

# \* Unit Three Planning \*



## The units' contents :

### \* Grammar:

- ✓ Present simple passive.
- ✓ If – conditional / unless.
- ✓ Must/ have to / mustn't.
- ✓ Should / ought to, if I were you.
- ✓ Would + have / +be: e.g, my ideal school would/have ....
- ✓ Similar to, unlike, different from, while, whereas ...
- ✓ Comparatives of adjectives.
- ✓ Quantifiers: most, all, etc.

### \* Pronunciation:

- ✓ Pronouncing the final 's'.
- ✓ Weak forms of: would, should and ought to.
- ✓ Syllable stress. E.g, educate, education.

### \* Vocabulary:

- ✓ Forming adjectives with **al, ive**.
- ✓ Forming nouns: **verb + ing**. E.g, teaching, etc.
- ✓ Forming nouns with **tion**.

### \* Functions:

- ✓ Describing a process.
- ✓ Expressing condition / Warning/ Quantity.
- ✓ Expressing obligation and necessity.
- ✓ Expressing desire and wish.
- ✓ Asking for and giving advice.
- ✓ Comparing and contrasting.

# Unit tree

## Third years

INTRODUCING THE UNIT.  
INTRODUCING THE UNIT.



The project outlines. (pages:147)

<b>Project outcome</b>	<p style="text-align: center;"><b>Designing an educational prospectus</b> Further information is included on page 103.</p>
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😊 **Note:** Due to some specific pedagogical reasons mostly time inadequacy-related ones; the project is eliminated in this unit. The project work map therefore will not appear in this unit planning. However a table of selected activities is provided below.

# The General objective.

## The General objective.

In addition to raising awareness about issues related education and choice of careers, and about similarities and differences of educational systems in the world, learners should be able to discriminate, contrast and compare educational systems in Algeria and elsewhere in order to design an educational prospectus by the end of unit three.



### □ The departure.

Firstly, the teacher begins by introducing the new unit by encouraging pupils to react with the pictures. This will help them to have an idea about the main topic of the unit and therefore its project. Many interpretations of the picture and the sign have to be expected from pupils depending on their primary understanding.

However, the interference of the teacher puts these interpretations on track by providing the right interpretation, and later begins the explicit introduction of the project outcome.

**III) -Table of selected activities.**

Rubrics / Sequences	Activities' N <sup>0</sup>	Pages	Competences		
			Interacting orally	Interpreting O&W msgs	Producing O & W msgs
The preview	Introductory images.	74	✓	✓	
Getting started	-Activity one	75	✓		
Let's hear it	-Activity one	76	✓		✓
Grammar Explorer I	- Task one.	76	✓		✓
	- Task two.	77		✓	✓
Grammar Explorer II	- Task one.	77		✓	✓
	- Activity two.	77		✓	✓
Grammar Explorer III	- Task two.	78		✓	✓
Grammar Explorer IV	- Task one.	78		✓	✓
	- Task two.	79		✓	✓
Vocabulary Explorer	- Activity four.	80			✓
Pronunciation and spelling	- Activity one.	81	✓	✓	
Getting started	- Activity one.	82	✓	✓	✓
Taking a closer look	- Activity one.	83		✓	✓
Grammar Explorer I	- Activity one.	84			✓
Grammar Explorer II	- Task one.	85		✓	✓
Grammar Explorer III	- Task one.	86		✓	✓
Vocabulary Explorer	- Activity one.	87		✓	✓
	- Activity two.	88			✓

	- Activity three.	88			✓
<b>Pronunciation and spelling</b>	- Task one.	88	✓	✓	✓
<b>Think, pair, share</b>	- The whole task.	89	✓	✓	✓
<b>Before reading</b>	- Task one.	97	✓		
<b>As you read</b>	- Activity one.	98	✓	✓	
	- Activity two.	98		✓	✓
	- Activity three.	99		✓	
<b>After reading</b>	- Activity one.	99		✓	✓
	- Activity three.	100			✓
<b>Writing development</b>	- The whole task.	101		✓	

# I - Part One

Unit Three: Education in the world unit planning.

## Section One



**LISTEN AND CONSIDER.** (Pages: 75 to 81).

- 💧 Getting started. (page: 75)
- 💧 Let's hear it. (page: 76)
- 💧 Grammar explorer I. (page: 76 - 77)
- 💧 Grammar explorer II. (page: 77)
- 💧 Grammar explorer III. (page: 78)
- 💧 Grammar explorer IV. (pages: 78- 79)
- 💧 Vocabulary explorer. (pages: 79 - 80)
- 💧 Pronunciation and spelling. (page: 81)

## Listen and consider. (Page: 75).

- The drawn chalkboard highlights the outcomes of the first part of the unit. Pupils therefore are made aware of the main objectives of this part.

### Getting started. (page : 75)

● Look at the picture and say what it shows. Then do task one below.

① Task one: Look at the pictures then discuss the following questions.

#### 1. Aims of task one:

01) *To encourage pupils' guided oral communication in English while reacting to a given support.*

#### The answers to task one :

The questions in this rubric are personalized and seek to elicit opinions. The varied answers given by pupils could lead to a brief discussion about the theme of the unit. The accompanied Pictures generally stand for various professions and jobs.

