

Theme: science or fiction?

Unit 07: Technology and the arts.

Function: Expressing condition, Asking for and giving advice, Expressing regret, Blaming, Making speculations, Expressing wishes.

References: Getting through/ Personal support.

Level: 2AS

Content of the Unit

General aims: to enable the pupil's to:

- *Expressing condition
- *Asking for and giving advice.
- *Expressing regret.
- *Blaming
- *Making speculations.
- *Expressing wishes.

Language points:

- *If-conditional type 2.
- *If-conditional type 3.
- *If only.
- *Well+ past participle.

Pronunciation:

- * Comma pauses.
- * Vowels and diphthongs.
- * Sounds alike (homophones-homonyms).

Vocabulary:

- * Vocabulary related to films, literature.....
- * Compound words.
- * Phrasal and prepositional verbs.

Skills:

- Reading a newspaper article about science fiction. (sci-fi).
- Reading for specific information.
- Listening to a conversation.
- Managing through a conversation.
- Reading for general ideas.
- Writing a short newspaper article.
- Writing a short biography.
- Writing and reporting a poem.

Project:

- Writing Miscellanies.
- Making a repertory.

Rubrics	Lesson Plan	Aims	T.A
Think it Over	<p>Go through the preview and make the students aware of the objectives to be reached in this unit. Brainstorm the project work and let the students agree on the project they will carry out.</p> <p>Interact with your students using the pictures. The pictures are supposed to make the students aware of the topic of the unit.</p>	<p>-Pupils will enter the new file smoothly.</p>	15mn
Words to Say	<p>All the words in the checklist are compound words. Focus on stress when you read them aloud. The rules for stress in compound words have already been given in this book.</p>	<p>-Pupils will interact with the teacher and interpret the pictures.</p> <p>-Pupils will be able to read the checklist phonetically.</p>	15mn
Discover the language	<p>Before you read p.139: Look at the picture of the book cover. Then ask and answer these questions? Key: It is not necessary to check all the answers at this stage. Your students are supposed to check some of their answers in the As you read activity.</p> <p>a-The author of the book is H.G.Wells. b-The titles of novels included in the book are: <i>The time Machine</i>,and <i>The War of the Worlds</i>. c-Their theme is science fiction. d-Suggested answer: I like films like <i>Star Wars</i> or <i>ET</i>. e- Suggested answer: yes, I do. I like it because it narrates imaginary scientific and futuristic stories.</p>	<p>-Pupils will be able to describe a book cover.</p> <p>-Pupils will be able to ask and answer “wh” questions.</p> <p>-Pupils will know some vocabulary words related to fiction.</p>	25mn
As you Read	<p>Task 01p. 139: Read the text and Check the answers you have not checked in the Before you read rubric.</p> <p>Task 02p. 140: Read the text again and answer the questions. Key: a- All science fiction films are based on the following hypothesis: “what if it were real?” b- They are different because some scenarios are built on the supposition that Martians are dangerous whereas some of them suppose that they are friendly. c- Sci-fi takes its ideas from current ideas in science. d- <i>Dr Jekil and Mr Hide</i> teaches us to remain close to human nature and not try to upset it. (The answer to this question can be formulated in different ways.)</p>	<p>-Pupils will check their answer for the previous task.</p> <p>-pupils will be able to answer questions.</p>	10mn 30mn

