

Level = 1st year

UNIT TWO =

COMMUNICATION: THE PRESS

(Sequence plan)

Sequence one =

Listening and speaking

pp. 76-81

Anticipate: p. 78

Aim: - Interpreting a picture (representing a newsstand)
- to motivate learners and pave the way to the next step.

1) *Find two words in the box below which tell us what the picture shows.*

Aim: interpret a picture

Key: The picture shows newspapers and magazines.

2) *The remaining words in the box above refer to*

Aim: provide pp with more vocab. items

Key: The remaining words in the box refer to rubrics.

3) *look at the newspapers' titles and say which Algerian newspapers they remind you of.*

Aim: Test the pps' knowledge with regard to Algerian newspapers.

Key: USA TODAY (El Djazair EL-youm) , The Daily Telegraph (Le quotidien) , Evening Standard (Le Soir d'Algérie) , Herald Tribune (La Tribune)

4) *In your view the main purpose of a newspaper is...*

Aim: expressing opinion

Key: The main purpose of a newspaper is to inform its readers.

5) *Complete the following sentences with a, b, c or d*

Aim: check learners' understanding

Key: When I read newspapers, I am very careful about the information they provide because there are 'serious' newspapers as well as sensational ones.

Listen and check: p.67

Aim: check learners' understanding

1. *listen to the extract from an interview about British newspapers and check your answers to question 5.*

Aim: check learners' understanding

Key: When I read newspapers, I am very careful about the information they provide because there are 'serious' newspapers as well as sensational ones.

Listening script:

Interviewer: Excuse me, sir. My name is Alison Broadbent. I'm a reporter, and I work for the *Daily Messenger*. May I ask you some questions? _____

Interviewee: Certainly.

Interviewer: Thank you. Tell me; how often do you read newspapers?

Interviewee: Well I always read daily newspapers, especially on weekdays when I travel to and from work.

Interviewer: Do you mean that you read morning as well as evening newspapers?

Interviewee: Yes, that's right.

Interviewer: Quite interesting. Now, what sort of newspaper do you usually read?

Interviewee: I usually read quality paper, I mean serious ones.

Interviewer: Fine. What do you mean by serious newspapers?

Interviewee: Well, I mean newspapers which are objective in reporting news. When I read a newspaper, I want to have reliable information. That's why I hate those sensational stories you read in tabloids. You know those papers which people generally call popular. They are so boring... and so feckless!

Interviewer: I see. And why do you exactly hate them, may I ask?

Interviewee: Let me think. The news content is so sensational that one doesn't know where the truth is. They are full of half-truths. They don't report events objectively. They just want to shock you with their screaming headlines, and thus get you to buy them.

Interviewer: Okay. Thank you very much. Good bye.

Interviewee: Bye.

2) listen again and use the information in the table to take notes. Then report what the interviewee says about newspapers.

Aim: identify the most important information.

Key: The interviewee reads daily newspapers especially on weekdays. He prefers serious newspapers because they are objective and report reliable news. He thinks that tabloids are subjective and give only half truths.

3) Choose the best meaning for these words from the interview:

Aim: provide learners with more lexis related to the topic

- Key:** **A.** sensational = shocking. **(b)**
B. half-truth = a statement that is true but not complete. **(c)**
C. tabloids = newspapers that tell sensational stories. **(a)**

4) Make the best use of what you have learned above to discuss these questions about the picture below:

Aim: Interpreting a picture

Key: **a-** The people in the picture are on a train, probably a 'tube' train (metro).

b- They are reading newspapers and magazines.

c- They are probably going to work.

d- No, none of them are/is talking.

e- Very few people do.

f- They talk to one another about various subjects related to politics and society in general.

g- (Learners' personal answers)

Say it clear: p. 68

Phonology: - stress in compound words

- stress shift (noun → adjective)

1) match the word from (a) with the corresponding word from (b) to build new words

Aim: to build compound nouns

Key :

a- newspaper bestseller newscaster postman newsagent crossword crossword
 broadcast postcard headline bookshop

b- Stress is on the **first syllable**.

