**PLAN**

**UNIT 4 : Safety first**

**Advertising , Consumers and Safety**

**Functions :** - Describing

* Expressing cause and effects
* Expressing probability
* Expressing possibility
* Expressing concession
* Expressing condition
* Expressing quantity

**Objectives:** - To raise awareness about the effects of advertising on different cultures

and societies.

- Discussing issues related to the effects of advertising on people.

- Raising awareness about safety and consumption

- Understanding the importance of integrating cultural features of

Society into advertising.

**Language Point: -** Present simple – The gerund.

- Because of, due to, owing to, as, for.

- So, as a result, that’s why, as a consequence.

- May, might, can, could.

- Though, although.

- If conditional.

- Too much, too many, a large amount of, a large number of, enough +noun.

**Phonology:** - Reduced form of « might have » and « could have ».

- World stress and sentence stress.

**Level: 3rd year (Scientific Stream)**

**Lesson Plan**

**Unit 4: Safety First**

**Advertising, Consumers and Safety**

**Sequence one: Listen and consider**

**Function:** Describing, expressing cause and effects/ expressing possibility, probability, concession and condition

**Aim: -** Raising awareness about safety consumption.

- Discussing issues related to the effect of advertising on people.

**Language Points:** - Present simple, Gerund, consequence. - If condition.

- Forming words with dependent prepositions.

- Shift of syllable stress/ pronunciation of might have, could have.

- Making a speech.