<p>After Reading</p>	<p>Grammar desk page 140: Read the following sentences and answer the questions after them? Key: 1- The conjunction If expresses condition. 2- The tense of the verb in the if-clauses of sentences a, b and c is the past simple. The clauses are about something unreal, unlikely or untrue. They refer to either to the future or present, but not to the past. 3- The modal used in the result clauses is would. The future form of this modal is will. Let 's consider sentence d: 1- The past tense used in the if-clause is the past perfect simple. 2- It refers to something impossible, something which did not happen. The speaker is dreaming of or imagining a different past. But the past cannot be changed! 3- The speaker uses would have + past participle. The teacher refers to "Grammar reference n 11 page 201-202.</p>	<p>-Pupils will be able to understand and use If-conditional type 2, If-conditional type 3.</p>	<p>1h</p>
<p>Practice</p>	<p>Task 01p. 141: Put the verbs between brackets into the right tense. Key: a. If animals could speak, they would complain about our ingratitude to them. b- I would change my destiny if time travel was possible. c- If Hitler had not existed, the history of the world would have been different. d-If Arabs had not translated and (had not) conserved Greek scientific works, humanity would have lost an important part of its cultural heritage.</p>	<p>-Pupils will practice what they have understood from the "grammar desk". "Conditional types 2 and 3".</p>	<p>25mn</p>
<p></p>	<p>Task 02p. 141: Match the sentences in column A with their functions in column B. Key: a-Advice b-Regret c-Blame</p>	<p>-Pupils will understand the use of functions such as "regret, blame, advice".</p>	<p>15mn</p>
<p></p>	<p>Task 03p. 141: Group work: speculate and add some endings to the if-clauses below. Key: Brainstorm the if-clauses before you set your students to task. Provide them with any necessary help.</p>	<p>-Pupils will be able to interact with each other in order to write endings to the if-clauses.</p>	<p>25mn</p>

	<p>Task 04p. 142: Make the statements less categorical by replacing would by the past forms of the modals may and can.</p> <p>Key: a-could b-could c-might d-could</p>	<p>-Pupils will practice more the use of would, by the past forms of may and can.</p>	<p>15mn</p>
<p>Write it Right.</p>	<p>Task p. 142: Write a short newspapers article speculating about how things would have been different if the events below had not happened.</p> <p>Key: Brainstorm the topic of the newspaper article. Don't forget to remind them about the layout of a newspaper article: catchy headline, lead-in and the article proper. The students will use their background knowledge in history to write their articles.</p>	<p>-Pupils will write an article using the conditional types 2 and 3.</p>	<p>1h</p>
<p>Say it Loud and Clear</p>	<p>Task 01p. 143: Listen to your teacher and underline the word which is emphasised in each of the following drawings?</p> <p>Key: Pupils will give their own answers. The words which are emphasized are: don't and do.</p>	<p>-Pupils will listen and interpret the drawings.</p>	<p>15mn</p>
	<p>Task 02p. 143: Make the first sentence of each exchange more emphatic by adding do or did? Then act out.</p> <p>Key: You: Do come to watch a science fiction film with me if you can! Your partner: That will be nice! You: I did enjoy that film! Your partner: So did I. It did give me a fright. You: I do believe in the existence of Martians. Your partner: So do I.</p>	<p>-Pupils will use auxiliaries "do" "did".</p> <p>-Pupils will interact orally.</p>	<p>20mn</p>
	<p>Task 02p. 143: Listen and pronounce sentences with the appropriate emotive emphasis?</p> <p>key The emphatic words are written in bold type.</p>	<p>-Pupils will listen and repeat pronunciation of emotive.</p>	<p>20mn</p>
	<p>Task 01p. 144:</p>		