Note: The accentual patterning of compounds is as significant as that of simple words. The most common type of compound accentuation has primary stress on the first syllable.

2) Listen again to your teacher pronounce the new words and circle / underline the stressed syllable

Aim: to deal with stress shift

Key:

atom	atomic	drama	dramatic
civil	civilian	grammar	grammarian
colony	colonial	operate	operation
comedy	comedian	proverb	proverbial
curious	curiosity	strategy	strategic

The hidden message: p.68

Task : Decipher the message below and use the letters of the alphabet to write it.

/tæbl dz ju: əli r p :t skændlz ənd ju:z sense ənl læ wid /.

Tabloids usually report scandals and use sensational language.

Your turn: p.69

Pair work: use the information in the horoscope to act out short dialogues.

Aim: reporting orally and then in writing what the horoscope says

Language forms: degree adverbs: quite, absolutely, ...

Sample dialogue:

Ali: Tell me Ryan, what's your star sign?

Ryan: It's Aries. What does the horoscope say?

Ali: Well, it says that you like jokes and loud music. It also says that you don't often ask for advice.

Ryan: Oh! That's quite right!

Say it in writing: p.69

Aim: Give pp the opportunity to change the dialogues into short paragraphs.

Task: Ask your partner to tell you what his / her star sign is. Then write down what the star say about him / her

The stars say that (partners' name).....

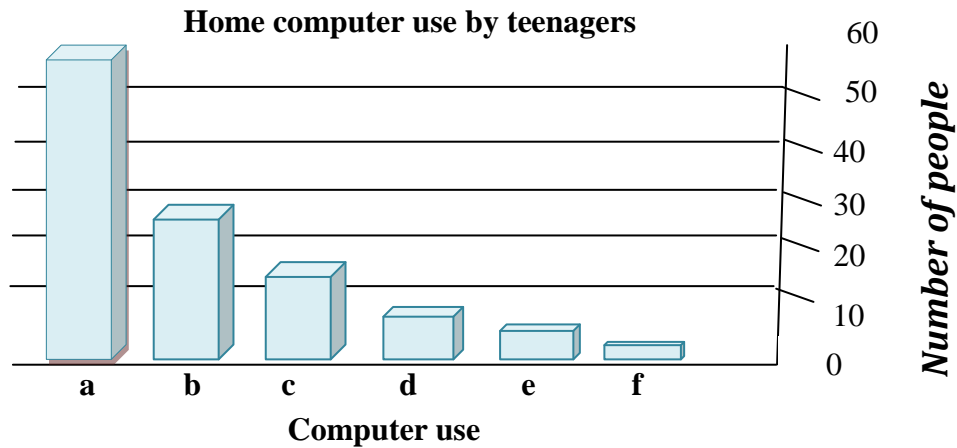
(Sequence Plan)

Sequence Two:

Reading and writing pp70-73

Anticipate: p.70

Aim: - Reading and interpreting graphs and charts.



Task: Look at the graphic display and answer the questions.

Key: A- It is a bar graph.

B- It displays numbers

C- It describes the results of a survey about the different uses of the computer.

D- It represents the total number of people questioned.

E- The students should make the best use of their personal experience to guess the informants' different uses of the computer (guessing game).

Read and check: p.71

Aim: interpreting survey results

Function: reporting questions

Language forms: direct / reported speech

Task 1: Read this report of a survey on computer use in a group of young people, and check your answers to question C, D and E

Key :

C → **b)** The results of a survey about the different uses of the computer.

D → **a)** The total number of people questioned.

E → The number of informants who use the computer...

