

REPUBLIC OF TUNISIA
Ministry of Education and Training

Activate And Perform

Third Year Secondary Education

Teacher's Book

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Introduction

Activate and Perform is the title of the Third Year Secondary Education book.

The materials consist of a student's book, a teacher's guide and a cassette.

The student's book contains nine modules: one review module, six learning modules and two consolidation modules.

The teacher's guide, which is meant to facilitate the teacher's task in handling the material, contains an introduction, an outline of the modules content and skills, some helpful notes, an answer key and the tapescripts of the listening passages.

As the suggested procedure in the student's book is clear enough in terms of content presentation and module organization, not much has been added in this guide.

The six learning modules are topic-based. Each of which consists of five sections for the common core and additional material for the Arts branch. The topics and the activities in each learning module enable the learners to interact, share experiences and learn from one another.

The Review Module at the beginning of the book is meant to recycle and consolidate several skill areas the students are supposed to have covered at the second year level. It can be used to check the learner's acquisitions and act accordingly before embarking on the new syllabus.

Each learning module starts with an **“Introductory Activities** section followed by four sections focusing respectively on **Listening, Reading, Speaking** and **Writing** – considered of equal importance. And although each macro-skill is dealt with thoroughly in one section, the integration of skills is one of the major guiding principles in this textbook.

At the beginning of each module, it is advisable to let the students know what the **Expected Outcomes** are.

In each module, each section is made up of **3 stages** :

The first stage in each section, **“Before you Listen / Read / Write”**, is meant to activate the students' background knowledge and to prepare them for the listening / reading / writing activities.

The **second** stage, **As you Listen / Read / Write**, is carried out through a variety of activities which are meant to expose students to different text genres and to develop their listening, reading and writing skills.

In the **third** stage of each section, **After you Listen / Read / Write**, the students are required to reinvest the acquired language, skills and strategies to develop their speaking and writing skills. They may be asked to react to a text, give their opinions about a given topic, interact with peers, summarize a story, write a letter or an article, or complete a language exercise.

The lexical items are presented in context . **When** to present the lexical items , **how** to present them and **what** to teach and recycle depends on the students' level , needs and the teaching situations .

Grammar is presented and recycled **inductively**. The students are encouraged to discover and **deduce** the form ,the use and the meaning of the structures/ words in a text or in an activity and work out the rules for themselves.

The **listening** and **reading** passages not only develop skills and strategies but are also used to present grammar items, introduce new vocabulary and expressions, stimulate oral and written work , give information on the topic expand the students knowledge of the world and nurture in them positive values and a sense of their identity .

In order to maximize students' **talking time** , a variety of opportunities is catered for through pair and group work activities , class debates and class discussions .

Writing is also given prominence . The writing activities aim at developing writing sub-skills and recycling the language covered . In the writing sections , the students reinvest their knowledge about the language items, concepts , ideas and text genres and apply the appropriate skills and strategies in a productive activity .

The assigned **mini projects** allow the student not only to develop and apply research and fieldwork strategies as well as language and social skills but also to expand their knowledge and to foster their independence.

Recycling is given due attention through the skills, sub-skills developed and the activities suggested .

Each module in the book covers a different theme and thus may stand alone. However, it is recommended that the modules be covered in the order presented.

A section is by no means meant to be covered in one session. One section may take more time depending on the suggested materials .

At the end of each module, the students fill in a **self- evaluation** form to help them check their progress and set their own goals. This fits in with the overall aim of the syllabus - to give students the self-confidence , the autonomy and the responsibility they need to become aware of their learning strategies , monitor their progress and continue learning by themselves, beyond he programme.

The authors

REVIEW MODULE

Answer key

Activity 2

- stay out – every – make – at – for – were not encouraged – to make – these - easier

Activity 3

- equal- -most- delighted – weight – personal- -best- -complaint – loads – washing

Activity 4

1- used to think- 2. would – 3. contain- 4. believed - 5. is – 6. are working

Activity 5

1. breathing – 2. throughout - 3. employees - 4. job – 5. expensive – 6. recently
- 7. economical

Activity 6

- My sister is not careful enough about her health .
- The more she eats, the fatter she gets.
- She doesn't eat healthy food, and she doesn't practise sports, either.

Activity 7

Mistakes	Correction
on	in
is using	has been using / has used
stations space	space stations
more important	As important as
Can be using	Can be used
hanger	hunger

Activity 8

1. because / 2. However / 3. ever / 4. because / 5. and .

Activity 9

a - 2 / b - 4 / c - 1 / d - 3

Activity 10

a	b	c	d	e	f	g
6	2	7	1	4	3	5

.....l.....e.....
.....
.....c.....k.....
.....
.....b.....
.....
.....g.....
.....
.....j / a / f.....
.....
.....d / i.....
.....
.....h.....
.....
.....

Module One :	IN TIME OF TEST, FAMILY IS BEST
Topic :	Family life and relationships
Subtopics :	Family roles , the generation gap
Cross-curricular learning goals :	problem solving, critical thinking , efficient use of data, efficient working procedure, appropriate self-expression, ICT use, project work, communicating, working and living with others.

Section One : Introductory activities

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify the communicative value of texts(pictures) - evaluate ideas/information - transfer information onto a table - compare one’s culture to that conveyed in the text - build on prior knowledge to further and enhance learning - acquire knowledge about a given topic <p>Speaking</p> <ul style="list-style-type: none"> - express one’s opinion about a specific issue - describe one’s impressions - make statements about facts <p>Writing</p> <ul style="list-style-type: none"> - produce sentences (make statements about facts / concrete situations)
Vocabulary	<p>affective, career path, comfort, establish, functioning, handle, Hoover (v), instrumental, leadership, maintenance, management, nurture, reassurance, resource, shelter, skill, standard, trash, warmth, water (v)</p>
Functions	<ul style="list-style-type: none"> - expressing opinion - comparing attitudes - imparting information

Helpful notes

Activity 1(A.2 and B.1,2,3) let the students talk freely and spontaneously.

Give help when asked for only.

Activity 3.After ticking the appropriate boxes and comparing answers in small groups , encourage the students to produce complete written sentences .

Examples:

- My father / mother usually makes decisions at home.
- Providing money is my mother’s/father’s role.
- Both my father and my mother provide money .
- My sister often feeds the cat/the birds. etc

Answer key

Activity 1.

a+8 , b+7, c+3, d+6 , e+2 , f+1 , g+5, h+4

Section Two: Listening

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Listening</p> <ul style="list-style-type: none"> - predict content - identify vocabulary items - guess the meaning of unfamiliar words through context clues - distinguish between literal and implied meanings - identify features of the genre (tone of the poet) - identify main idea <p>Speaking</p> <ul style="list-style-type: none"> - read/recite a poem in an expressive manner - pronounce properly at word and sentence level <p>Writing</p> <ul style="list-style-type: none"> - contribute lines with rhyming patterns to a poem
Vocabulary	assignment, cherish, curl, error, fulfil, gaze, laughter, make a decision, many a+(n), overburdened, set(a table), share roles, store, task, tear, trial
Functions	<ul style="list-style-type: none"> - enquiring about information - asking for opinion - expressing attitudes
Pronunciation	<ul style="list-style-type: none"> - silent letters - consonant/vowel sounds
Homework	<ul style="list-style-type: none"> - recognizing appropriate lexical items in context

Helpful notes

- In the activity (Before you listen) , the sentence is : Father And Mother I Love You
- In case the students encounter difficulties in finding the words (As you listen B), provide the beginning of each word to facilitate the task.
- Invite the students to infer any other implied meanings in the four statements suggested or in other statements in the poem. The purpose is to enhance their critical thinking and interpretative skills.
- Encourage the students to overcome their shyness and read the poem in an expressive manner (changing and varying intonation and using gestures)

Answer key

As you listen B. 1: curls , 2:(new) hat , 3:drawings , 4:stories , 5:laughter , 6:tears

C. 1.cherish + c , 2.gaze at + a , 3.many a night + a

D. 1 + c , 2 + a , 3 + d , 4 + b

Note : Another statement in the poem that could match b in column B is:

“The trials and errors , the laughter and tears ”

F. See tapescript to complete the missing words in the poem.

G. 1 + c , 2 + b

H. Pronunciation : 1. silent letters

Homework : 1+ make , 2 + for , 3 + fulfilling , 4 + dinner , 5 + financial

6 + for , 7 + assigned , 8 + Sharing

Section Three: Reading

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - tap on from different parts of the text to answer a specific question - identify audience - identify purpose - recognize text structure - evaluate ideas - guess the meaning of unfamiliar words in context - scan for specific information <p>Speaking</p> <ul style="list-style-type: none"> - make statements about a concrete situation - express judgements about a specific issue
Vocabulary	<p>alone, barge, blow, date (v) , depressed, dry(v) ,dust(v) edge , end up, exert, expectations, feed, feel like, frustrated, guess, heart-broken, misconduct, openly, overwhelmed, parenting, pressure, puppet, push, sloppy, sympathize, thought, turn out, well-mannered</p>
Grammar	<ul style="list-style-type: none"> - If + present + another present - Want + object + to infinitive structure - Make Let + object + base form Have
Functions	<ul style="list-style-type: none"> - expressing opinion - talking about a personal experience - expressing approval/disapproval - describing a situation
Homework	<ul style="list-style-type: none"> - fill in gaps with lexical items

Helpful notes

The expression “ see eye to eye “ is not mentioned in the vocabulary list. However, it is worth presenting to the students.

See eye to eye (with) : agree entirely (with) , have incidental views

“sloppy” is not a frequent word , so don’t make much fuss about it

Before you read. C 1 and 2 . Have the students focus on the picture and construct as much meaning as possible while drawing on their background knowledge and personal experience.

After you read , 1 and 2. Encourage the students to express their opinions freely, but keep asking them to justify and support their attitudes with sound and pertinent arguments.

Grammar :

If + present + another present

To express automatic or habitual results

Want + object + infinitive structure

Make / let / have + object + base form

To talk about things that a person forces , asks or allows someone to do.

The students are expected to explore and review language items in an inductive way, with the intention of reinvesting them in higher level speaking/writing situations.

This implies that the students should

- recognize language items in context
- recognize form
- infer the function/communicative value of the item
- practise language items in a variety of contexts
- apply the items in a variety of situations using the thematic context

Answer Key

As you read. 3. 1 + e , 2 + d , 3 + b , 4 + a , 5 + c

Homework : 1.support , 2.pressure , 3.stresses , 4.openly , 5.approach , 6.way 7.wrong

Section Four: Speaking

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading / Listening</p> <ul style="list-style-type: none"> - infer the main idea - recognize the relationship between form and meaning - acquire knowledge of the language (idiomatic expressions) <p>Speaking</p> <ul style="list-style-type: none"> - reinvest vocabulary and structures in one's speech - express alternative - express opinion about a specific issue - make a complaint using the proper discourse strategies - respond to criticism - enact a role - demonstrate appropriate use of social skills required in interactional contexts (interrupting , taking turns ...) <p>Writing</p> <ul style="list-style-type: none"> - take notes
Vocabulary	blame , bother, can't help it , chores, demanding, exhausted, for heaven's sake, lazy, messy, upset
Functions	<ul style="list-style-type: none"> - complaining about a (difficult) situation - interrupting the speaker - expressing opinion - expressing disagreement

Helpful notes

- Have the students identify the communicative value of each of the following expressions “ for heaven's sake” , “get in someone's hair”, “I can't help it”
- Have the students reinvest their previous lexical acquisitions as well as the new vocabulary and ideas related to the thematic context (family roles)
- Make the students pay much attention to the way the woman talks in the dialogue. This will help them apply the intonation patterns later in the conversation
Step 2 in Activity 2 should be clarified to the students .
- Make sure they use the expressions suggested and give help when asked for.
- Let the students interact and talk fluently without worrying too much about mistakes.