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| **Timing** | **Steps** | **Input / Output** | **Objectives** |
| 10mns | **-Brain storming** | -Teacher asks p.ps QQs about the picture –to get them involved in the discussion. | -to introduce the theme of the unit through QQs about the picture. |
| 15mns | **-getting started.**  **Ex 1 p 107** | -Teacher interacts with p.ps about the picture on the left.  -asks them QQs ,if possible shows them any food packages to as talk about ingredients, expiry date and food poisoning  -picture on the right serves as introduce to relevant information and lexis provided in the listening interview | - To introduce the topic and interact orally so as - To prepare p.ps to the listening task. |
| 20mns  10mns | **Let’s hear it**  **Activity1p**  **108**  **Activity2p**  **108** | -Teacher asks p.ps to listen to the interview and mark the statement with true ,false or not mentioned  -Teacher reads clearly and slowly to allow p.ps to get the answers.  **Key**:  A……T B……..NM C………NM D…….T  -P.ps discusses their answers with the teacher and tries to make on oral summary of the interview (if they fail to do it or ally, they may be allowed to make a written summary first then introduce it orally.)  **Summary:**  The text is about the types of food consumers prefer buying. According to the market researchers, the preference goes to organic food for two reasons. First, they think that they are safer to eat than both GMFs and conventional food. Second, GMFs have received a bad publicity. For the market researcher, the issue of whether or not GMFs are safe to man’s health and the environment has not been settled. So, the debate about GMFs is likely to continue in the future. | -To listen for details  -To produce a text or a summary. |
| 30mns  20mns | **Around the**  **text**  **Grammar**  **Explorer**  **-task 1 p108**  **Task 2 p109** | -P.ps are asked to refer to the words in bold types in the sentences and say what they express.  -If they fail the teacher helps them by explaining what notions these words express.  -Teacher tells them about their degree of certainty which is illustrated in the box by the number of stars. Key:   |  |  |  | | --- | --- | --- | | Degree of certainty | Positive statement | Negative statement | | \*\*\*\* Categorical certainty | GMFs will certainly disappear |  | | \*\*\* probability |  |  | | \*\* possibility | - They may disappear  - They can have a comeback | They may not disappear | | \* remote possibility | - They might have harmful effect.  - The debate could continue | - They might not have harmful effect |   -Refer p.ps to the statements on the table (column B)  and asks them to use appropriate modals.  -There may be many possible answers. so pupils don’t have to agree on the same answer  **Key:**  **- Remote possibility:** In the near future, advertisement for fast food might be banned and health warning might be written on the packages of processed food.  **- Possibility:** The Algerian government may impose an eco-tax on polluting industries next year.  - Flavourings and colourings may cause irritability and skin irritation  **- Probability:** Most Algerian consumers will probably boycott products which are not environmentally safe.  **- Certainty:** Food safety will (certainly) be one of the major problems in the next decade.  - In the future, people won’t eat as much processed food as they do now. | -to practice possibility and certainty and to  identify their different uses  - To provide practice of the modals “can, could, may….” |
| 15mns  15mns  10mns | **Grammar**  **Explorer II**  **Task 1 p 110**  **Task2p110** | -Teacher goes through the sentences and Question on p .109 to make p.ps know the difference between the words ending in **“ing”** and what each of them is called. Teacher will explain and refer p.ps to p 222  - The “ing” form is used in three different ways:  \* As a part of a verb called the participle  \* As an adjective  \* As a noun  - The gerund is used:  \* After verbs expressing likes and dislikes. Eg: enjoy, prefer, like, love, hate….etc  \* After certain verbs. Eg: avoid, admit, come, stop,…etc  \* After prepositions, including agjectives + preposition phrase. Eg: fond of, keen on, tired of,….etc  \*After phrasal verbs. Eg: go on, give up,….etc  - The gerund may be:  \* An uncountable noun in general statement as in “swimming is fun”  \* An uncountable noun with a quantity word as in “ He does a lot of reading”  Key: 1……A 2……..B&D 3………C  -P.ps read the text and decides to whether the gerund or the present participle must be used with verbs in bold type.  Key: cooking requires – eating – working – sitting – smoking – eating – smoking – breathing – cultivating – exporting – flavouring – making – buy – shopping – being shows – living.  -p.ps have to explain why they have used the gerund or the present participle. They may refer to the grammar reference if they fail. | -To familiarize p.ps with the gerund and it’s different functions  - To train p.ps how to use the gerund appropriately.  -to identify different between a present participle and the gerund |
| 15mns  15mns  15mns | **Vocabulary**  **Explorer.**  **Tasks 1p110**  **Task 2 p 110**  **Task3 p 111** | - T explains the task and asks p.ps to do it.  - p.ps they try to make new words by adding appropriate suffixes: **“tion, ing or ment”.**  **Key:**  Consume: consumer, consumption, consuming.  Advertise: advertisement, advertiser, advertising.  Produce: producer, production.  Promote: promoter, promotion, promoting.  Compete: competition, competitor  React: reaction  Oppose: opposition  Introduce: introduction, introducer  Reject: rejection  Treat: treatment  Manage: manager, management  Farm: farmer, farming  Pay : payment  Commercialize: commercialization  -after the correction p.ps are asked to fill in the blanks with appropriate nouns they have formed in task 1 .correction  **Key:** (1) consumers, (2) consumption, (3) production, (4) advertisements, (5) advertising, (6) rejection, (7) reaction  - T. refers the pupils to the tips a have to explain that in English some verbs are always by one or two specific preposition and that there are no specific rules as to which prepositions go with particular verbs. So they have to learn them from dictionaries.  - P.ps are asked to do the task and fill in the blanks with the prepositions: of, with, for, to, about, or from.  -p.ps have to refer to grammar reference p 212.215  Key: (1) with, (2) from, (3) from, (4) about, (5) to, (6) for, (7) from, (8) of. | -to train pupils to form new words by adding appropriate suffixes.  - To put words previously learnt into practice  -To know the use of dependent prepositions |
| 20mns | **Pronunciation and spelling**  **Task1\*2p111** | -Teacher reads the words p.ps Listen carefully then mark the stress.  P.ps draw the rules.  The Rule: Stress shift ,from verbs to nouns, to the next syllable. | -Make p.ps aware of the stress shift from verbs to nouns in some cases.  - To enable p.ps to pronounce words correctly with the right stress. |
| 40mns | **Think, pair, share.** | -Teacher explains the tasks  -Then asks p.ps to select ideas from the free writing and write their speeches using the gerund and modals.  Correction. | -to foster p.ps writing skills |

**Lesson Plan**

**Unit 4: Safety First!**

**Sequence 2: Read and Consider**

**Aim:** To raise awareness about the effects of advertising on different cultures and societies.

**Language out comes**: - Using the present simple to describe a present state

- Expressing hypotheses/ condition using “If condition type1.