1- to keep addresses and phone numbers	16
2- to learn programming	6
3- to play games	60
4- as a calculator	2
5- for their studies	4
6- to do some word-processing at home	28

Task 2: Read the text above and answer the questions:

Aim: a detailed comprehension of the passage /introduce the reported speech

- Key:** **A-** The reporter questioned **60 teenagers**.
B- S/he decided to do a survey to find out if it was true that teenagers knew about computers.
C- The survey shows that teenagers don't really know how to use computers. (b)
D- a. b. c. d. (The reporter asked all the questions. Learners should justify their answers.)
E- The reporter uses the following verbs to report his/her findings: **said - told me**
F- The verbs used for reporting are in the past simple tense.
G- The verbs following the reporting verb are also in the past simple tense.
H- Teacher interacts with the learners about the differences in word order, tenses to introduce the notions of direct and indirect speech.

When **reporting questions** we do not inverse subject and verb. We do not use "do" or "does"

Direct question : "How much time **do you spend** using your computer?" the reporter / I asked the informants.

Reported question : The reporter / I asked them how much time **they spent** using their computer.

Discover the language: p.72

- 1) **Pair Work:** Pretend you are one of the 60 informants interviewed about computer use. Take turns to interview each other.

Aim: To practise questioning (Direct Speech)

Key: Suggested interview

Reporter: What's your name?
Informant: (My name's) Amine.
Reporter: Where do you go to school?
Informant: I'm a first-year secondary school student at Lycée
Reporter: Do you have a computer?
Informant: Yes, I do.
Reporter: What do you use it for?
Informant: I generally use it for my studies, but I sometimes use it to play games.

- 2) **Pair work:** Pretend someone enquires about the questions which the reporter asked you. Act out the dialogues using the cues below.

Aim: To practise reporting questions

Key: Suggested dialogue

A: What questions **did** she **ask** you at the interview?

B: She **asked** me **what my name was** and **where I went to** school.

A: And then ?

B: Then she **asked** me **if I had** a computer and **what I used** the computer for.

3) Listen to the teacher read the dialogue and note how she pronounces ‘him’ ‘her’

Aim: To use the silent “h” while performing

Key: Consonant /h/ in ‘him’ and ‘her’ is not pronounced. It is silent.

3) **Pair work:** Pretend someone enquires about the questions which the reporter asked to your friend. Act out a dialogue as the one in exercise 3

Aim: To practise the use of silent “h” while speaking.

Key : The learners should pay attention to the pronunciation of the consonant /h/ while performing.

Write it right:

p. 73

Aim : To interpret survey results and write reports

Task: Read the results of the sports questionnaire p73 and complete the report.

Suggested Report:

HOW SPORTY ARE OUR TEENAGERS

In present-day Algeria, sport is the teenagers’ favourite pastime. But people today keep complaining that the good sportsmanship of yore is gone and dead. I decided to find out **whether** it **was** true that our teenagers **were** less sporty than their elders.

I questioned eighty high school teenagers between 15 and 17 in order to know which sport **was** the most popular with **them** and **why it was** popular. When **I asked them if they liked** practising sports, all the teenagers **said** yes. But **my** main interest in fact was **what they practised** sport for.

Sixty of **them said they practised** sports for fun. 12 **told me they did** it for challenge. Only 8 informants **said they practised** sports to keep fit. Then **I asked them what their favourite sport was**. Fifty of them **told me they liked** playing football whereas 18 **said they liked** playing handball. Only 12 of the informants **said they preferred** practising basketball.

Surprisingly, my survey showed that our teenagers were more sporty than their elders.

Level: 1st year

UNIT TWO
COMMUNICATION: THE PRESS

Sequence Three

Sequence Plan : Developing Skills

Objective: By the end of this sequence, learners should be able to:

- Conduct an interview.
- Read and interpret a newspaper article.
- Summarize what people say: orders, requests; greetings...

Functions: * giving advice
* inviting / expressing orders/ requests /advice, suggestions...

Skills: * filling a questionnaire / conducting an interview /interpreting survey results / writing a report / diary

Language forms:

- * quotation marks / reporting verbs / direct , reported speech
- * orders / requests.../ adverbs of manner/ suffixes 'ful , ness'

phonology: - silent letters and pronunciation of final 's'

Lexis: words and expressions such as: questionnaire, interview, kindness request...