Song : Father and Son

- Follow the procedure suggested in the textbook
- The complete text is provided in the Tapescript Section
- Have the students
 - listen and complete the gaps
 - read the song aloud and pronounce correctly
 - listen again and check the accuracy of pronunciation
 - study the text and answer questions (see instruction 3)
 - react to the text and express opinion
 - sing the song as suggested in instruction 4.

Section Five: Writing

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Listening</p> <ul style="list-style-type: none"> - transfer information onto a table - scan for specific information <p>Writing</p> <ul style="list-style-type: none"> - reinvest vocabulary and structures in one’s writing - express opinion about a specific issue and support one’s opinion with arguments - apply the writing process to produce a composition
Vocabulary	accomplishment, deal, fit in with someone’s taste, intend, scold , value
Functions	<ul style="list-style-type: none"> - expressing opinion - describing a situation - expressing satisfaction/dissatisfaction - talking about causes and effects - expressing want and desire

Helpful notes

- While dealing with the listening dialogue elicit the meaning of “ jump down someone’s throat ” from the students. Jump down someone’s throat : Informal. to disagree with , criticize , or scold overhastily .

Example : *Wait and let me finish before you jump down my throat.*

- Activity 2. Have the students explore the following expressions in context : take a great deal of pride in ... , be angry with someone about something , value something , fit in with someone’s taste .
- Ask the students few comprehension questions related to Mike’s letter.
- Encourage the students to reinvest their previous acquisitions as well as the newly - learnt lexical items and structures and the newly-constructed/reconstructed ideas and concepts about the generation gap. Make sure the students go through the different stages of the writing process and give due consideration to the aspects of writing and evaluation criteria mentioned.

Involve the students in suggesting other evaluation criteria in addition to the ones mentioned in the textbook (coverage of ideas ,coherence , language accuracy) . Ask them the following question: “ What makes a good writing ?” then elicit criteria such as presentation , use of linkers , use of appropriate vocabulary , fluency etc.

Arts. Section One :Reading a short story

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Speaking</p> <ul style="list-style-type: none"> - describe one’s impressions about a particular event - make statements about a personal experience <p>Reading</p> <ul style="list-style-type: none"> - predict content through title and pictures - locate and analyze elements of a short story (character,setting, point of view, conflict, plot, theme , denouement , climax) - distinguish between literal and implied meanings - use the strategy appropriate to the nature of text and purpose of reading - scan for specific details - evaluate and react to content - follow a sequence of events in a narrative <p>Writing</p> <ul style="list-style-type: none"> - produce a summary of the main points in a written text
Vocabulary	powder, apartment, cascade, character, climax, comb,conflict, critically, denouement , expense ,fellow, foolishness, hunt, intensity ,moral ,plot, point of view, poverty, setting, sign, step in, struggle, suspense, theme, turn white, undo , worthy of
Functions	<ul style="list-style-type: none"> - describing a personal event - expressing feelings - expressing opinion

Helpful notes

- Before you read. Activity 1. Encourage the students to talk about their personal experience and share information and feelings with one another.To make the activity more motivating , tell the students to close their eyes ,recall , concentrate and visualize the event then talk about it.
- Theme of the story : mutual self-sacrifice between husband and wife is a fundamental value in family life/ unselfish love shared , regardless of the attendant difficulties.

Answer key

Before you read.

1+character , 2+setting, 3+conflict , 4+plot , 5+denouement , 6+theme , 7+climax , 8+point of view.

As you read . D. 6 , 2 , 7 , 5 , 3 , 1 , 4

This is the last paragraph of the story .Read it to the students after dealing with question G.
“ Della, said he, “ let’s put our Christmas presents away and keep them alive . They are too nice to use at present . I sold my watch in order to get the money to buy your combs . And now perhaps you can get dinner ready .”

Arts. Section Two .

READING ABOUT A VITAL ISSUE

Scope and sequence of specific content and skills

Skills /sub-skills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - match dictionary choices with context at hand - skim for gist - scan for details - guess the meaning of unfamiliar words through context - differentiate between relevant and irrelevant information - infer the writer’s opinion <p>Speaking</p> <ul style="list-style-type: none"> - produce physical description
Vocabulary	depression-irritable- aging-withdraw(al)-annoyance-senior-seek-bereaved- elderly-recurrence-relapse
Grammar	Word-building (affixation)
Functions	<ul style="list-style-type: none"> - describing people - making statements about a concrete situation - expressing opinion

The pictures may be exploited and used before the questions to make students talk about the relationship of grand-parents with their grand-children and talk about themselves and their own relationship with their grand-parents . The questions in the first activity are meant to sensitize students to the importance of the family for old people .

Answer key

B. loss of appetite / fatigue

G. It’s clear that the correct answer is that picture 2 depicts the lady in the text , but what matters is the justification given and the use of the appropriate vocabulary.

H.

	Part of speech	Prefix or suffix	Related word	Word form
treat	verb	able	treatable	adjective
treat	verb	ment	treatment	noun
depress	verb	ion	depression	noun
ill	adjective	ness	illness	noun
annoy	verb	ance	annoyance	noun
interest	noun	dis	disinterest	noun
ability	noun	in	inability	noun

ModuleTwo :	WE LEARN TO GIVE, SHARE AND CARE
Topic :	Attitudes and values/Philanthropy
Subtopics :	charity, altruism , activism, self-sacrifice, volunteerism , solidarity, generosity , great people
Cross-curricular learning goals :	problem solving , critical thinking, efficient use of data , efficient working procedure , appropriate self-expression , ICT use , project work , communicating, working and living with others.

Section One : Introductory activities

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify the communicative value of texts(pictures , quotes) - build on prior knowledge to further and enhance learning - acquire knowledge about a given topic <p>Speaking</p> <ul style="list-style-type: none"> - express opinion about a specific issue <p>Writing:</p> <ul style="list-style-type: none"> - write in pairs to solve a problem
Vocabulary	activism , advancement, altruism, benevolence, charity , common good, contribution, devotion, donation, egoism, endowment, fund-raising, generosity, helpless, humanitarian, in-kind (adj) , meanness, needy, philanthropy, raise money, self-sacrifice, solicit, solidarity, voluntarism, volunteerism, welfare
Grammar	- word formation : (n/v + er , or ,ist)
Functions	<ul style="list-style-type: none"> - describing pictures - expressing opinion - reporting information
Homework	- doing internet research
Mini-project	- conducting project work

Helpful notes

In addition to the vocabulary presented , familiarise the students with “ benevolence” and “in-kind” (adj)

- in-kind contributions : goods, commodities or services instead of money.
- Have the students identify the communicative values of the pictures and the quotes
- Activity 1. Have each student answer the questions individually , compare answers in small groups then share with the class.
- Activity 2. A. Have the students do it in small groups. B. Encourage the students to do pair work activity.
- Activity 3.The Tunisian context :
- National Solidarity Day : Dec 8.
- donating blood : National Blood Donation Day : April 8. / in times of road accidents / a person (neighbour / relative) undergoing a surgical operation and needing blood...

- Ramadhan : offering food to the poor/needly people
- death of a relative / neighbour
- marriage of a relative / neighbour
- severe winter (donating food, clothes , blankets ...)
- natural catastrophes (floods , fire , earthquake ...)
- at the beginning of a school year (donating useful books , CDs , school-bags etc)
- in-kind contributions to elderly care centres (clothes , food , medicines
- offering help/in-kind contributions to disabled people
- donating money or building/construction materials to build mosques

Answer key

Activity 2. A

1. altruism 2. activism 3. volunteerism / voluntarism 4. charity 5. donation 6. self-sacrifice
7. generosity 8. solidarity 9. endowment 10. fund-raising

C. 1. donor 2. philanthropist 3. endower 4. self-sacrificer 5. activist 6. altruist 7. fund-raiser
8. volunteer

D. welfare , advancement , donation , property , needy , endowment , hospitals , generous , socially.

Section Two : Listening

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - infer attitudes and outcomes - identify the communicative value of a text (poem) <p>Listening:</p> <ul style="list-style-type: none"> - identify vocabulary items - identify the meaning of unfamiliar words - demonstrate understanding of an extended text (a speech) - infer and evaluate the speaker's intention - recognize text structure - identify purpose <p>Writing:</p> <ul style="list-style-type: none"> - write a coherent text
Vocabulary	beneficiary, bequest, budget, burn, charge, cool, efficiency, fainting, flow, grateful, in vain, injuries, mission, nest, network, orthopaedic , pediatric, research , run (sth) , state-of-the-art, walks of life, will (n)
Grammar	<ul style="list-style-type: none"> - emphatic form - compound adjectives
Functions	<ul style="list-style-type: none"> - expressing opinion - expressing feelings
Pronunciation	<ul style="list-style-type: none"> - process speech involving dysfluency features (pausing at the end of a thought group) - recognizing rhythm and intonation patterns in a speech
Homework	- reorder a jumbled announcement to get a coherent text

Helpful notes

Emily Dickinson (1830-1886) is still considered America's foremost woman poet.

She wrote more than 1.700 poems.

The strongest influences on Dickinson's poetry are the Bible and Shakespeare.

She never married and she seldom left her family home in Amherst, Massachusetts, but she transcended all physical limitations in her artistic correspondence and even more so , in her psychologically penetrating poems.

- Encourage the students to talk about their personal experiences and feelings and share information with one another.
- Elicit how the poem relates to philanthropy (solidarity , comforting others , offering help, helping others overcome suffering , volunteerism...)
- Giving meaning to life is an automatic result of the poet’s philanthropic actions (use of if + present)
- When dealing with B.1 introduce the expression “ walk of life ”
Throughout this section , have the students identify the different features of an effective speech: clear outline , greetings, grabbing the attention of the audience through a quote, statistics etc , introducing, developing and clarifying the key point, supporting the key point with different devices (including intonation patterns) , giving a counterargument, refuting the counterargument, concluding and bringing closure to the speech.
- The students will have to reinvest knowledge of speech structure , discourse strategies and Intonation patters in producing and delivering a speech in section four of this module.

Answer key :

- As you listen . A . order : 3 , 1 , 4 , 2.

B.2 : The speaker gives a quote , statistics , using the emphatic form , intonation patterns...

G. : 2

- For some details / reference questions see tapescript.