### Let's hear it. (page : 76)

① Activity one: you are about to listen to a conversation between a secondary school headmaster and a pupil's father. Before you do study the questions below.

The listening passage is in the course book, "*New Prospects*" page 199.

#### 2. The aim:

01) *To improve pupils' listening capacities by listening to a dialogue and find some specific details (answers to the questions given.)*

#### The answers:

- a) Mr. Harris went to see with the headmaster about his son in order to discuss about his son, William.
- b) William has decided to become an artist.
- c) He should/ought to choose something more secure.
- d) The alternative job that could be taken up by William is that of commercial artist.
- e) If he wanted to become a commercial artist, he might do very well to take an art course.
- f) He shouldn't stand in his way.



## Around the text.

(Page: 76).

### Grammar Explorer I

① **Activity one:** Consider sentences 1-4 and do tasks A and B that follow.

❖ **Aims of activity one:**

01) To revise the three types of conditional.

02) To discriminate between uses and forms of the three major conditional types.



**The answers to activity one:**

A. Arrangement of sentences according to the conditional types to which they belong.

◆ **Sentence one:** If he went ....., there'd be ..... | **Type II.**

◆ **Sentence two:** He wouldn't be .....if it were .... . **Type II.**

◆ **Sentence three:** I wouldn't have been .... If I'd had .... **Type III.**

◆ **Sentence four:** If he wants ....., he'll he .... . **Type I.**

B. The three types are very different depending on the tenses they are used in and the degree of their correctness. Here are their rules of use:

**Conditional Type I:** If + present simple + will + infinitive.

**Conditional Type II:** If + past simple + would + infinitive.

**Conditional Type III:** If + had+ past participle + would + have + past participle.

For additional information about conditional forms, uses and rules, pupils will be referred to *the grammar reference pages 201-202* in the second year's course book.

② **Activity two:** Consider situations A-G below and write sentences with if. (Page 77).

❖ **Aims of activity two:**

01) To further consolidate and practise the use of the three types of conditional in context.



### Suggested answers to task one :

Pupils should be made aware of the use of 'if' in the sentence. If can be either in initial or mid position.

- a) **If** I **were** tall enough, I **would be** a policeman or firefighter.
- b) He **would have gone** on training course to be a doctor **if** he **had got** the required marks.
- c) **If** you **work** hard, you **will succeed**.
- d) I **will offer** you a motorcycle **if** you **get** your Baccalaureate.
- e) **If** she **had worked** hard, she **would not have failed** her Baccalaureate examination.
- f) Farida **would have got a job**, or she **wouldn't have been** jobless **if** she had taken into account the job market at the time of her enrolment at university.
- g) **If** you **don't study** harder, you won't pass your Baccalaureate, or if you **studied** harder, you **would pass** your Baccalaureate.

## Grammar Explorer II

### **1** Task one: (page: 77).

● Consider the following sentences and answer the questions A-C that follow.

#### Aims of task one:

- 01) To recognize the use of 'unless' introducing a condition.
- 02) To express warning using 'Unless'.

### Answers to task one :

- A. The verbs preceding or following 'unless' are in the (let) and (will reproach), they are in the present simple and future simple accordingly.
- B. Unless can be replaced with *except if* and *if...not*.
- C. Unless expresses **warning**.

Pupils should be referred to page 220 for further details about the use and function of unless.

### **2** Task two: (page 77)

● Rewrite the sentences below using unless. Make any necessary changes.

#### Aims of task two:

- 01) To practise the use of unless correctly.
- 02) To express warning about specific situations using unless.

 Suggested answers to task two:

- a. You **won't pass** your Baccalaureate **unless** you **study** more.
- b. **unless** you **listen** carefully, you **won't know** what to do in your exam.
- c. **We'll miss** the school bus **unless** we **hurry**.
- d. **unless** she **gets** more information, she **won't complete** her

**Grammar Explorer III**

**2** Task two: (page 78)

- Fill in the wish chart below with sentences expressing a wish. Use the verb **wish** + **were, had, could** or **would**.

The teacher encourages the class to fill in the table and selects some good examples to write on the board.

**Grammar Explorer IV**

**1** Task one. (page 78)

- Sentences A-D below and answer questions 1-2 that follow.

❖ Aims of task one:

- 1) To identify how obligation is expressed using '**must**'.
- 2) To identify how advice is given using '**if I were you**', '**should**' and '**ought to**'.

 Answers to task one:

1. The underline words express the following functions;

**If I were you** → expresses **advice**.

...he **ought to** → expresses **advice**.

....you **should** → expresses **advice**.

I **must** .... → expresses **obligation**.

2. **Have to** is synonymous with the modal '**must**'. These two modals are not similar. They are totally different when they are in the negative form.

**Do not have to** → expresses **lack of obligation**.

**Must not** → expresses **prohibition**.

**2** Task two. (page 79)

- Fill in the blanks in the text below with **must, have to, should, ought to** or their negatives.

❖ Aims of task one:

- 1) To use the right modal expressing the right function; advice, prohibition, obligation or lack of obligation.