Material needed: At the Crossroads.

Time expected : 5 to 6 hrs

Part one:

Act1: Look at the form below and guess what it is. Circle the right item.

Aim: to identify a questionnaire

Key:: It is a questionnaire (c)

Act2 : listen to the interview about leisure time activities and check your answer to exercise 1.

Aim: to check the answer

Act3: Listen again and fill in the form to record the interviewee's answers

Aim: to make pps use questionnaires

Key::

Name : Lila Chennab -	Boy	Girl X
ACTIVITY	YES	NO
Listening to music	X	
Surfing on the web		X
Going to concerts		X
Watching TV		X
Taking part in team sports	X	
Camping		X
Riding bicycles		X
Please write down any other activities you enjoy..... painting		

Act4: Draw the form on your copybook. Then use it to conduct a survey about your classmates' leisure time.

Aim: to make pps conduct surveys

Key: pupils' personal QQ and AA. Make them use the tactics p75.

Act5: Group work: collect the forms and interpret the results of your survey. Then complete the report below.

Aim: make pps interpret survey results and write a report.

Part two :

Act 1: Look at the picture and say what attitude it illustrates. Circle the letter of the correct answer and say why.

Aim: to interpret a picture

Key: love and affection/kindness. The man is offering the little boy **a heart shaped** piece of water melon.

Act2: Read the paragraph below and check your answer.

Aim to check the pps interpretation of the picture through skimming.

Act3: read again the text and answer the questions below.

Aim: (scanning) to read the text for a detailed comprehension.

Keys:

- A. Title c : Choosing to Be Kind
- B. Answer b
- C. He says / tells us that when we do something nice and kind to someone, we experience a beautiful feeling of ease and peace.
- D. "On the contrary" in § 2 expresses CONTRAST (c).
- E. But
- F. As a decent and generous behavior.
- G.

words ending in "ness"	roots
Kind ness	Kind
Tender ness	Tender
Calm ness	Calm
happi ness	Happy

Conclusion: in English, we can derive nouns from adjectives by adding the suffix "ness" to some adjectives.

H. Direct speech:

Sinatra says, "Rage and anger, which are the reverse side of kindness, increase surges in adrenaline and cortisol two of the main hormones which contribute to heart disease."

Act4: Quote the people using direct then reported speech. Make any necessary changes.

Aim: to practise direct and reported speech and notice the unchanged tenses when the reporting verb is in the present

Keys:

Direct speech:

*Katie Courie says, "Kindness is not an inherited trait; it is learned behaviour."

*Peter Carlson says, "I feel good when I help people"

*Lynda Johnson says, "Small gestures can make people happy."

Reported speech:

* Katie Courie says that kindness is not an inherited trait; it is learned behavior.

* Peter Carlson says that he feels good when he helps people.

* Lynda Johnson says that small gestures can make people happy.

Part three: p78 (You may select just one task)

Act1: choose the words that best summarize the situation in each of the following dialogues.

Use the words in the box.

Aim: to report dialogues using different reporting verbs.

Key: Situation 1: The policeman requested / ordered / told the motorist to fasten his seat belt. The motorist apologized and fastened it right away.

Situation 2: Karim invited Doris for a meal out. Doris thanked him and accepted the invitation.

Situation 3: Meriem suggested to Aicha to revise their lessons, and Aicha agreed .

Situation 4: Mother warned her child not to do that again another time. Otherwise he wouldn't have his pocket money. The child apologized and promised not to repeat the mistake.

Act2: Read the poem and paraphrase it using the verb 'order (not) to'

Aim : To practise reporting orders and commands.

Key :

The author (Michael Rosen) says that parents order their children to speak up , to sit up, to say please, to make less noise, to take their hands off, to shut the door behind them, to say thank you, to stop hiking and to take elbows off the table.

He also says that parents order the children not to talk with their mouths full, not to stare, not to pick their nose, not to interrupt and not to drag their feet.