D.3 : The speaker usually pauses at the end of a “ thought group” , a group of words that expresses a thought . Then pauses again at the end of the second thought group , the end of the sentence

E.1. DOES , NOW

2.The speaker raises the pitch of his voice in “DOES” and “NOW” to emphasize meaning ; an additional information is carried over and above that which is expressed by the words in the utterances

Section Three: Reading

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - draw on background knowledge to predict content - tap on different sources to answer a specific question - transfer information onto a table - match dictionary choices with context at hand and explore nuances - scan for specific information - guess the meaning of unfamiliar words through context clues - identify vocabulary items - identify the communicative value of an utterance - infer an attitude <p>Writing:</p> <ul style="list-style-type: none"> - express opinion about a specific issue
Vocabulary	bathe, bond, bring out , clubbing , cute, dedicate, dwarfism, genetic, give up, gossip , hero, homeless, milestone, party (v) , puberty, rescue, salute, shelter, stone, swap, take over , take turns, tragic , worldwide
Grammar	phrasal verbs , should have + past participle, present perfect vs simple past
Functions	<ul style="list-style-type: none"> - talking about a personal experience - expressing opinion
Homework	<ul style="list-style-type: none"> - do a web research - gap-filling exercise

Helpful notes

- Phrasal verbs are one of the major important features of the English language. Raise the students' awareness of the form and the functional use of phrasal verbs. In the following modules , present any phrasal verb that is new to the students.
- The reaction letter could be written in small groups. Make sure the members of the group share the same attitude (s)
- Homework: the students may do the research individually or in groups.

Answer key :

As you read C. 1+ e , 2+h , 3+b , 4+j,, 5+c , 6+g , 7+d , 8+a , 9+I , 10+f
D. 1+c 2+b should have marked +b

Exploring grammar :

Study the examples in column A and in column B then do the activities below.

A	B
<p>- She's sacrificed a large part of her life for her</p> <p>- Toni's just <u>reached puberty</u></p> <p>- ...and has done so since she was five</p> <p>- Kirsty's worked in the past</p> <p>- She's given up everything to care for Toni</p> <p>- I've started taking her to the pub once in a while</p> <p>• What is the tense used ? : The Present Perfect</p> <p>• Form :have('ve) / has('s) + past participle</p> <p>• Use :</p> <ul style="list-style-type: none">• To talk about actions or situations which started in the past and have continued up to the present.• For actions and situations which started in the past and went on until very recently• To talk about actions that have been repeated in a period up to the present• To say that an action has just been finished or to talk about its results .• We do not use the present perfect with expressions that refer to a finished time-period (e.g. Last week , yesterday ...) <p>Also , present perfect with : up to now ,all this year , all my life , so far , during the , recently , lately , already , just , ever , never , yet</p>	<p>- Toni turned 18 in October</p> <p>- Kirsty gave up the chance to study nursing at college</p> <p>- She has done so since she <u>was</u> five</p> <p>- The Johnsons arranged a surprise party</p> <p>• What is the tense used ? : The Simple Past</p> <p>• Forms : regular form Irregular form</p> <p>• Use : The Simple Past tense is the one most often used to talk about the past. It can refer to short , quickly -finished actions and events , to longer actions and situations , and to repeated happenings.</p> <p>Also , Past tense with present or future meaning.</p> <p>• The simple past is used in conditional sentences after : if, suppose, as if, if only, it's (high) time, would rather , wish</p>

B. practising related grammar points :

1. have just seen , haven't sent , explained , met
2. have known , have been , were, has lived , have grown , have gone , have invited
studied , got , offered , accepted , has been.

Homework:

1. apart 2. worst 3. bring 4. rescue 5. feed 6. shelter 7. May 8. tragic

Section Four : Speaking

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - recognize text structure - identify the communicative value of a text / pictures - extract salient points for subsequent use in speaking <p>Speaking</p> <ul style="list-style-type: none"> - reinvest new words/expressions in one's speech - produce an outline - produce appropriate intonation patterns - produce a range of discourse strategies to persuade people to do something
Vocabulary	<p>anecdote, commitment, consistently, dignity, essence, infrastructure, meet(a responsibility), sustain(development), well-being</p>
Functions	<ul style="list-style-type: none"> - giving information - suggesting a course of action - advising others to do something - persuading others to do something

Helpful notes

- Elicit from the students what UNICEF stands for and let them talk about its key missions and major achievements.
- In talking about Bellamy's message, lead the students gradually to focus on the last lines " adolescents and children..." and exploit that later in establishing a link with the speech.
- Have the students focus on the fact that commitment and action are also required from children and adolescents themselves (they donate and take part in philanthropic activities)

description of the pictures :

absence of the basic amenities of life (water , electricity , rural roads , housing) isolated areas , substandard living conditions

What the people described need:

decent housing , healthy living conditions, schools and libraries , educational opportunities , clean drinking water hygienic living conditions , cultural programmes, roads , health care centres, economic integration , money and in-kind contributions.

in-kind contributions : see section one

The speech: In addition to the suggestions given in the textbook (page 58) , encourage the speakers to use body language to illustrate some points, maintain eye contact with the audience , follow rhythm and intonation patterns to emphasize some key points.

- Have the students reinvest what they've learnt in section two :The specific features of a an effective speech .

The students may use the quotes given in section one

Section Five : Writing

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading/Listening</p> <ul style="list-style-type: none"> - identify purpose, attitude and point of view - distinguish between literal and implied meanings - identify the communicative value of a text <p>Writing:</p> <ul style="list-style-type: none"> - apply the writing process to produce a cohesive and unified piece of writing using an outline and notes
Vocabulary	abolish, advocate, assassination, character, civil rights, elect , enrol, harmony, impressed, ivory, march, metaphor, preach, protest, racial injustice, segregation, untiring, vote
Grammar	consolidate the use of discourse markers : expressions used to show the structure of a text expressions of divisions .
Functions	<ul style="list-style-type: none"> - giving information - expressing opinion about a specific issue - describing people in a picture

Helpful notes

- Have the students listen to the song and construct much meaning from it.
- Before you write.3. Make the students write complete sentences and discuss them in small groups.
- Have the students identify the communicative value of Martin’s statement. Invite them to express any relevant ideas they may infer.
- The subject matter is provided. The student’s task is not to generate ideas but to use the notes to create/produce a cohesive and unified piece of writing. Have the students concentrate on the aspects of writing / evaluation criteria mentioned and apply the writing process strategies.

Arts. Section One : Reading a poem

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify the genre - identify features of the genre - draw on background knowledge to predict content - distinguish between literal and implied meanings - identify vocabulary items - scan for specific information - infer and evaluate the writer’s intention <p>Listening / Speaking</p> <ul style="list-style-type: none"> - listen to a poem and recite it in an expressive manner <p>Writing</p> <ul style="list-style-type: none"> - apply the writing process to produce a poem
Vocabulary	abuse , barriers, boundaries, famine, free verse, gangster, greed, illiteracy, offence, selfishness, shadow, sit-in , smell, sonnet, soul, symbolize, terror
Pronunciation	<ul style="list-style-type: none"> -pronounce properly at word , sentence and discourse levels -recite a poem in an expressive manner
Functions	<ul style="list-style-type: none"> -sharing information -expressing opinion

Helpful notes

- Follow the procedure suggested in this section.
- Make the students listen to the poem. Encourage and motivate them to read the poem aloud and in an expressive manner. Make of this activity an enjoyable experience.
- Elicit the different meanings and implications of “fire” from the students. Make them draw on their background knowledge.

Have the students write their poems and display them in class .The students read the different poems and exchange appreciation and comments.

Answer key

Before you read. A. 1+free verse , 2+Haiku , 3+cinquain , 4+sonnet

As you read. 2. free verse

3. a.gangster b. march c. sit in d. boundary e .barrier

4. love , positive change , life , culture , construction , struggle , glory , existence , self-expression , happiness , identity , learning etc.

5. slaveships (the ships which carried slaves from Africa to America) The sit-ins and marches for civil rights etc

Section Four : Speaking

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Speaking</p> <ul style="list-style-type: none"> - make statements about a concrete situation - produce descriptions - express opinion about a specific case <p>Reading</p> <ul style="list-style-type: none"> - predict content -skim for gist - scan for specific information - identify vocabulary items in context - recognize the relationship between form (punctuation) and meaning - provide a title for the text (from alternatives suggested) <p>Writing</p> <ul style="list-style-type: none"> - apply the writing process strategies to expand a quote into an article
Vocabulary	autobiography , blind, blunted, breeze, cause, challenge, daring, deaf, disability, dumb, immortals, interpreter, joyously, manifest, mysterious, paralytic, prevail, quiver, rallies, reach(n) , revelation, strive, struck, suffrage, superstition, testify, touch of(n) ,tract, unfathomable, unique, unreachable, vaudeville, wild, yearning
Functions	<ul style="list-style-type: none"> -describing a condition -expressing opinion -expressing approval/disapproval

Helpful notes

The writing activity could be done in groups. Form the groups according to their choices. The students are familiar with the strategies of expanding a quote into an extended text. They often practise this skill in Arabic , French , History , Geography

1. The student expresses thesis (Introduction: Thesis statement)
2. The student presents arguments to support the thesis
 - Topic sentence + supporting arguments
 - Topic sentence + supporting arguments
3. The student makes a conclusive statement
 - Make the students use the suggested expressions (page 70)

Answer key

A. 1+see , 2+deaf , 3+dumb , 4+move

As you read. E. 1+manifest , 2+quiver , 3+autobiography , 4+startling , 5+suffrage ,
6+vaudeville , 7+unfathomable

H. italics. titles.

I. 2

CONSOLIDATION MODULE 1

Activity No.1

1.members 2.responsibilities 3.arise 4.fulfill 5.expected 6.household 7.assistance
8.understanding 9.assigned 10.overburdened 11.required 12.within

Activity No.2

1.healthy 2.understanding 3.supportive 4.facilities 5.development 6.difficulties
7.their 8.well 9.Establishing 10. effectively 11.making 12.hurting

Activity No.3

1+f , 2+c , 3+a , 4+e , 5+d , 6+b

Activity No.4

Paul Cuffe was an early American black separatist. Son of an African slave father who had purchased his freedom and a Nantucket Indian mother , he became a seaman and a substantial property owner.

Cuffe devoted his wealth to philanthropy and resettling African Americans in Sierra Leone.

Activity No.5

(3) , (6) , (1) , (4) , (2) , (5)

Activity No.6

1. has been , fell , was taken , hasn't recovered yet
2. planned , have spent , got , have always enjoyed , have been married ,
have changed.

Activity No.7

1. I wish I had enough money to donate
2. If parents aren't understanding they may have communication problems with their children.
3. I'd rather you phoned at 4 instead.
4. Some parents don't let their children have their own way.