- Expressing quantity with enough, too much, too many ….

- Expressing concession with though and although.

- Expressing cause and effect with; because, as …

- Forming adjectives by adding the suffix “y” to nouns.

- Recognizing and practicing sentence stress

- Writing an expository article. Prescribing a set of rules.

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| **Timing** | **Steps** | **Input / Output** | **Objectives** |
| 10mns | **Getting Started**  **P113** | - As an introduction to the topic, teacher interacts with the p.ps step by step discussing the QQs on p113. P.ps are free to answer the way they like providing that they justify their answers. | To prepare p.ps for the reading task |
| 15mns  15mns  15mns | **Taking a closer look:**  **Ex 1p113**  **Activity 2p113**  **Activity 3p113** | - Teacher asks p.ps to read the text and do the exercise.  - Correction.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **A** | **B** | **C** | **D** | **E** | | **T** | **T** | **T** | **T** | **F** |   - Students express freely their point of views by giving arguments orally practiced.  - Teacher makes p.ps refer to already acquired notions about reference words and asks them to do the task.  - p.ps answer.  **Key:**  ***\*They***= people – ***this***= when we eat enough food for the exercise we take, **(§1)**  ***\* their***= people, ***it*** = the notion of eating, ***them***= fatty an sugary foods, **(§2)**  ***\*their***= a large number of people, ***those***= people, ***this*** = recent study, ***their*** = parents, ***they*** = children, **(§3)**  ***\* once*** = loss of energy, ***they*** = advertisements of unhealthy foods, **(§4)** | Scan through the text so as to ensure comprehension.  - To bring p.ps to express their point of view by giving arguments.  - To train p.ps to consider words in relation to each other. |
| 20mns | **Around the text:**  **Grammar Explorer I** | - Teacher explains the task and makes p.ps do it.  \* Because the text is expository, the author presents facts which are regarded as true at all times.  \*It used to describe a situation  \* It expresses habitual actions, a general truth or a permanent action.  - P.ps provide examples. | - To explain the use of present simple |
| 15mns  15mns | **Grammar Explorer II**  **Activity p115.**  **Activity p116** | - Teacher asks p.ps to do the task.  Correction on BB.  A.They express supposition/ hypothesis/ condition.  B. They express a result: prediction.  C. the main clauses are:  a- They won’t get enough energy.  b- They will put on weight.  D. The subordinate clauses are:  a- If they eat too little food or the wrong kind of food.  b- If they eat too much food  D. We call it main clause when it can stand alone.  We call it subordinate clause because it depends on the main clause  - P.ps draw the rule: If +present simple+ future simple  - P.ps follow the example and do the exercise (orally).  Key:  1. If you eat rotten food you, will have a serious indigestion.  2. If you have a serious indigestion, you will go and see the doctor.  3. If you go and see the doctor, he will hospitalize you for three weeks;  4. If he hospitalizes you for three weeks, you will lose your job.  5. If you lose your job, you will no longer earn enough money to buy good food.  5. If you no longer earn enough money to buy good food, you will eat decaying food. | - To review the condition.  If + present simple/ future simple/ modals.  - To provide practice of conditional type1 |
| 15mns  15mns | **Grammar Explorer II**  **Activity 1p116.**  **Activity 2p117.** | - Teacher asks p.ps to refer to the text and do the task.  - P.ps do the task.  A. sufficient, appropriate = enough  B. p.ps pick out sentences from the text.  **\* the use of quantifiers with nouns:**   |  |  | | --- | --- | | Quant for count N | Quant for uncount N | | A lot of  Many  Some/ a few  Few  Not many  Not any  no | A lot of  Much  Some / a little  Little  Not much  Not any  no |   **\* The comparative & superlative of quantifiers**   |  |  |  | | --- | --- | --- | | **quantifiers** | **comparatives** | **superlatives** | | Many  Much  Few  little | - As many as /  More  - As much as / more  - as few as / fewer  - as little as / less | Most  - most  - fewest  - least |   - P.ps are asked to fill in the blanks with the appropriate giving quantifiers.  - Correction.  **Key:** (1) too much, (2) too much, (3) too few, (4) too much, (5) too many, (6) too little, (7) too few, (8) too few. | - To get p.ps to know about Quantifiers.  To provide practice of quantifiers. |
| 15mns  15mns  15mns | **Grammar Explorer III**  **Activity 1p117**  **Activity 2p118** | - T. asks p.ps to read the text then, pick out the sentences containing the link words given.  - P.ps answer the QQs.  **Key:**  A - The link words indicate a relationship of cause or reason.  B- P.ps provide examples.  C. When we put these link words at the beginning of the sentence, we usually put a comma after the cause.  NB: T must draw p.ps’ attention to the difference between the use of because & since.  The use of cause/ effect link words:  **\*To express cause**: because (of) – since – as – owing to – due to.  **\* To express effect**: as a consequence – therefore – as a result – so  - P.ps are asked to fill in the blanks with the link words listed in grammar explorer III.  **- Correction on BB**  - P.ps are asked to rewrite sentences in task1 using: therefore, consequently, as a consequence, or as a result.  - Correction on BB.  **Key:**  A- Advertising informs consumers about…..**therefore** it is necessary for new business.  B- TV advertises fast food, **so** many people have….  C- Consumers are aware of the importance of the environment, **consequently**, most food industries… | To familiarize p.ps with the notion of cause and the different ways of expressing it.  - To provide practice of link words.  - To train p.ps how to derive / deduce effect out of cause. |
| 15mns | **Vocabulary Explorer:**  **Activity1p118**  **Activity 2p118** | - Teacher reads the tips and explains to p.ps by providing more examples.  - then p.ps are asked to do exercise 1p118  Correction.  - Teacher asks p.ps to select the suitable words for the sentences in ex2p118  Correction | - To familiarize p.ps with the suffix “y” in adjectives. |
| 15mns | **Pronunciation and Spelling** | - Teacher asks p.ps to read the tips, and then do the exercise.  Correction | - To train p.ps to pronounce words using the right stress. |
| 35mns | **Think, Pair, Share** | - P.ps free production.  - Teacher guides the p.ps throw an oral discussion.  - P.ps take notes.  - P.ps are asked to write an expository article talking about the ideas and points given. | - To train p.ps to write an expository paragraph using expressions of cause and effect |

