**Teacher’s name: Miss AISSAOUI School year: 2013/2014.**

**Unit three: Back to Nature.**   **Level: first year scientific streams.**

**Skills: Skimming, scanning Aids: - Visual aid.**

**-The white board.**

**Reading and Writing**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Timing** | **Aim** | | **Teacher’s Task** | **Pupils’ Task** |
|  | Pps read for general and specific information. | | **Read the text carefully then do the activities :**  **Text/**  **§1** The rapid advancement of technology and industrialization today is something that man can be proud of. However, it has brought along with it many undesirable results, one of **which** is the pollution of our environment.  **§2** The air we breathe is heavily polluted with toxic gases and dust. **These** consist of the discharge from industrial factories and motor vehicles. They cause coughing and respiratory problems. Too high a level of carbon dioxide will cause the Earth's temperature to rise. The heat will melt the polar caps, consequently, the sea level will rise, and this will lead to massive floods around the world.  **§3** Water pollution has become widespread too. Toxic waste has found **its** way into our lakes, rivers and oceans which caused damage to marine life. Thousands of sea animals died or were poisoned by the pollutants in **their** natural habitat.  **§4** Land becomes polluted by household garbage and industrial waste. Dumping of used cars, cans, bottles, plastic items and all other kinds of waste material is an eyesore.  **§5** To control environmental pollution, substances which can destroy life must not be allowed to escape into the environment. This calls for united decision-making among world leaders and a public awareness of the dangers of pollution.  [**http://www.englishdaily626.com/**](http://www.englishdaily626.com/) |  |
| **Timing** | **rubric** | **Aim** | **Teacher’s Task** | **Pupils’ Task** |
| 15 mn  05 mn  07 mn  08 mn  05 mn  05 mn  05 mn | Warming up  Skimming  Scanning | To introduce the theme of the text  To introduce the reading passage  Skim the text for general understanding  Scan the text to ensure detailed comprehension  To scan for a specific information  To enrich pps’ vocabulary | T. interacts with pps about changes in climate, global warming and its causes.  The most important sign of climate change is global warming, could you tell me what does this phenomenon mean?  Good, what’s the main cause of global warming?  When you say CO2 this means…..  Good!  After that, T. shows pps a video about pollution, its kinds, causes, consequences and some solutions.  You’re going to watch a video, and I‘ll ask you some questions.  What is the video about?  How many kinds of pollution are introduced in the video?  Good! What else? What other things are mentioned?  T. writes in the same time on the board: (pollution, kinds, causes, results, solutions).  T. distributes the text for pupils.  Read the text and do the first activity.  How many paragraphs are there in the text?  Nice! So the text contains five ideas.  T. draws on the board a small table with two columns:   |  |  | | --- | --- | | **Idea** | **Paragraph number** | | 1. Soil pollution. 2. Effects of technology. 3. Aquatic life is destroyed. 4. There should be serious acts to reduce pollution. 5. Causes and results of air pollution. | * **§1** * **§2** * **§3** * **§4** * **§5** |   **Activity two: Are these statements true or false?**  1- Man is the only responsible for pollution.  2-Technology has brought only the positive aspects.  3- Serious disasters will happen due to air pollution.  4- Only Leaders can solve the problem of pollution.  T. explains sentences to pps in case they don’t understand something.  Correct the activity.  When pps give their answers, T. interacts with them.  In case the statement is true: in which paragraph do you find this?  Show me in the text where do you find this?  In case the statement is false, ask them to justify according to the text.  T. reads the third activity:  **Activity three: Answer the questions according to the text:**   1. What is the bad effect of technology? 2. Why will the sea level rise? 3. What happened to sea animals? 4. Can be this problem solved? How?   Read the text again and answer these questions.  Each pp gives the right answer he/she writes on the board.  T. reads activity four:  **Activity four: Who/ what do the underlined words refer to in the text?**  Which (§1) – these (§2) – they (§3) – its (§3).  T. reads activity five:  **In which paragraph is mentioned that if the climate changes, this will lead to dangerous results.**  T. reads activity five:  **Activity five : Match words from column A with their definitions: synonyms in column B:**   |  |  | | --- | --- | | **“A”** | **“B”** | | 1. Threatened 2. Toxic 3. Polluted 4. Garbage | 1. Rubbish 2. Endangered 3. Poisonous 4. Contaminated | | Global warming is when the earth getting hotter/ warmer.  The main cause of global warming is CO2.  Pollution.  Pps watch the video.  The video is about pollution.  There are three kinds of pollution introduced in the video: air, water and soil pollution.  Causes, results, solutions  Pps read silently.  There are five paragraphs.  a→4  b→1  c→3  d→5  e-→2  Pps read the text and say whether these statements are true or false.  1→true (§1)  2→false (§1)  3→true (§2)  4→false (§5)  Pps write the answers on the board.  Pps read the text and answer the questions:  a- The bad effect of technology is pollution.  b-The sea level will rise because the heat will melt the polar caps.  c-Sea animals died or were poisoned by the pollutants in their natural habitat.  d-Yes, this problem can be solved.  -Control environmental pollution and substances…..  United decision-making among world leaders….  Pps read the text and answer the question.  Which →undesirable results.  These →toxic gases and dust.  Their →sea animals.  Its →toxic waste  Pps read again the text and answer.  It is mentioned in the second paragraph.  Threatened=endangered.  Toxic=poisonous.  Polluted=contaminated.  Garbage=rubbish. |