Activity No.8

Across	Down
1.overburdened 3.laughter 6.endow 7.comfort 8.pressure 9.donate	2.volunteer 4.affective 5.activism 7.charity

Activity No.9

1.decide on 2.gazed at 3.turns out 4.pick up	5.set off 6.looking for 7.dream of 8.provides...for	9.flowed in 10.bring out 11.gossip about 12.look after	13.grow up 14.gave.....up 15.catch up 16.took over
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Activity No.10

1.needs 2.must 3.should /must 4.should have 5.shall
 6. shall 7.should have 8.must 9.may

Activity No.11

deaf , dumb , sight , hearing , communicate , talk , experiences
 graduated , accomplishments , causes , engagements , awarded , highest

Activity No.12

1+c , 2+g , 3+b , 4+e , 5+a , 6+h , 7+f

Activity No.13

Verb	Noun	Adjective
feed	food	fed
decide	decision	decided
volunteer	volunteerism/voluntarism	voluntary
grow	growth	grown
behave	behaviour	behaved(in compounds)/ behavioural
expect	expectation /expectedness	expected/expectable
frustrate	frustration	frustrated/frustrating
xxxxxxxxxxxxxxxx	charity	charitable
satisfy	satisfaction	satisfied/satisfying/satisfactory
xxxxxxxxxxxxxxxx	philanthropy	philanthropic
sacrifice	sacrifice	sacrificed / sacrificial

Module Three :	A CHANGE IS AS GOOD AS A REST
Topic :	Entertainment
Subtopics :	Travel – holidays – leisure activities – eating out - facilities history and geography of places visited
Cross-curricular learning goals :	problem solving , critical thinking, efficient use of data , efficient working procedure , appropriate self-expression , ICT use , project work , communicating, working and living with others.

Section One: Introductory Activities

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Speaking</p> <ul style="list-style-type: none"> - express opinion about a specific topic - make statements about facts - produce descriptions <p>Reading</p> <ul style="list-style-type: none"> - use the strategy appropriate to the nature of text/purpose of reading - match activities with pictures - transfer information onto a table - identify the communicative value of pictures - categorize ideas/information - evaluate and react to content <p>Writing:</p> <ul style="list-style-type: none"> - produce an outline/a table - produce a short ad using an outline
Vocabulary	canoeing – harbour cruising – roller skating – dog sledge riding – safari – sightseeing – sunbathing – surfing – water skiing – resorts – luscious food – wild life – honeymoon - accomodation
Grammar	Comparatives and superlatives
Functions	<ul style="list-style-type: none"> - describing pictures related to a specific topic area - expressing opinion - comparing attitudes
Mini-project	Conducting a survey/writing a report

Helpful notes

Activity 1

You may ask your students additional questions about the pictures such as:

- Have you ever practised such activities?
- Which activities are/are not available in Tunisia?
- Why/when do people take up these activities?

Activity 2

Let the students read the ads silently then fill in the table in pairs.

Activity 3

1.a is an opportunity to recycle the comparative form (more/less + noun/long adjective , short adjective +er , as.....as)

Answer key

1- cycling 2- skydiving 3- surfing 4- sightseeing 5- sunbathing 6- harbour cruising
7- canoeing 8- roller skating 9- safari 10 – water skiing 11- dog sledge riding 12- hiking

Section Two : Listening

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - scan a text for specific information <p>Listening</p> <ul style="list-style-type: none"> - transfer information onto a table - scan for specific details <p>Speaking</p> <ul style="list-style-type: none"> - express one's opinion - talk about future plans
Vocabulary	Island-dive-cave-harbour-bay-rock(y)-shoreline-bake(ry)-lagoon-sunset
Grammar	Prepositions
Functions	Expressing opinion / Expressing interest
Pronunciation	Vowels / Diphthongs

Helpful notes

The text is not meant to be dealt with in an extensive way but to be used as a pre –listening activity . Ask students to read the text and to complete the table . Students may find some words in the text difficult but they are not crucial and will not hinder comprehension.

Students listen to the whole tape before answering the questions .Make students listen to the passage as many times as needed .

In the speaking activity , student A will express his / her preferences for visiting a chosen holiday resort using the appropriate language . Student B will ask for the reasons of his/ her classmate's choice and talk about his /her own preferences.

Answer key

4. Jeeps- motor boats-evening swim-island –short walk.

5.along-off-through- around-on-in-back- at.

Section Three : Reading

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - tap on different sources to answer specific questions - guess the meaning of unfamiliar words through context - transfer information onto a table - differentiate between relevant and irrelevant information - provide titles for texts <p>Speaking</p> <ul style="list-style-type: none"> - support one's opinion with arguments
Vocabulary	dashed-plumber-invade-invasion-ant — shortlived-bat-snake-fortnight-mouse
Grammar	The past / the past perfect
Functions	- expressing disapproval
Homework	Homework :language exercise(the past/ the past perfect).

Helpful notes

The first activity introduces the topic: holidays and accommodation and prepares the students for the reading activity . This is an opportunity for students to know the different types of accommodation .

Make students guess the topic of the text after looking at the pictures , then read the text and answer the comprehension questions.

In the third stage of this section , students in pairs will give their opinions and justify their points of view . The items in the list of services provided is also an opportunity for students to learn more words related to the same topic.

Have students do the language exercise in the classroom or assign it as a homework .

Answer key

saw-had arranged-didn't you come-was-had waited-saw-didn't you get -left-went-noticed-had changed-put-didn't find.

Section Four: Speaking

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - transfer information onto a table - recognize text structure - identify the features of an interview <p>Speaking</p> <ul style="list-style-type: none"> - produce and enact an interview
Vocabulary	reign - blend - elite - appeal - merge - golden age
Grammar	<ul style="list-style-type: none"> - WH questions - reporting answers
Functions	Seeking and imparting information

Helpful notes

Activity 1

Do not spend much time on the comprehension of the interview. It is meant to be an example for the students to follow in conducting their interviews.

Activity 2

Assign this activity as homework if class time is not sufficient. Ask the students to summarize their classmate's answers in a short paragraph and be ready to present it the following session. The speaking test may also be based on this activity.

Section Five: Writing

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify the communicative value of pictures - identify features of the genre - recognize the relationship between form (linking words) and meaning - scan for specific information - identify purpose , audience - recognize text structure - extract salient points for subsequent use in writing <p>Writing</p> <ul style="list-style-type: none"> - apply the writing process strategies to produce a letter of complaint - reinvest ideas ,structures and features of the genre in one's writing
Vocabulary	spoil – compensation – marvellous – fed up – break down – look forward to
Grammar	linkers
Functions	<ul style="list-style-type: none"> - giving information - complaining about a spoilt holiday

Answer Key

- 2** - unfortunately / to start with / as / thus / added to this / although / last but not least / because of
- 5** - Part 1 : Reason for writing: exact details of holiday (place, date)
 Part 2 : Details of problems.
 Part 3 : What is expected from the company.

Arts. Section One. Reading

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Speaking</p> <ul style="list-style-type: none"> - make statements about a concrete situation - describe one’s impressions about a particular event <p>Reading</p> <ul style="list-style-type: none"> - predict content of a text from its title - skim a text to identify main idea from alternatives suggested - transfer information onto a table - scan a text for details - guess meaning of words/expressions from context (and alternatives suggested) - identify/infer text origin, purpose
Vocabulary	vacation - estimate – affordable – amass – grind – soak up – unwind –commune – pertinent – fall back on someone
Grammar	Might / could + bare infinitive
Function	Expressing future possibility
Homework	Doing internet research

Answer Key

As You Read

- 2* c
- 4* b / c
- 5* a- unwind
- b- amass
- c- soak up
- d- commune

After You Read

- 1* a- future
- b- Possibility
- 2* might / could + bare infinitive ----- future possibility

Arts. Section Two: Reading Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - tap on different sources to answer specific questions - guess the meaning of unfamiliar words through context - differentiate between relevant and irrelevant information - identify logical relations in a text - distinguish between factual statements and exaggeration - infer and evaluate the writer's intention - compare one's culture to that conveyed in a text <p>Writing</p> <ul style="list-style-type: none"> - produce a report
Vocabulary	plump- ingredients –consistent –dilemma-sausages-doled(out)-mix-season(verb)-bundle-affix.
Grammar	- The passive
Function	- inquiring about/expressing opinion
Homework	Homework : multiple choice alternatives (passive/active sentences)

Helpful notes

The first activity prepares the students for the reading passages.

In the second activity, students express their preferences by ticking the appropriate box then complete the table with other items that are not mentioned .

Ask students to read both texts at the same time and answer the first questions then to focus on the second text and answer the remaining questions .

Before conducting the survey , students in groups of four complete the questionnaire with the appropriate questions and tick the appropriate boxes .

Answer key

-took- have been introduced-were shown-were given-was killed-we'll be invited

Module Four :	SCIENCE AND TECHNOLOGY : A BLESSING OR A CURSE ?
Topic :	Science and inventions /Technology
Subtopics :	Inventions, experiments,scientists, medical research and progress, computers,mobile phones, TV, genetic engineering ,new technology and its impact on our daily life
Cross-curricular learning goals :	problem solving , critical thinking, efficient use of data , efficient working procedure , appropriate self-expression , ICT use , project work , communicating, working and living with others.

Section One : Introductory activities

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - match dictionary choices with context at hand and explore nuances - identify the communicative value of utterances - evaluate ideas - acquire knowledge about a given topic <p>Writing</p> <ul style="list-style-type: none"> - write a coherent text (reorder a jumbled telephone conversation) <p>Speaking</p> <ul style="list-style-type: none"> - make statements about concrete situations - express opinion/judgement about specific issues - enact a telephone conversation
Vocabulary	<p>applied(science), blessing, branch, cellular, cloning, cool, curse, device, diagnose, dialysis, discover, disposable, draw upon, fabricate, ingenuity, invent, kidney, laser, lens, lift(give s.o a lift) , make up, nano technology, orbit, originate, pure(science), robot, science, set up, surgery, technology, text(v)</p>
Functions	<ul style="list-style-type: none"> - inquiring about/expressing opinion
Mini-project	<ul style="list-style-type: none"> - conduct a project work on a scientific or a technological issue

Helpful notes

Nano technology : the ability to do things – measure , see, predict and make – on the scale of atoms and molecules . Traditionally, the nanotechnology realm is defined as being between 0.1 and 100 nanometers , a nanometer being one thousand of a micron (micrometer) , which is, in turn, one thousandth of a millimeter .

In Vitro Fertilization : (IVF) , with subsequent embryo transfer , involves The fertilization of eggs by sperm in a test tube – in vitro- rather than In the body. It is used as a treatment for some types of infertility.

-The mini-project could be done individually, in pairs or in small groups.

Answer key

Activity 1.

1.discover 2.invent 3.originate 4.science 5.technology

Activity 2.

1. The first robot was built in 1921 (not 1912)

2.The air conditioner was invented by Willis Carrier in 1902

The computer hard disc was invented in 1956

The transistor radio was invented by Texas Instruments in 1953

The mobile phone was first invented in 1947. The cellular phones were invented

In 1979. The digital cellular phones were invented in 1988.

3. Kidney dialysis was invented by William Kolff in 1944.

4. Gordon Gould invented the laser in 1958.

5. Karl M Muller and George Bednoz invented the high-temperature super conductor in 1986.

Berners Lee created Internet Protocol (HTTP) and www language (HTML) in1990.

James Russel invented the compact disk in 1965.

Bill Gates set up microsoft

6. 1968

7. Penicillin.

Insulin was invented by Frederick Grant B in 1922

Hepatitis-B vaccine was invented in 1980.

8. 1995.

9. 1987.