Working with Words	<p>Complete the following sentences with well+ the past participle form of the following verbs? Key: a- well known b- well written c- well appreciated d- well informed e- well paid</p> <p>Task 02p. 144: Make a chart of compound words. Use the entry examples in page 138 as a model. Key: (this task to be set as a homework). It is preferable that your students limit themselves to compound words related to the topic of the unit. e.g., space-suit; space-craft; space-rocket; space-vehicle; space-time ; space-helmet; science fiction; natural sciences; social sciences; applied sciences</p> <p>Task 03p. 145: Read the dictionary entry on the left and supply the right adverb or preposition to the example on the right? Key: 3-a-look up b-back to c-look after d-looking down e-looking forward f- looking into g-looked away</p> <p>Task 04p. 145: Rewrite the dictionary entry and supply the correct examples? Key: The students will give as many examples as possible.</p> <p>Task 05p. 145: The verbs look up and look down in the dictionary have two special meanings each. Why? Discuss. Key: Two special meanings for <u>look up</u> and <u>look down</u>: look up: (1) turn the eyes upwards(e.g., the ceiling) (2) search for something look down: (1) turn the eyes downwards (e.g., the floor) (2) look with disregard/contempt Note: The first meanings are denotative, and the second meanings are connotative. Illustrate the difference between phrasal and prepositional verbs.</p> <p>Task 06p. 145: Encourage your students to include other phrasal and prepositional verbs. (to be given as a homework).</p> <p>Task 01p. 146: Look at the picture below and answer the following</p>	<p>-Pupils will be able to use well+ past participle.</p>	15mn
	<p>-Pupils will make a chart using vocabulary related to science/ fiction.</p>	30mn	
	<p>-Pupils will use dictionaries to supply adverbs and preposition.</p>	20mn	
	<p>-Pupils will give their examples.</p>	15mn	
	<p>-Pupils will use dictionary and check meanings.</p>	15mn	
	<p>-Pupils will write a chart using verbs such as: turn, give put....</p>	20mn	

Listening and speaking	<p>questions?</p> <p>Key: a-They are injecting a vaccine against bird flu. b-The woman wearing a mask is cautious; she's afraid of contaminated by the bird flu epidemics</p> <p>Task 02p. 146: Listen to your teacher and check your answers to task 01?</p> <p>Task 03p. 146: Listen again and synthesise the dialogue in your own words?</p> <p>Key: Explain the meaning of the word "synthesize" before you set the students to task. When we synthesize texts we are generally interested in the general ideas which are conveyed by these texts. As an alternative activity, you can give three short summaries of the conversation between Ali and Said and let the students choose the most appropriate. Students will discuss their own choices if there are many.</p> <p>Task 04p. 146: This time listen to your teacher and note down?</p>	<p>-Pupils will interact and interpret the picture orally.</p>	<p>10mn</p>
	<p>Key: -A sentence used to ask for an explanation: What do you mean?</p>	<p>-Pupils will listen and check their answers to task 01.</p>	<p>10mn</p>
	<p>-A sentence used to interrupt someone: Wait a minute!</p> <p>- A word used to resume speaking after being interrupted: Well</p>	<p>-Pupils will listen and paraphrase the dialogue with their own words.</p>	<p>10mn</p>
	<p>Task 05p. 147: Listen to your teacher and mark the intonation with arrows. The pauses are on the words in bold type?</p> <p>Key: The intonation goes down at the end of statements except in case where the statement is not finished. Said it □ might (Intonation goes up) science □ time □ problems □ them □</p>	<p>-Pupils will listen again and guess the meaning of sentences.</p>	<p>20mn</p>
	<p>Task 01 p.147: Go through the tip box before you move on to the activities.</p>	<p>-Pupils will listen and mark the intonation.</p>	<p>25mn</p>
Your Turn	<p>Pair work: prepare a short dialogue and take turns in asking for and giving explanations using the tip box above?</p>	<p>-Pupils will interact to make short dialogues using intonation.</p>	<p>30mn</p>
	<p>Key: There are many possible answers. You: Anyway so far industry hasn't just solved problems. It has also created some others. Your partner: I didn't quite catch what you mean. You: Well...Take the case of pollution for example. Because of industrial wastes, rivers, seas and the earth are dying. The air is poisoned; water is polluted; and the land</p>		