Part four: (activities should be selected, matter of time)

Act1: Read the texts below and guess which rubric they are taken from. Circle the letter of the correct answer. Justify your choice.

Aim: To skim through the passages and distinguish their source.

Key. answer (b): They are taken from the advice column of a newspaper or a magazine.

Act2: read paragraphs 1 and 4 and match them with purposes A and D

Aim: to distinguish different functions of passages.

Key: 1→ B 2→ D 3→ C 4→ A

Act3: pair work: imagine how Meriem would answer if a friend of her asked her what the psychologist advised her to / not to do. Imagine her friend's questions.

Aim : to report pieces of advice

Key: Bashir : Tell me Meriem, what did the psychologist tell you?

Meriem: S/he advised me to start thinking positively about my exams.

Bashir : Is that all?

Meriem: No, s/he also told me not to take exams only for scores.

Bashir : What did s/he advise you not to do?

Meriem: S/he advised me not to start answering the exam questions as soon as the teacher handed them to me.

Act4: Guess what Meriem would write on her diary for the record. Then write a short paragraph about what she told the psychologist and what the latter advises her to /not to do

Aim : To write a report

Key: On January 20, I wrote a letter to newspaper advice column to ask for help. On the exam day, I always feel anxious and get into panic when I see the exam paper.....

Stop and Consider p80 – 83

1)Read Reminder I below and do the activity.

Act: Pretend Karim has misheard what Rashid said in each of the dialogues. Report to him.

Aim : To reinforce reporting orders and requests.

Key : Suggested key to task 1:

1)**You to Karim:** He asked you to send a message to Ryan.

2)**You to Karim:** He ordered you to stop writing.

3)**You to Karim:** He told you not to write the message there.

4)**You to Karim:** He asked you to give him the pen.

5)**You to Karim:** He asked you to email the message

2)Read Reminder II below and do the activities.

Act 1: Report the exact words in the dialogues. Use 'asked, answered, said, told..' supply appropriate punctuation. Example : "Can you read and write?" the reporter asked.

Aim: To practise direct speech using appropriate punctuation.

Key : Direct speech:

a- 'Can you read and write?' the reporter asked the woman.

'Yes I can,' she answered.

b- 'Is Rashid here?' Ali asked Bashir.

'I'm sorry, he isn't here,' he answered.

c- 'Do you want to drink tea?' Karim asked Sofiane.

'Yes, please. Just a little,' he answered.

d- 'You have to do your work,' the teacher told the student.

'I'll do it tomorrow,' the student said.

e- 'Do you have to go now?' Melissa asked Dyhia.

'Yes, I have to. I'm so late,' she answered.

f- 'She may come tomorrow,' Jamel said.

'It's great,' said Salima.

Act 2: Now, use the indirect speech to report what the speakers in dialogues a-f above say.

Example : The reporter asked if I could read and write.

Aim : To practise reported speech.

Key : Reported speech:

a- The reporter **asked** the woman **if** she **could** read and write.

The woman **said that** she **could**.

b- Ali **asked** Bashir **if** Rashid **was** there.

Bashir **answered that** he **was** not there.

c- Karim **asked** Sofiane **if** he **wanted to** drink tea.

Sofiane **said that** he **would** drink just a little.

(Karim **invited** Sofiane **for** tea; Sofiane **accepted**.)

d- The teacher **told** the student **that** he **had to** do his work.

The student **said that** he **would** do it the **day after**.

e- Melissa **asked** Dyhia **if** she **had to** go **then**.

Dyhia **answered that** she **had to** because she **was** so late.

f- Jamel **said that** she **might** come the **day after**.

Salima **said (that) that** was great.

3) Read Reminder III below and do the activity.

Act : Add the suffix -ly (when necessary) to the words in bold type in the box below to form adverbs of manner. Then use these adverbs to fill in the gaps in the Monthly Report that follows.