**Lesson Plan**

**Unit 4: Safety First!**

**Sequence3: Reading and Writing**

**Aim:** - To train p.ps how to scan and skim.

- To train p.ps how to write a letter of complaint and an advert.

**Skills and Strategies Outcomes:** - Skimming / Scanning / Persuading.

- Analyzing and synthesizing.

- Writing an advert.

- Writing a letter of complaint

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| **Timing** | **Steps** | **Input / Output** | **Objectives** |
| 10mns | **Before reading**  **Activity 1p128** | - Teacher asks QQs then p.ps answer (free answers). Then oral discussion. | - To prepare p.ps for the reading task |
| 15mns  15mns | **As you read.**  **Activity 1p129**  **Activity 2p129** | - Teacher asks p.ps to read the advert and complete the table.  - Correction.  **Key:**  \* Brand: Toshiba  \* Advertised item: cook top  \* The four expectations exploited: safety, modernity, energy, efficiency, up to day  Your reaction: pp’s free answers  - Teacher asks p.ps to read again the advert and answer the QQs.  - Correction.  **Key:**  \* on a cook top, we need an iron or steel pot.  \* Because it is safer and energy saving.  \* It works by creating a magnetic field that heats the inside of the pot instead of the cooking surface.  \* Get burned conveys : be on fire & regret | - To transfer information from the text and fill in a table.  - To train p.ps how to scan through an advert to get the message. |
|  | **After reading**  **Activity 1p13** | - P.ps are asked to write a holiday advert imitating the modal on the previous page. | - To train p.ps how to write an advert. |
|  | **Writing development** | - Teacher asks p.ps to read the advertisement leaflet on p131 and write a letter of complaint (complete the letter of complaint on p130).  - Correction. | - To train p.ps how to write a letter of complaint. |