objects over bed **because** they may fall over family members and injure them. ...

During the earthquake, **we'd better not** panic and run away in all directions, **for** we can be injured or killed. **We'd better** stand in a doorway or crouch under a desk or a table, stay well away from windows or glass dividers, for our safety.

After an earthquake, **we'd better** provide first aid **because** family members and neighbours may be injured.

Unit six planning:(No man is an island)



Reading and writing.

(Page: 129).

① **Activity one:** Look at the picture and guess to whom the women are taking food and why they are doing it.

The image on top of page 129 has been taken after the earthquake that shook Bourmedes in 2003. Students' interpretations may vary depending on each one's background culture.

② **Activity two:** Read the newspaper report and check your answers to the questions above. There are some punctuation mistakes in the first paragraph, ignore them.

❖ **Aim of activity one and two:**

01) *To make pupils aware of the importance of using illustrations, drawings and background knowledge to understanding a text before reading it.*

02) *To develop pupils' critical capacities by judging their own guesses and brainstorming through reading a text and identifying the correct answers.*

 **Answers to activity two:**

The women are taking food to their neighbours because the latter have lost their homes.

④ **Activity three:** Punctuate the first paragraph of the article on the previous page to separate the reporter's thought from that of his informer.

❖ **Aim of activity three:**

01) *To learn, identify and practice the punctuation used in reporting and/or quoting speeches, statements, commands and questions.*

 **Answers to activity three:**

Great calamities can show the best in man. For instance, while I was covering, for my newspaper, the earthquake in Boumerdes I met a group of women carrying plates of couscous. "Where are they going all together like that?" I asked Rafik, my Algerian friend and translator. "They are taking food to their neighbours who have lost their homes," he replied. After a few minutes, he added, "People have always helped each other over here. But this earthquake has considerably increased that sense of neighborliness".

☐ **Write it out.** (Page: 130).

① **Activity one:** Report the opinions below using the following verbs and expression:

• **Think/ assert/ believe/ state/ claim/ maintain/ are of the opinion that.**

❖ **Aim of activity one:**

01) *Using diverse reporting verbs to report opinions about a specific domain.*

✍ **Suggested answers:**

Pupils will provide lots of different answers. Here is an example.

Some people think that we can reduce poverty in Africa by giving more food aid. Some others believe that food aid is not the solution to starvation and malnutrition in Africa.

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The End
The End

Teacher: *Mr.Ahmed GUEBBOUH*