10. Bell Labs invented the voice recognition machine in 1936.

Chester F Carlson invented the photocopier in 1937.

Activity 5. E

8 , 11 , 5 , 1 , 7 , 12 , 4 , 2 , 10 , 3 , 9 , 6

Section Two : Listening

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - guess meaning of unfamiliar words through context clues - use paper/electronic dictionary to expand/refine own vocabulary - infer attitudes - evaluate ideas - acquire knowledge about a given topic - recognize relations between pictures and comments <p>Listening</p> <ul style="list-style-type: none"> - get the gist of an extended listening text - scan for specific information - transfer information onto a table - evaluate information/ideas - infer connections between events - identify the communicative value of utterances <p>Speaking</p> <ul style="list-style-type: none"> - debate a controversial issue <p>Writing</p> <ul style="list-style-type: none"> -complete a summary from notes -reorder cartoons to get a coherent story
Vocabulary	<p>abnormal, access, adoption, allergy, alliance, alter, ancestry, artificial, biodiversity, biography, biological, blood clotting, breed, burial, cell, chromosome, commit, confess, construct, contamination, controversial, convict, curiosity, designer gene, devastating, disorder, disposal , DNA, DNA technique, endanger, enhance, ethics, evidence, execute, extinct, fee, fertilization, fever, funeral, gene, gene therapy, genetic engineering, genetic testing, genome, germline, guilty, herbicide, hereditary, hide, hormone, incurable , inestimable, insemination, insert, insure, in vitro, irreversible, issue, lean(meat), liver, livestock, mammal , merely, midwife, murder, networking, nutrition, obese, organism, paralysis, partial, pharmaceutical, procedure, procreation, prove, radiation, raise, rape, recombinant, release, repair, reveal, reverse, RNA , row, salvage, sample, schizophrenia, shrink, side effect, species, spread, subject, surrogate, suspect, target, tissue, transgenic, transplant, treat, tumor, undergo, upbringing, weed</p>

Grammar	- prefixes of negation - word formation
Pronunciation	- stress patterns
Functions	- giving information , expressing agreement, expressing disagreement, expressing approval, expressing disapproval

Helpful notes

- This section may take up to four sessions.
- Some work on vocabulary has to be done before dealing with the listening passages. The purpose is to help the students discover , consolidate and practise vocabulary items and get familiarised with the notions and concepts which might impede the listening comprehension. Thus ,trying to make each listening session an enjoyable experience .
- The students shouldn't be exposed to two listening passages consecutively. The exercises A,B,C,D (p 119-121) are meant to separate the two listening passages in this section.
- **Surrogate** : one that takes the place of another ; a substitute ; a surrogate mother.
- **RNA** : (ribonucleic) like DNA , this is another molecule that is important in genetics . It is different from DNA because it is single stranded (not double stranded)
- **Designer baby** : the term “designer baby” has been used in popular scientific and bioethics literature to specify a child whose hereditary makeup (genotype) can be , using various reproductive and genetic technologies , purposefully selected (“designed”) by their parents.
- class debate page 121. Encourage the students to express their opinions and support them with sound arguments.
- Encourage the students to retell the stories and don't care much about the language mistakes. (exercise F. As you listen. Presentation1)
- After you listen. Presentation 1. E. Have the students construct meaning in the cartoons and enjoy the humorous aspect by commenting on the behaviour of both Dennis and Lolita
- Presentation 2. As you listen F. Have the students do the exercise in small groups and make them listen again to check.
- Homework . A and B. Explain the homework and tell the students to guess the meaning of each new / difficult word and then check in the dictionary if necessary. Check the homework in the following session . Have the students express their opinions , compare and respond to the different attitudes in a brief debate.

Answer key

Before you listen.. A. 2

1+b , 2+e , 3+a , 4+d , 5+f , 6+c

A.3.

a : germline b : DNA testing , c : blood clotting , d : chromosome , e : genetic testing , f : designer gene

B.2. + c

C. 1+C , 2+D , 3 +A , 4+F , 5+G , 6+E , 7+B

As you listen.

B + 4

D. He gives concrete examples / he gives evidence/ the examples given are real life stories which have an effect on his audience they grab/catch the attention of the audience.

E. see tapescript

After you listen.

A. 1+c , 2+g , 3+f , 4+e , 5+b , 6+d , 7+a

C. show ≠ conceal , deny ≠ confess , spread ≠ shrink , innocent ≠ guilty , agree ≠ object , enhance ≠ reduce , succeed ≠ fail .

D.

treat	Treated/treatable	treatment
diagnose	diagnosed	diagnosis
choose	chosen	choice
disappear	disappeared	disappearance
perform	performed	performance
cure	cured / curative/curable	cure
insert	inserted	insertion
suspect	suspected	suspicion
xxxxxxxxxxxxxxxx	innocent	innocence
release	released	release
prove	proved	proof
xxxxxxxxxxxxxxxx	curious	curiosity
avoid	avoided/avoidable	avoidance
confess	confessed	confession

Presentation 2. As you listen. C. See tapescript

D. 2+ b.

G. 1. the main stress is on the second word.

G 2. the main stress is on the first part.

Grammar : immoral , incurable , illegal , inhuman , unacceptable , unsuccessful , disappear , irresponsible , misunderstood , irregular , disabled , unknown.

Section Three : Reading

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify core vocabulary items in a variety of topic areas - tap on different sources to answer specific questions - match dictionary choices with context at hand and explore nuances <p>Writing</p> <ul style="list-style-type: none"> - differentiate between relevant and irrelevant information
Vocabulary	bird flu-patch-pea-dismiss-handset-trigger-decapitate-poultry-prick-leap -rule(out)-threat-strain –consumption-nuisance-available
Grammar	Compound adjectives

Helpful notes

Ask students to complete the spidergrams with as many words as they can remember. The spidergrams will be completed after reading the text .

In the second activity, students read the headlines and guess what the articles are about. What is important is not the correct answer but the justification given for the choice. Students will read the articles afterwards and check their guesses . Ask students to justify their answers each time.

Answer key

Article	Headline
1	a
2	f
3	e
4	c
5	b
6	d

Activity 1:

The two irrelevant sentences:

- a. people can feel well for some time and then go down with the symptoms.
- b. Sufferers from the condition, called Prader-willi syndrome, can go to great lengths, including stealing to get food.

Grammar exercise

1. insulin-producing cells
2. a six-month period
3. 104 man-made chemicals
4. cancer-causing chemicals
5. 3000 two-year-old twins

Section Four: Speaking

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify expressions in a line of letters <p>Speaking</p> <ul style="list-style-type: none"> - make statements about a specific topic - express opinion about specific issues - ask for/give information appropriately - support one's ideas with arguments - exchange information in simulated situations - produce a dialogue
Vocabulary	gadget – digital – game console – MP3 player – DVD - CD
Grammar	Modals (may – can – must – should – ought to – had better)
Functions	<ul style="list-style-type: none"> - giving/asking for information - expressing approval / disapproval
Homework	prepare an oral presentation

Helpful notes

The objective of the whole section is to make the students speak. So:

- 1- Accept the different attitudes of the students as there are no right or wrong answers.
- 2- Let the students react to their classmates' points of view

Activity 3.picture No.2 is of Lara Croft ; the famous fighter in the English computer game

The fish : The bigger one is a genetically modified fish (salmon) next to a normal Atlantic salmon of the same age.

Answer key

Activity 2

Send email / write a letter / do calculations / surf the internet / print / listen to music / watch DVDs / record CDs / play games

Section Five : Writing

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify the genre , features and register of a text - identify purpose of the writer - transfer information onto a table <p>Writing</p> <ul style="list-style-type: none"> - reinvest knowledge about text structure and its linguistic features in writing - apply the writing process
Vocabulary	Kidney-diet –garlic-contribute- swallow-coupon-donate-purchase –abnormal-cure
Functions	persuading people to do things

Helpful notes

Ask students to read the two texts and to complete the table. No need to make students read for details . The reading activity prepares the students for the writing activity .The audience , the purpose and the genre are important to know for the reading and the writing activities . Students reinvest the acquired language and skills in the writing task . They refer back to Text two to write a similar text .Students go through the different steps of the writing process.

Arts. Section One. Reading a short story

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - skim for gist - scan for specific information - recognize text structure - identify vocabulary items - identify features of the genre - infer attitudes and outcomes - identify the communicative value of an utterance - evaluate and react to content - develop and demonstrate critical thinking <p>Writing</p> <ul style="list-style-type: none"> - make statements about facts/concrete situations - produce a caption to match an illustration - produce a guided summary using a gapped text - expand topic sentences into argumentative paragraphs
Vocabulary	abstract, accumulate, correlation, data, discard, fit , ideal , malfeasance, manipulation, matching, model, psychiatric, resonance, shift, siblings, spot, temperamental , tired of , turn red, unevenness
Grammar	can , may , should , will ...
Functions	<ul style="list-style-type: none"> - expressing opinion - making comparisons - expressing possibility - expressing impossibility - predicting future events - expressing how certain/uncertain one is of something

Helpful notes

This section is specific to the Arts students. However, have the other students of the other branches deal with Activity 1. and Activity 2. (Before you read) and the first part of the story.

Answer key

C. 1+ part 4 , 2+part 1 , 3+part 3 , 4+part 4 , 5+part 4 , 6+part 2.

D. 1. get in the way , 2. data bank , 3. resonance

E . 1. the first girl , 2. Milton's and Joe's data banks , 3. Charity's and Joe's personalities.

F. At first, Joe was a mere computer obeying orders and performing tasks assigned to him. **Later**, he came to think more and more like Milton until he identified himself with Milton. **In the end**, he started to act independently and to consider Milton as a rival. Hence he got rid of him so that he could be the only one in contact with Charity. G. He denounced Milton for something he did 10 years ago.

Arts. Section Two. Reading a poem

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - evaluate ideas - judge the accuracy of information with respect to one's knowledge of the world - identify setting , character and incident - identify tone - infer attitudes - distinguish between literal and implied meaning - paraphrase expressions <p>Writing</p> <ul style="list-style-type: none"> - use the appropriate layout and conventions to produce an e-mail
Vocabulary	adversely , affect, e-mail, enslave , harm
Functions	<ul style="list-style-type: none"> - expressing opinion

Arts. Section Three. Supplementary activities

Vocabulary : abundance , collision, colossal, compartment, crew , flood , huge, iceberg , loss, passenger , sail , sink , trembling

Helpful notes

Have the students apply the writing process to produce the text.(B)
 Have them follow the steps suggested.
 Have them use the criteria suggested to make the necessary improvements.