Aim : to practise using adverbs of manner

Key :

1- hard

2- cordially

3- politely

4- quickly

5- carefully

6- late

7- coldly

8- heavily

4) Read Reminder IV below and do the activities that follow

Act 1: Match quotes in (a) with reporting verbs in (b)

Aim : To distinguish different functions of statements.

Key: 1- remind (c)

2- warn (a)

3- advise (g)

4- promise (b)

5- suggest (d)

6- beg (h)

7- apologise (e)

8- admit (f)

Act 2: Now quote the sentences in (a) supplying appropriate punctuation.

Aim: To use different reporting verbs.

Key :

1- 'Remember you have to buy an air ticket,' he **reminded** him.

2- 'Beware of the dog!,' he **warned** him.

3- 'You should go and see a doctor,' he **advised** her.

- 4- 'I'll never say it again,' he **promised**.
- 5- 'Why don't we open the box first?' he **suggested**.
- 6- 'Please, please, please, show me the way to do it,' he **begged**.
- 7- 'I'm so sorry for the incident!,' he **apologised**.
- 8- 'Okay, Okay, I touched it. It's true,' he **admitted**.

5) Read Reminder V below and do the activity that follow

Act 1: Add suffixes 'ful' and 'less' to form adjectives. Be careful ! Some of them accept only one suffix.

Aim : To be aware of the use "ful" and "less" after some nouns to form adjectives.

Key:

noun	adjective		noun	adjective
harm	harm ful / harm less		beauty	beaut ful
worth	worth less		care	care ful / care less
delight	delight ful		success	success ful
price	price less		truth	truth ful
use	use ful / use less		hope	hope ful /hope less

Act 2: Now, listen and notice how the suffixes are pronounced.

Aim: to use the schwa when pronouncing the suffixes "ful" and "less".

Level: 1st year

UNIT TWO

COMMUNICATION: THE PRESS

Sequence Four

Sequence Plan : Consolidation and Extension

Objective: By the end of this sequence, learners should be able to:

- write a report
- report about a burglary and an accident
- interpret newspaper headlines
- read and identify health alerts
- interpret a graph
- identify problem letters (silent letters) in words.
- pronounce final 's'
- **Functions:** * making suggestions/ recommendations/ narrating
 - * expressing a point of view
 - * describing a graph
 - * narrating

Skills: * reading health alerts/ writing an article to report about an accident
* writing a memo to report about health problems.

Language forms:

- * Punctuation / capitalization
- * Adverbs of manner.

Phonology: - **silent** letters /pronunciation of 's'

Lexis: recommendation / alerts / cortisol...

Material needed: At the Crossroads.

Time expected : about 5h

Part one: Write it out

Act1: Fill in the blanks in the policeman's report using the verbs in the correct tense.

Aim: Use of the simple past

Key :

1- asked 2- answered 3- asked 4- said 5- told 6 –said 7- told

Act2 : The following text reports the events (directly) as they happened. Supply appropriate punctuation and capitalization to make it coherent.

Aim: To be aware of the use of punctuation and capitalization.

Key:

'Is that your house?' The policeman asked him. 'Yes it is,' the man said. 'I can't find my keys and I want to get in.' 'What's your name please?' The officer asked. 'My name is Jones,' the man answered.

As he climbed down the ladder, a neighbour came out of her house. 'What's the problem?' she asked. 'Mr Jones wants to get into his house,' the officer said. She looked at the man and told the officer in a low voice, 'the people from number 19 are on holiday.'

The police officer arrested Jones and brought/took him to the police station.

Act3 /4: read the newspapers headlines and a) say what the reports are about.

Aim: to interpret newspaper headlines

Key: The reports are about road accidents.

1- A child was killed in a terrible road accident.

2- A car driver was badly injured.

3 -A lorry ran over a child.

b) which one is the most dramatic? Why?

Key : The most dramatic article headline is:

CHILD KILLED IN TERRIBLE ROAD ACCIDENT

The reporter has called it **terrible**.