	<p>is full of tons of rubbish.</p> <p>Task 02 p.147: Speculate about your childhood by saying in what ways it would/ might/ could have been different.</p> <p>Key: There are many possible answers. Give any necessary help to your students. I think about my childhood with many regrets. For example, if I had worked at school, I would have succeeded in getting a good job. ... (This activity can be continued as a chain game.) And if I had got a good job, I would have ...</p>		
<p>Write it Up</p>	<p>Task 01 p.148: Go through the tip box and explain the difference between prose and poetry. The students are supposed to use the past perfect tense in the first stanza.</p> <p>Key: <i>Sometimes I lie in bed at night And think how my life could have been quite all right I think and think of all the opportunities I had lost. Oh! If only I had thought of working hard at school ...</i></p>	<p>-Pupils will make a speculation using previous background.</p> <p>-Pupils will read the information and complete the following. -Pupils will know some words related to poetry. -Pupils will use the conditional.</p>	<p>15mn</p> <p>1h</p>
<p>Reading and Writing</p>	<p>Task 01 p.149: Look at pictures 1 and 2 and discuss what scientific law principle each of them illustrate? Don't check the students' answers at this stage.</p> <p>Picture1: Archimedes' principle / the law of buoyancy (Refer to the text in Exploring Matters Further page 97)</p> <p>Picture 2:- Isaac Newton's discovery of the universal law of gravitation. gravitation -These laws and principles were discovered by accident.</p> <p>Task 02 p.149: Read and check your answers to questions of task 01? Check your students' answers to the questions in activity one.</p>	<p>-Pupils will interpret pictures. -pupils will know some scientific words.</p>	<p>20mn</p>
	<p>Task 03 p.150: a-The topic of the text i.e. related to scientific discoveries. b-The main idea of the text is that some famous discoveries were made by accident. c-The author of the text tries to convince/persuade the reader that scientific discoveries are not always the result of ingenuity. d- He gives two examples to illustrate his point. e- I agree with the author because the argument of the text is well constructed./The students can also disagree by saying that it is true that chance plays an important role in scientific discoveries, but chance alone is not enough. We need people of genius to note/observe what is happening at the moment the miracle happen.</p> <p>Tip Box p.150:</p>	<p>-Pupils will check their answers of task 01.</p>	<p>10mn</p> <p>30mn</p>

Write it Out	<p>Go through the tip box and explain to the students how they discuss a text.</p> <p><u>Task 03 p.150:</u> Now use your answers in exercise 3 above and the expressions in the tip box to write a short commentary about the text on p.149.</p> <p><u>Key:</u> <u>Possible answer:</u> This text is about scientific discoveries. The author believes that some famous discoveries were made by accidents. He gave us two examples to convince us. I don't really agree with him. It is true that some of the greatest discoveries happen by accident; but it is also true that it takes a genius to understand the meaning of the accident. It also takes a lifetime of toil and perspiration to make an invention. The teacher explains the tip box before he set the students to task.</p> <p><u>Task p.151:</u> Write a short autobiography about Michael Faraday?</p> <p><u>Key:</u> <u>Possible answer</u> The greatest name in the history of electrical research in the first half of the nineteenth century is that of Michael Faraday. His career furnishes a classical example of a poor boy who made good as a scientist. He was born in Newington, Surrey, England in 1791. Faraday was the third son of a poor blacksmith who moved to London to mend his fortunes. Faraday never went beyond elementary grades in school. He dropped out and was apprenticed to London bookbinder at an early age. Endowed with the curiosity that is the characteristic of the true scientist, young Michael started to read some of the books he was binding. He saved money to attend lectures on science. Later, he worked as a laboratory assistant to Sir Humphry Davy, one of the famous scientists at the time. His duties included bottle washing and other disagreeable chores. Sir Humphry Davy was jealous, so Michael quit his job and spent the rest of his time doing research and teaching. Faraday married Sarah Barnard, a Silversmith daughter who was a devoted wife. He became a professor of chemistry in 1833. He discovered the principle of the dynamo, and then the radio waves in 1845. He studied electrolysis and introduced scientific terms such as "anode" and "cathode". Though Faraday's electrical discoveries represent his chief contributions to science, he also did important work in chemistry.</p>	<p>-Pupils will be able to use their background knowledge.</p> <p>-Pupils will write a short commentary.</p> <p>-Pupils will be able to write autobiography.</p> <p>-Pupils use what they have learned in this file in this autobiography.</p>	<p>1h</p> <p>1h</p>
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