Answer key

carry : was carrying large : the largest ever build : had ever been built not sink : unsinkable flood : were flooded sink : sinking remember : be remembered lose : loss set : setting sail : was sailing suddenly/spot : was suddenly spotted give : had been given	sharp : sharply collide : collision miss : missing rise: rose foot : feet happen : had happened damage : had been damaged horrify : horror sink : was sinking already/flood : had already been flooded give : was given lose : were lost
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CONSOLIDATION MODULE 2

Activity No.1

1	2	3	4	5	6	7
d	g	a	f	b	c	e

Activity No.2

1- leisure 2- relax 3- sauna 4- spending 5- magazine 6- beauty 7- book

Activity No.3

Entertainment	Science / technology
camping – amusement parks – opera – concerts – hiking – canoeing - sightseeing	insulin – cloning – contact lenses – laser – DVD - DNA – hard disc

Activity No.4

has loved – blocks – will – how – hands – on – before

Activity No.5

genetic – medical – Hopefully – resistant – particularly – profitable – unnatural – responsibly

Activity No.6

host – which – useful – proud – during – representative – enjoying – destination – great

Activity No.7

Was found – had watched – starred – moves – watched – decided – went – was found – was damaged – died

Activity No.8

1	2	3	4	5	6	7
h	d	f	g	a	e	c

Activity No.9

There were plenty of cafés and restaurants in Covent Garden. We were lucky enough to find a table outside. The food was good and not as expensive as we had expected. We enjoyed it all the more as we were surrounded by pavement entertainers of all descriptions: fire-eaters, acrobats, singers and skate board champions.

Module Five :	EDUCATION IS NOT FILLING A BUCKET BUT LIGHTING A FIRE
Topic :	Education / professional life
Subtopics :	Distance learning , electronic learning, special education , dream school , exams , school life , school violence
Cross-curricular learning goals :	problem solving , critical thinking, efficient use of data , efficient working procedure , appropriate self-expression , ICT use , project work , communicating, working and living with others.

Section One : Introductory activities

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - infer main idea - identify the communicative value of an utterance/text (proverb) - identify the communicative value of pictures - scan for specific information - deal with vocabulary items in context - evaluate and react to content - provide a title for a text (from alternatives suggested) - draw on background knowledge to predict content - acquire knowledge about a given topic <p>Writing</p> <ul style="list-style-type: none"> - complete a table with statements - complete unfinished words - consolidate writing at the word level <p>Speaking</p> <ul style="list-style-type: none"> - make statements about facts/concrete situations - produce descriptions of conditions - compare sets of pictures - express opinion /judgements about a specific issue/topic
Vocabulary	<p>alternative , bachelor, chronic, clerk, defectology, disability , distance learning , dustman , embarrassed , impairment , impatient, non-credit, overalls, plight, pursue, rely, retardation, rise, seek, self-esteem , slate, sow, status, switch, transfer, updated , willing</p>
Grammar	<ul style="list-style-type: none"> - modified comparatives - comparison of scale
Functions	<ul style="list-style-type: none"> - expressing opinion - making comparisons - describing conditions

Helpful notes

Have the students exploit the Chinese proverb and construct much meaning from it.

The practice of integrating children with disabilities into regular school programs is called **mainstreaming**.

- **Set 1:** elicit vocabulary and ideas related to the usual “traditional” school :

using the blackboard , chalk , the slate, books , copybooks , the classroom environment ,the classroom rows , large classes , participation, seating arrangements , etc.

- Also, elicit vocabulary and ideas related to the advantages of having a real classroom and a real teacher

- **Set 2** : electronic learning , practicality, modern equipment , information and communication technologies , CALL : Computer Assisted Language Learning

CALT : Computer Assisted Language Teaching

- electronic paths to personal needs and goals

- learning can be individualized according to one’s needs

- establish a link with exercises C and D.

Answer key

Activity 2.

C. degrees , bachelor , graduate , master , doctoral , training , professional , Pursuing , hobby .

D. maintaining privacy , providing convenience , enabling a flexible schedule , working at own pace , can be less expensive , great for homebound individuals , no unnecessary travel , “ learn while you earn”

E. 1.audio , 2.illustrations , 3.quizzes , 4.chats , 5.electronic

Activity 3.

B. 1. hearing , 2.speech , 3.visual , 4. physical , 5.mental , 6.learning , 7.emotional , 8. chronic , 9. long-term

C. 1.alternative , 2.behavioural , 3.physical , sufficiently , techniques

D. plight + c

Activity 4.

C. blue-collar workers.

D. The double life of Alfred Bloggs.

Grammar :

-“very” cannot be used with **comparatives**. Instead, we use “ much” or “ far ”

- **to modify** comparatives

- This comparative form is called **comparison of scale**.

- number of times + as + adjective / **adverb** + as

- number of times + as + many / **much + noun** + as

Section Two : Listening

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - acquire knowledge of the language <p>Listening</p> <ul style="list-style-type: none"> - scan for specific information - distinguish between relevant and irrelevant facts - manage ideas and information
Vocabulary	check out , cope, executive , graduation, join, magic ,unpredictable
Grammar	Indirect questions
Functions	<ul style="list-style-type: none"> - asking and giving information - reporting utterances
Pronunciation	<ul style="list-style-type: none"> - stress patterns - consonant/vowel sounds

Helpful notes

- When dealing with the grammar exercise ,have the students see the appended grammar summary to get help and guidance

Answer key

1+employment , 2+application , 3+qualifications , 4+interview , 5+found out , 6+ wages , 7+search

Section Three : Reading

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - identify the genre of a text - recognize text structure - differentiate between relevant and irrelevant information - guess the meaning of unfamiliar words from context - transfer information onto a table - recognize the relationship between form(punctuation) and meaning <p>Speaking</p> <ul style="list-style-type: none"> - express opinion about a specific issue - describe one’s impressions about a particular event/personal experience - prepare and enact a short conversation using the appropriate functional language and skills required in interactional contexts
Vocabulary	disruptive-prior-unruly-praise-heap-youngsters-shift-muck around-detention-exclusion-lines-suspension
Grammar	<ul style="list-style-type: none"> - relative pronouns - restrictive / non- restrictive clauses
Functions	<ul style="list-style-type: none"> - expressing disapproval / dissatisfaction - giving arguments
Homework / mini-projects	Homework : language exercise

Helpful notes

Ask students to do the matching exercise . You may do the first one with the students to help them . The first activities prepare the students for the reading activity .Ask students to read the text and answer the comprehension questions .

Answer key

Activity one : 1 - d / 2 - c / 3 -b / 4 – a .

Activity two: 1:an expert / 2:a teacher / 3: a student / 4:parents

Homework : better-educationally-who-pay-control-where-really.

Section Four: Speaking

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - evaluate and react to ideas - infer causes and effects (from events described) - infer attitudes and outcomes <p>Speaking</p> <ul style="list-style-type: none"> - make statements about a concrete situation - exchange information - express opinion about a specific issue/topic - talk about future events/plans - reinvest new words/expressions in one's speech - enact a conversation
Vocabulary	extra-curricular, involved, sit(for an exam), strength, weakness
Functions	<ul style="list-style-type: none"> - comparing answers - describing attitudes - expressing opinion - apologizing - expressing regret - expressing intention

Helpful notes

Activity 1.

- Give help to the students when asked for (clarify lexical items or concepts ...)
- Have the students study and exploit the picture
- Make the students use the expressions suggested
- Encourage them to enact the conversation in class using the appropriate strategies and skills .

Section Five: Writing

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - use the strategies appropriate to the nature of text and purpose of reading - evaluate and react to content <p>Speaking</p> <ul style="list-style-type: none"> - ask for/ give information appropriately - express opinion about specific issues <p>Writing</p> <ul style="list-style-type: none"> - apply the writing process strategies and the appropriate layout and conventions to produce a report
Vocabulary	thriller – classic – life-like – resources –make use of
Grammar	Simple present / simple past
Functions	<ul style="list-style-type: none"> - asking for/giving information - reporting

Helpful notes

* Questions 1-5 may be assigned as a pair work or as a teacher-led discussion. In the latter case, go through the questions one by one and have the students elaborate on their answers by asking them additional questions

* Question 6 : Let the students exchange roles as this is meant to pave the way for the writing activity.

Arts. Section One : READING

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Speaking</p> <ul style="list-style-type: none"> - talk about a future plan/ambition - express opinion/judgements about a specific issue <p>Reading</p> <ul style="list-style-type: none"> - get the gist of an extensive text - transfer information onto a table - differentiate between relevant and irrelevant information - recognize the relationship between form and meaning <p>Writing</p> <ul style="list-style-type: none"> - match sentence parts to achieve coherence
Vocabulary	typist-typing-pool-rub-hole-bin-burn-stuff-talented-flourish-destiny -promote
Grammar	Word-building
Functions	- expressing want and desire
Homework / mini-projects	Homework : language exercise(multiple choice alternatives)

Answer key

Activity one : 1 -d / 2 -e / 3 -f / 4 -b / 5 -c / 6 -a .

Homework : himself-for-too-what-never-where

Arts. Section Two. Writing activities

Vocabulary : enrolment , standard , tongue

A. The students read the different instructions in the form so as to get clear ideas about the information that should be provided.

Make sure the students complete the form in **BLOCK LETTERS** as instructed.

B. The students apply the writing process to write a formal letter.

They should use the appropriate layout and conventions to produce a formal letter.

They reinvest words , expressions, ideas ... in their writing

Arts. Section Three. Reading and writing ads

Skills/subskills and strategies	Reading - skim texts - scan for specific information Writing - reinvest knowledge about text structure in writing - produce descriptions/comments to match an illustration - use appropriate layout and conventions to produce an ad
Vocabulary	animate , assist, customize , database, download, measure, scan, split, store ,translate ,weight

Helpful notes

- Make sure the students explore and assimilate the lexical items in the reading ads.
- Have the students identify the layout and conventions used in the ads.

Answer key

1+b , 2+c , 3+a , 4+d

Module Six :	NATURE: ANY FUTURE WITHOUT IT ?
Topic :	Ecology
Subtopics :	Environmental issues, natural disasters
Cross-curricular learning goals :	problem solving , critical thinking, efficient use of data , efficient working procedure , appropriate self-expression , ICT use , project work , communicating, working and living with others.

Section One: Introductory activities

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Writing</p> <ul style="list-style-type: none"> - make statements about concrete situations - produce descriptions to match illustrations related to a specific topic area <p>Reading</p> <ul style="list-style-type: none"> - identify the communicative value of pictures - transfer information onto a spidergram - match words with definitions - match pictures with headlines - categorize ideas - acquire knowledge about a given topic <p>Speaking</p> <ul style="list-style-type: none"> - support one's opinion with arguments - evaluate ideas
Vocabulary	abrupt , alert, ash, catastrophe, dirty, drought, earthquake , ecology, eruption, expel, extinction, ferociously, flood, hole, lava, motto, pollution, predict, prevent, rate, rupture, seism , shallow, species, steam, storm, stumble, threat, tidal, tsunami, vent, volcano, wave
Functions	<ul style="list-style-type: none"> - describing pictures - expressing feelings - expressing opinion
Homework	- design a poster with a motto

Helpful notes

- Activity 1.A .Threats to the environment.

Elicit words/expressions /statements like : extinction of species , imbalance in the ecological system , sea pollution , air pollution, domestic pollution, garbage dump (ing), water pollution, water scarcity ,damage to the environment, global warming , ozone depletion, acid rain , deforestation, fire , drought , volcano , volcanic eruptions ,tropical storms known as typhoons in the Pacific and hurricanes in the Atlantic, tornadoes or twisters , earthquake , tsunami (tidal wave)

and any other relevant words/expressions suggested by the students .

- **Activity 1. B.** Have the students check and compare answers in pairs/small groups.