Act5: Pretend you are a witness to the accident. Report what you saw using the picture and the information in the table.

Aim: to narrate an event (accident)

Key : Suggested report

A terrible accident happened near a school yesterday morning. A motorist driving very fast came out of a very sharp bend. He lost control over his vehicle, and knocked down a child who was playing with a ball. A lorry which was coming from the opposite side stopped sharply thus avoiding to run over the child who was lying on the ground, badly injured. The car driver who, fortunately was safe, immediately took the child to hospital.

Act6: Pretend you are a journalist. Report about the accident, citing/ quoting your witnesses.

Aim: to write a report using quotes.

Key : Suggested report

The accident occurred near a sharp bend in the road to Tebessa. According to a witness, the car driver who hit/ran over a boy was holding his mobile phone near his ear and driving very fast. Another witness said that the child came into the road, running after a football. 'I don't know how it happened exactly,' he declared. 'I saw the child, but I didn't see the car. It happened very quickly,' he added. I enquired about the child's health, and the witness said he was not dangerously injured. When I asked him who took the child to hospital, he said that it was the car driver himself.

Part two: The teacher has to select the act. That suits best his/her pps.

Act1: Read the consumer reports on health. Two of them are alerts to the consumer. Identify them and say what the problem is in each case.

Aim : to identify health alerts.

Key : Report 2: Prostate cancer is mostly due to the lack of Lycopene-rich diets.

Report 3: Sleeping pills can cause serious health problems. Some of them can even kill those who consume them.

Act 2: Read the text and answer the questions.

Aim : to read health alerts and understand them.

Key : **A.** The text starts with the expression 'Good News' because it announces a decrease of heart attacks for men and women owing to improved health habits.
B. went down: fall (fell) / decrease (decreased) / dropped
C. Curve A for men - Curve B for women

Act 3 : interpret the figures using the verbs and adverbs in the box.

Aim : to interpret a graph

Key : The consumption of:

- milk and cream **went down slowly** between 1980 and 1987.
- butter **dropped dramatically** between 1980 and 1987.
- margarine **increased slowly** between 1980 and 1987.
- mutton and lamb **decreased dramatically** between 1980 and 1987.
- poultry **went up steadily** between 1980 and 1987.
- fresh fruit **decreased slowly** between 1980 and 1987.
- other fruit and fruit products **rose steadily** between 1980 and 1987.
- fresh vegetables **went down gradually** between 1980 and 1987.
- other vegetables and vegetable products **increased rapidly** between 1980 and 1987.
- white bread **decreased quickly** between 1980 and 1987.

Act4: Describe the graph using the plan

Aim : to describe a graph.

Key : **Suggested graph description**

The graph shows the change in food consumption in Great Britain between 1980 and 1987. The horizontal line represents the direction of change whereas the bars show the percentage of change in the consumption of foods.

You can see immediately that the British now drink less milk and cream; eat a little less fresh fruit and fresh vegetables. They eat much less butter and white bread, too. But they eat much more brown and wholemeal bread.

In my opinion, this means that our food habits have become less healthy. We should inform the consumers about the danger of eating less fruit and vegetables, and drinking less milk. Getting enough of these foods prevents diseases.

Act 5: Write a health report about the change in food consumption in Algeria making recommendations. Use one of the texts on the previous page as a model

Aim : to write suggestions and recommendations.

Key : **Model / parallel writing**

Group work: The students should take the texts on p. 86 as models

Part three: work it out p88

Act1: . Find the silent letters and cross them out.

Aim : to identify silent letters

Key : Seek help in any English dictionary containing phonetic entries.

Act 2 :(orally) listen to your teacher to check your answers. Then pronounce yourself the Words

Aim : to pronounce words correctly.

Act3: read the sentences and cross the letter ‘h’ in the words in which it is silent.

Aim : to distinguish the weak form of the letter “h”

Key : ‘h’ in bold print is not pronounced.