- **Activity 4.** Have the students read the statement and debate it through answering the questions. The students should support their ideas and viewpoints with concrete examples.

- Explain the homework and give help and guidance when needed.

Answer key

Activity 2. 1+drought (+picture 1) , 2+flood (+picture 2) , 3+tsunami (+picture3)
4+earthquake (+picture5) , 5+volcano (+picture4)

Activity 3. 1+D , 2+F , 3+A , 4+B , 5+E , 6+C

Section Two : Listening

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Listening</p> <ul style="list-style-type: none"> - listen to a text and report orally and in writing on gist and specific details - predict content from core vocabulary - identify logical relations in a text Imitate appropriate intonation patterns - identify the communicative function of an utterance <p>Writing / Speaking</p> <ul style="list-style-type: none"> - produce a summary
Vocabulary	partner-wedding-waves-honetmoon-smash-pospone-mourner-sorrowful-grief-corpse-dread(ful)
Grammar	Deduction in the past Must have +past participle
Function	- expressing sympathy
Pronunciation	Rhythm and intonation
Homework	Homework : C test

Answer key

travellers-holidays-houses-damaged-flooded-fishermen-disappeared-injured-hotels-devastation

Section Three: Reading

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - predict content of a text from notes - skim for gist - scan a text for specific information - identify vocabulary items in context - evaluate and react to content - acquire knowledge about global warming <p>Speaking</p> <ul style="list-style-type: none"> - express opinion about a specific topic - make statements about specific issues
Vocabulary	release – impact – findings – implications – accelerated – adequate – global warming – renewable energy – solar – simulate - melting
Grammar	Will vs be going to
Functions	<ul style="list-style-type: none"> - expressing opinion - convincing others to do something

Answer key

B* impact	E* 1 - d
uncertainty	2 - a
findings	3 - e
implications	4 - c
adequate	5 - f
accelerated	6 - b

Practising grammar

- | | |
|----------------------|-----------------------------------|
| 1- I'm going to be | 6- Will pass |
| 2- Will carry | 7- I'm going to visit |
| 3- I'm going to move | 8- I'm going to have |
| 4- Will look | 9- Will bring |
| 5- Will you have | 10- Are going to send / will send |

Section Four : Speaking

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - judge the accuracy of information with respect to the reader's knowledge of the world - evaluate information/ideas - develop appreciation of self, environment and culture <p>Speaking</p> <ul style="list-style-type: none"> - make statements about concrete situations - express / respond to surprise, shock, disbelief and dismay - give a prepared oral presentation related to information presented in a poster
Vocabulary	brush , light bulb , tap, switch off, spill, tanker, trash
Functions	<ul style="list-style-type: none"> - expressing surprise - expressing interest - expressing strong surprise - expressing disbelief - expressing shock - expressing dismay

Helpful notes

Make sure the students understand the communicative function of each expression / idiomatic expression introduced in the list .This will help them reinvest the expressions in their role play .

Have the students present their posters and explain the message conveyed through the picture and the motto.

Encourage the students to comment on the different presentations .

Section Five: Writing

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Reading</p> <ul style="list-style-type: none"> - skim texts to infer common topic - recognize text structure - guess the meaning of unfamiliar words through context clues - complete an outline of a story - infer causes and effects from events described - transfer information onto a table - identify features of a narrative text - follow a sequence of events in a narrative - extract salient points for subsequent use in writing <p>Writing</p> <ul style="list-style-type: none"> - reinvest knowledge about text structure and its linguistic features in writing - describe a sequence of events with/without explicit cohesion - apply the writing process to produce a narrative
Vocabulary	bitterly, chaos, collapse, crack, current, disintegrate, engulf, float, grab, grasp, looters, perish, pin(v), scream, shiver, sweep, wipe, yell
Grammar	<ul style="list-style-type: none"> - past tenses - cause/effect relationship
Functions	<ul style="list-style-type: none"> - describing events - giving information - expressing emotional attitudes

Helpful notes

While dealing with the texts and the activities suggested, draw the students' attention to the key aspects of a narrative text. Extracting the salient points of a narrative text will help them perform well in their written production.

Answer key

sweep	swept
rush	rushed
already engulf	Had already been engulfed
grab	grabbed
run	ran
shiver	was shivering
catch	caught
lose	lost

3. 1 + f
- 2 + b
- 3 + d
- 4 + e
- 5 + a
- 6 + c

Arts. Section One: Reading a poem

Scope and sequence of specific content and skills

Skills/subskills and strategies	<p>Speaking</p> <ul style="list-style-type: none"> - describe a particular event <p>Reading</p> <ul style="list-style-type: none"> - appreciate the sound and rhythm of a poem - skim for gist - scan for details - guess meaning of words from context - identify essential ideas in a poem - react to poem <p>Draw a picture to illustrate meaning</p>
Vocabulary	snowstorm – sandstorm – dust – maple – frost – flour – stand still –sunlight - woodfire
Grammar	If + simple past
Functions	<ul style="list-style-type: none"> - describing a natural event(disaster) - making comparisons

Helpful notes

The poet : Stanley Plumly was born on May 23, 1939 in Barnesville, Ohio. He went to college and University and became an English professor and much-honoured poet. He has taught at many Universities throughout USA. He is now a professor of English at Maryland University. Some of his collections of poetry are: *The Marriage in the Trees* (1997), *Boy on the step* (1989), *Summer Celestial* (1983) , *Giraffe* (1973)

The poem : “ *Snowing, sometimes* ” captures a scene from the poet’s boyhood when snow fills the outside air and threatens the safety of the house. It shows the boy at the window and his view of the snow moving in an orderly manner from across the road, closer and closer to the house, then inside and into “the small far corners”.

The comprehension questions : Have your students answer the comprehension questions either orally or in writing. They should use evidence carefully chosen from the poem-specific lines or words that prove their points.

Arts. Section two. More practice activities

Vocabulary : asphalt, bulldozer, concrete, creep, debris, emit, freeway, garbage dump, greed, ingenuity, marvel(v), tornado, twister, typhoon, wilderness

Activity 1.

1 + d , 2 + b , 3 + a , 4 + c , 5 + e

Activity 2.

ingenuity , civilization , creations, has not yet been destroyed, lucky , unpolluted , strengthened , is rapidly destroying , higher , physically impaired , remaining , threatened , ignorance

Activity 3.

- A. Tornadoes or twisters can occur in almost every part of the world ; however, the greatest number and some of the most severe occur in Kansas , Missouri, and Oklahoma . This part of the United States is nicknamed : “ Tornado Alley”.
- B. Tropical storms , known as typhoons in the Pacific and hurricanes in the Atlantic , claim more lives each year than any other storm .

Activity 4.

(7) , (1) , (3) , (5) , (2) , (4) , (6)

Note : you may design some comprehension questions to make the activities more challenging .

Tapescript

Module one : Section two : Listening

“ Dad , what is meant by ‘ a family ’ ?
Is it you and Mom, the others and me ?”
“No son, it’s more , much more than that .
It’s little Sue’s curls , and mother’s new hat ;
Jackie’s face when she learns she is able
To help your mother in setting the table .
Your first little drawings that we store away
To cherish and gaze at some future day;
Your mother’s lost look on your first day of school ;
Learning to live by the ‘ Golden Rule ’ .
It’s fireside stories on many a night ,
The feeling we have that everything’s right ;
The trials and errors , the laughter and tears
That touch us all , down through the years
It’s all of these things, it seems to me ,
Which , my son , make a family . ”

Paula S . Dickinson

Dialogue 1.

Children ! Would you please stop making so much noise !
And for heaven’s sake , pick up your clothes and toys !
It’s hard enough trying to keep this house clean without your throwing your things
all over the place !
Clara , I know that the children **get in your hair**, but you should try
not to let it upset you so much.
Listen , Jim . I can’t help it. The children **bother me and make me very angry**
when they’re so noisy and messy.

Dialogue 2.

- That’s it, Greg ! You’d better not come in after midnight again tonight !
- I know , dad. You don’t have to **jump down my throat** ! I told you that
- I ‘d make it home around 11:30. I don’t intend to be late !
- Well, you’ve said that before and in you come at 2:30 in the morning.
- You can’t blame me for **getting angry and scolding you**. I’ve good reason.

Father and Son by Cat Stevens

Father:

It's not time to make a change,
Just relax , take it easy.
You're still young, that's your fault,
There's so much you have to know.
Find a girl , settle down,
If you want you can marry.
Look at me, I am old, but I'm happy.

I was once like you are now, and I know that it's not easy,
To be calm when you've found something going on.
But take your time, think a lot,
Why, think of everything you've got.
For you will still be here tomorrow, but your dreams may not.

Son:

How can I try to explain, when I do he turns away again.
It's always been the same, same old story.
From the moment I could talk I was ordered to listen.
Now there's a way and I know that I have to go away.
I know I have to go.

Father:

It's not time to make a change,
Just sit down, take it slowly.
You're still young, that's your fault,
There's so much you have to go through.
Find a girl, settle down,
if you want you can marry.
Look at me, I am old, but I'm happy.

Son:

All the times that I cried, keeping all the things I knew inside,
It's hard, but it's harder to ignore it.
If they were right, I'd agree, but it's them you know not me.
Now there's a way and I know that I have to go away.
I know I have to go.

Module two. Section two: Listening

(1) Good afternoon.

Before I begin, and as a regional representative of Hope Organization, I would like to convey the greetings of our organization president who wishes this seminar every success. There's an old saying that goes, "we do not inherit the earth from our parents, we borrow it from our children." I think this is a good reminder of how we must always provide for our future generations.

We come from all walks of life. We are doctors, farmers, actors, mechanics, shopkeepers, businessmen, singers, teachers, lawyers, sportsmen and students. Hospitals for children is our official philanthropy. Thus raising funds to support Our hospital system is our key mission.

(2) Our Hope Organization opened its very first hospital back in 1970, and today there is a national network of 12 hospitals that provide highly expensive, specialized medical care to children with orthopaedic problems or burn injuries – all at no charge to the patient. In 2002 alone there were over 5,000 patients receiving care at our hospitals. That's a lot of smiling little faces and grateful moms and dads.

You may be wondering where we get the money from to keep our hospitals running. The majority comes from our hospitals' Endowment Fund, whose revenues finance about 80 percent of the hospitals' operating and research budgets. The gifts and fund-raising events are other operating revenue sources.

(3) Our philanthropy is one of the purest anywhere. By that, I mean about 93 percent of our hospitals budget is used for patient care and research and only about 8 percent for administrative and fund-raising costs.

Compare these figures with any other charity and you'll see the efficiency of a well-run philanthropy.

A lot of people probably think that our hospitals don't need any more money. Well, the truth is, that's not the case.

Our hospital system DOES need more money and NOW is the time when we must work harder to gain financial support from the public.

(We've got to continue to raise funds in support of our hospital system to meet the ever-increasing costs of modern medical care.

We need to continue to maintain our pediatric healthcare facilities at state-of-the-art levels.

(4) We must keep contributions flowing in.

These contributions may be in the form of bequests through endowments, wills and gifts from individuals, corporations or foundations.

Thank you for your time.

Ebony And Ivory

Paul Mc Cartney
Steve Wonder

Ebony and Ivory live together in perfect harmony
Side by side on my piano keyboard, oh lord , why don't we ?

We all know that people are the same wherever you go
There is good and bad in everyone
We learn to live, we learn to give each other
What we need to survive, together alive

Ebony and Ivory live together in perfect harmony
Side by side on my piano keyboard, oh lord , why don't we ?

We all know that people are the same wherever you go
There is good and bad in everyone
We learn to live, we learn to give each other
What we need to survive, together alive

Ebony, Ivory , Ooh

We all know that people are the same wherever you go
There is good and bad in everyone
We learn to live, we learn to give each other
What we need to survive, together alive

Ebony and Ivory live together in perfect harmony
Side by side on my piano keyboard, oh lord , why don't we ?

Side by side on my piano, oh lord , why don't we ?

Ebony , Ivory living in perfect harmony

Catch the fire

*poem for Bill Cosby**

(Sometimes I wonder :

What to say to you now
in the soft afternoon air as you
hold us all in a single death ?)

I say –

Where is your fire ?

I say –

Where is your fire ?

You got to find it and pass it on
You got to find it and pass it on
From you to me from me to her from her
to him from the son to the father from the
brother to the sister from the daughter to
the mother from the mother to the child.

Where is your fire ? I say where is your fire ?
Can't you smell it coming out of our past ?
The fire of living..... not dying
The fire of lovingnot killing
The fire of Blacknessnot gangster shadows.

Where is your beautiful fire that gave
Light to the world ?
The fire of pyramids ;
The fire that burned through the holes
of slaveships and made us breathe ;
The fire that took rhythms and made jazz ;
The fire of sit-ins and marches that
made us jump boundaries and barriers ;
The fire that took street talk and sounds
and made righteous imhotep raps.

Sister *.Brother* . Come
CATCH YOUR FIREDON'T KILL
HOLD YOUR FIREDON'T KILL
LEARN YOUR FIREDON'T KILL
BE THE FIREDON'T KILL

CATCH THE FIRE AND BURN WITH EYES
THAT SEE OUR SOULS :

WALKING.
SINGING.
BUILDING.
LAUGHING.
LEARNING.
LOVING.
TEACHING.
BEING.

Hey . Brother .Sister .
Here is my hand .
Catch the fire And live .

Sonya Sanchez

Module three: Section two . Listening

Get rid of the daily routine of traffic and restaurants, to enjoy countryside walk south east of Gozo. A typical Gozitan picnic lunch and approximately a three-hour jeep tour will take you “off the beaten track”, along the beautiful rocky seaside and through the fields, with time to admire the typical Mediterranean landscape with its rocky shoreline and dwarf vegetation.

Carob and fig trees are found along the paths. Around 13.00 hrs : picnic lunch on the beach or in the countryside with a selection of Gozo Ftira , which is similar to a pizza but still being baked in the old bakeries using wood from the oven.

Around 14.00hrs , the drivers and the guide will take you with the jeeps to visit the following places :

- Simar valley
- Ramla valley
- Ramla bay (swim stop)
- Calypso cave
- Marsalforn Bay
- The salt pans
- The azure window
- The inland sea
- Victoria the capital city
- The Citadel

At approximately 18.00hrs, you will board a private motor boat that will take you to the famous Blue Lagoon on the island of Comino where you can enjoy the sunset , an evening swim in the blue lagoon or explore the island of Camino by having a short walk around.

A buffet will be held for you to spoil yourself with the delicious mouth-watering food.

In the meantime , music is also on for those who like to go for a dance. The crystal clear water of the blue lagoon will be flood lit for those who wish to take a refreshing swim.

On the way back, we show you some caves around the island.

You will be back at your hotel approximately at midnight

Module four : Section two. Listening

Presentation No.1.

(1) Ladies and gentlemen. My name is Mark Edden . I am a professor at New Jersey's Institute for Reproductive Medicine and Science.

Genetic engineering in the form of "gene therapy" could be used to repair damaged or replace missing genes in people who have genetic disorders.

Gene therapy is being used, as yet experimentally, to treat cancer. The treatment targets only the cancerous cells thus avoiding the damage that is done to other tissues by current radiation or chemical therapies.

A woman from California in the U.S., Ginger Empey, had advancing breast cancer .

Since it had already spread to major organs when diagnosed, gene therapy was the only choice. She was injected with a genetically-engineered drug. Over the next year, her tumors shrank by 25 percent. After 3 years, they almost disappeared.

(2) Genes and artificial chromosomes can also be inserted into embryos in a process known as germline gene therapy. This could be used to cure genetic disorders , including behavioural disorders such as schizophrenia , or to insert genes which enhance intelligence or athletic performance. The benefits of these genetic changes would be passed on to later generations.

(3) Creating " designer babies" is meant to meet the wishes of the parents ,thus creating new hope for parents who need a cure for their sick children.

(4) Recombinant DNA techniques can determine whether a person suspected of committing a crime is guilty or innocent. Four black men were convicted of the 1978 murders of a white couple in Chicago, Illinois in the U.S .Two of the men were on death row waiting to be executed when DNA evidence showed that they could not have been the ones who raped the woman victim. As a result, they were released from prison. Later, three other men confessed to the crime and were convicted.

It can also establish the identity of dead bodies and determine ancestry.

Ms.x , had given her daughter up for adoption many years before and had agreed to conceal her identity. However, she was not happy with the decision. Later in life, she searched and found a young woman whom she believed to be her daughter.

The young woman was not sure that Ms. x was her mother, especially because the woman who claimed to be her biological mother was Jewish and she was raised as a Christian .DNA testing was used to prove the parental link.

(5) Genetic engineering could be so successful in the future that old age and illness will be historical curiosities.

Presentation No.2

(1) Good afternoon. My name is Jane Spencer. I am a member of the Medical Ethics Alliance in Britain.

To start with, gene therapy has got numerous side effects during testing such as fevers, abnormal blood clotting , partial paralysis and even death. Gessie Gelsinger died after receiving genetic therapy at the University of Pennsylvania in the U.S. Doctors inserted a cold virus into Gelsinger's liver in order to cure his genetic disease. Instead, his heart, liver and kidneys were harmfully affected.

There are also ethical issues. Who will have access to this expensive technology , people in rich , developed countries or people in poorer, developing areas of the world ?

(2) DNA testing has unwanted consequences for those who wish to hide their identity. It can reveal things that they do not want to know. Furthermore, DNA testing has become a business. Even funeral homes and burial services now offer to save DNA samples (e.g. hair, blood) for a fee. This raises questions of both privacy and ethics. What are the rights of the dead person ? Who has access to these samples ? How and where should they be stored ?

(3) Creating “designer babies ” . Isn't that crazy and unethical ? All children are of inestimable value in themselves and it is contrary to their dignity, and the dignity of their procreation-the people whom they bring into being – to be selected, conceived and utilised for the benefit of another.

(4) As regards genetic disorders, they are as much a social construct as a difference in genes. We are all disabled in some respect either cognitively, socially or physically .

(5) Such things as intelligence and athletic performance are in any case very complex interactions of many factors such as upbringing, nutrition, education , experience and healthy living as well as genetic factors involving the networking of hundreds of genes.

(6) Ageing , illness and death are parts of human biography. Seeking to eliminate them denies human evolution and what the future will bring

Module five. Section two : Listening

Journalist : I understand you are a product manager at Thomas Cook Holidays, Mrs Perks. When did you join them?

Mrs Perks : I joined the company as a product executive in 1993, a month after graduation. Now I am a product manager for South Africa.

Journalist : Can you tell us what your job consists in ?

Mrs Perks : I'm looking after the Cities and Short Breaks programme. I check out destinations, find hotels, contract them , then I come back and brochure the product.

Journalist : Do you have any special qualifications?

Mrs Perks : I left school at 16 after GCSEs and went to a College of Further Education for two years after which I obtained a National Diploma in Business Studies with tourism. At 18, I went to Cardiff University to do a four-year course in the same field.

Journalist : Do you speak any foreign languages?

Mrs Perks : While at College I did a bi-lingual secretarial course in French and German. I also speak Greek and Portugese.

Journalist : I suppose you have a lot of benefits, don't you?

Mrs Perks : Apart from getting very good wages, I travel a lot around the world. I love meeting people and visiting places.

Journalist : What is a typical day for you ?

Mrs Perks : There's no such thing. Most days start at 7.30am and I'm not home until 8pm and each day is unpredictable.

Journalist : Doesn't this affect your family life?

Mrs Perks : My husband works long hours so he copes well with my working pattern. And it's nice having days off during the week when the shops are quiet.

Journalist : Have you ever thought of doing another job?

Mrs Perks : No, never! While working in Africa, doing a safari on foot surrounded by animals I remember thinking: " And this is supposed to be work!". Magic !

Module six :Section two. Listening

PART 1

It's almost exactly 10 years since Natalie and Andy met at a swimming club. It was clear from the start they were meant for each other. Their wedding was on the 22nd of May. It was one of the happiest days of my life. Natalie and Andy postponed their honeymoon until Christmas when Andy's design company would be quiet. Nat and Andy had planned to honeymoon in New Zealand but at the last minute changed their minds and booked a beachside bungalow at the Phi Phi Princess Hotel Resort in Thailand.

PART 2

Nat phoned on Christmas day mid-morning. She sounded so relaxed and was having a great time. She told me about the boat trip they had been on the day before, the people they met and the meals they had had. The next morning, my partner, Ted was up at 7am and put the TV on. The news was all about a tsunami hitting the area where Nat and Andy were staying. I had never heard of a tsunami before. As I watched, the news got worst by the minute. I dialled Nat's mobile. My heart pounded as I prayed for her to answer. But she didn't pick up. I spent the morning ringing Nat's phone, the foreign office, the hotel, searching the internet and going round in circles.

PART 3

Finally, I managed to get to the Princess Hotel Website. It said there was an extensive loss of life and damage to the building. My heart sank but we kept trying Nat's phone and everywhere we could think of. I refused to think the worst. No news; Nat would have called if she was alive. I couldn't stop searching the screen in case I glimpsed Nat and Andy. Ted said gently I should prepare myself for the worst. Andy's body was found. They used his wedding ring inscription to identify him. I felt dreadful and I knew if Andy was dead, Nat must have been too.

PART 4

Ted, my daughter Lauren and I flew to Phi Phi. Nothing prepared me for the sights I saw as we approached the island. Total devastation, a smell of rotting corpses. I saw the smashed strip of land of Nat's bungalow; It had been hit both sides by waves and I realised there was little chance they could have survived. I just hoped they died quickly. Phi Phi was a living hell, but I didn't want to leave. We returned and went to Nat and Andy's flat. The Christmas tree was still up, wedding pictures were everywhere and, typically it was spotlessly tidy. They found Natalie's body on the 3rd of September. We wanted to do something good for them and so have set up a fund to raise money to help children orphaned and schools devastated by the tsunami. We also wanted to help the fishermen and hoped to buy several boats to help them get back on their feet again. Nat and Andy lived for each other and died with each other.

DAILY MIRROR (NOVEMBER 2005)