- He said **he** would.
- What’s **his** name?
- This is **his** answer.
- Who told **her** that **he** was here?
- He says that **he** has lost **his** hat.
- His name’s Hamlet.
- Give **him** the address of the hotel.
- He’s the one who told **her**

Rule: Silent /h/ in weak forms

Pronouns with initial /h/ commonly lose /h/ when they occur unaccented within a sense group ; they retain /h/ when they are initial in a group or when they are accented (for loss of /h/ in auxiliaries: had, has, have). Usually affected are : he, his, him,her

Part four: p89

Act 1: Read the exchange between Hanz and Peter and identify the problem.

Aim ; to be aware that correct pronunciation is important for the listener to understand.

Key : Hanz has misheard Peter. He heard clocks instead of clogs.

Act2: Guess how “s” and “es” are pronounced

Aim : to distinguish the different final “s” pronunciation.

Key :

<i>/s/</i>	<i>/z/</i>	<i>/ɪz/</i>
Clocks – knots – caps – banks – docks – ropes – backs – beliefs -	Clogs – nods – cabs – bangs – dogs – robes _ bags – believes -	Watches –finishes – boxes - misses - quizzes

Act 3 : Tongue twister

Part five: project workshop

Tasks: Conducting a survey about:

- people’s newspaper reading habits
- TV viewing habits
- Different uses of the computer.

Part six: Check your progress

Act1 : read the paragraphs and guess what the rest of the article will be about

Act2 : read paragraph D and check your answer.

Key : The rest of the article will be about relaxing. (a)

Act 3: read the text and answer the questions.

Key : **A:** Most of us suffer from stress because it is difficult to relax in modern life.

B: The author defines stress as ‘the pressure we live with every day.’

C: They say that many serious diseases are due to stress.

D: No, there are other causes, such as smoking, pollution, unhealthy food...

E: The author will show how and why modern life creates tension. (a)

Act4 : reorder the following sentences to form a coherent paragraph

Key :

1	2	3	4	5	6	7	8	9
b	a	d	h	g	c	e	f	i

Act 5: match numbers with letters.

Key : 1 → C 2 → B 3 → A 4 → D

Act 6: Read the findings of the survey conducted by the author. Then guess the questions which s/she asked to his/her informants.

Key : **Suggested questions**

1- Do you take any rest at all?

2- What kind of music do you like to listen to?

3- Do you take time to meditate?

4- Which do you prefer, reading books or watching films?

5- What do you usually do to relax?

6- What do you regularly do to keep cool?

Act7: turn the questions into indirect speech.

Key :

-The reporter asked his informants:

- if they took some rest regularly.

- what kind of music they liked to listen to.

- if they took time to meditate.

- whether they preferred reading books or watching films.

- what they usually did to relax.

- what they regularly did to keep cool.

Act 8: analyse the results in exercise 5 and choose the best interpretations from the list below. Circle the appropriate letter and justify your choice.

Key :

- b. Young people drink too much coffee...
- d. Young people spend too much time watching...
- f. Young people's musical habits are not healthy... music.
- g. Young people spend little time...

Act 9: How are the final 's' and 'es' pronounced?

Key : /s/ : breaks - excites - habits - makes - techniques

/z/ : calms - does - nerves

/ɪz/ : relaxes

Act 10: make the best use of the information in exercise 7 to write a logical conclusion to the article.

Key : Suggested conclusion

As I expected, the results of the survey show that many teenagers do not know how to relax and thus get rid of stress. Most of them prefer watching adventure films or drink coffee in the morning and the evening to reading books and drinking milk. They do not know that all those little things that make up modern life can cause tension. ...

Act11 : Use the cues below to write a short paragraph stating what the reporter will recommend to young people to do or not to do.

Key : Suggested paragraph

The survey reveals that our teenagers do things that are bad for them. We should advise them to stop drinking coffee and watching adventure films. They should also stop listening to Jazz music and Rock music which is an unhealthy musical habit. To fight stress, they should spend time more in relaxing activities like reading books and meditating...

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Learners fill in the self assessment sheet