### Suggested answer to task two.

In the United States most students who win a scholarship to the university **must** maintain a certain grade level so as not to lose it. High School students **do not have to** study all the subjects in the curriculum. They decide..... take. They **must not** break the codes of honour and conduct of their school. They **ought to/ should be** .....

## Vocabulary Explorer

**4** Activity four: Replace the nouns and verbs in brackets with adjectives so that the written speech below by a school inspector makes sense. Use the affixes *ive* or *al*. (page: 80)

### Aims of activity four:

**01)** To derive correct adjectives from specific nouns using the suffixes 'ive' and 'al'.

### Answers to activity four:

The answer may also take the following form:

<b>Nouns</b>	<b>adjectives</b>
Education.	Educative.
Effect.	Effective.
Selection.	Selective.
Function.	Functional.
Practice.	Practical.
Attraction.	Attractive.
Response.	Responsive.
Innovation.	Innovative.
Construction.	Constructive.

## Pronunciation and spelling

**1** Task one: (page: 81)

● Listen to your teacher reading aloud the sentences below and note how he pronounces the modals in bold. Then practise saying them.

### Aims of task one:

**01)** To make pupils aware of the musicality of spoken English.

**02)** To learn the weak form of the modals: **would, should, ought to** and **could**.

**03)** To distinguish between the strong forms and weak forms of the modals: **would, should, ought to** and **could**.



### Answers to task one:

Here is a table highlighting the two forms of each modal.

<b>Modals</b>	<b>The strong forms</b>	<b>The weak forms</b>
Would	/w d/	/w d/
Should	/ d/	/ d/
Ought to	/ t t /	/ t t /
could	/ k d/	/ k d/

### Unit Three: Education in the world unit planning.

# I - Part One

Unit Three: Education in the world unit planning.

## Section Two



**READ AND CONSIDER.** (Pages: 53 to 58).

- 💧 Getting started. (page: 53)
- 💧 Taking a closer look. (page: 54)
- 💧 Grammar explorer I. (page: 55)
- 💧 Grammar explorer II. (page: 56)
- 💧 Grammar explorer III. (page: 56)
- 💧 Vocabulary explorer. (page: 57)
- 💧 Pronunciation and spelling. (page: 57)
- 💧 Think, pair, share. (page: 58)



**Take a break**



## Read and consider. (Page: 82).

- The drawn chalkboard highlights the outcomes of the second part of the unit. Pupils therefore are made aware of the objectives of this section by reading the language outcomes.

### ♣ Getting started. (page : 82)

① Task one: Discuss the following questions.

#### 3. Aims of task one:

- 01) *To introduce the main subject of the second part implicitly.*
- 02) *To encourage pupils' free oral reaction towards a specific language interest.*
- 03) *To compare some of the national (Algerian) school criteria and academic titles with their equivalent in Britain and elsewhere.*

### The answers to task one :

Due to many considerations, pupils answers may vary and possibly could even be far from the exact point towards which the teacher wants them to go. Therefore, the teacher is going to provide and discuss with the class the correct answers by the end of their brainstorming.

1. The question is so general that pupils' answers will certainly vary. The teacher has to activate their background knowledge.
2. The equivalent of the term '*lycée*' in Britain is: Comprehensive school/ Grammar school/High School.
3. The academic titles should be in the following order from bottom top ward: GCSE, BA/B.Sc, M.A/M.Sc, M.Phil, and Ph.D.
4. Most of these academic qualifications are found in Algeria.

### ♣ Taking a closer look. (Page:83)

① Activity one: Read the text below and answer the following questions.

#### ❖ Aims of activity one:

- 01) *To acquire an idea about school and Education in Britain and compare it to the Algerian one; to know what is similar and what is different.*
- 02) *To improve the learner's comprehensive abilities by making him searching for specific notes and details while reading a text.*
- 03) *To provide pupils with the correct methodology of answering 'yes/no' and 'WH' questions.*

### The answers to task one :

- A.** Politicians who promise little money for education less popular than the ones who promise a lot because education has a lot of importance for the British people.
- B.** No, not all of them. Some of them receive their primary education at an infant school and then a junior school whereas others receive it at a primary school that combines the two.
- C.** The adjective that best describes access to university in Britain and the USA is: *selective*.
- D.** School performance tables are published annually in order to show how well individual schools have done in tests and exams.



### Around the text. (Page: 84).

## Grammar Explorer I

**1** Activity one: Pick out from the text the sentences that contain quantifiers. Then answer questions A-D below.

### Aims of activity one:

- 01)** *To identify quantifiers.*
- 02)** *To distinguish between quantifiers used with countable and/or uncountable nouns.*
- 03)** *To identify quantifiers that could be used with both nouns.*



### The answers to activity one:

● There are eight sentences in the text that contain quantifiers. Here they are :

- 1) No subject has as **much** importance for the British people as that of education.
- 2) **Most** citizens believe that .....and to high standard as well.
- 3) Politicians who promise to spend **a great deal of** money ..... only a little (of money).
- 4) Recently there has been **a lot of** talk ....
- 5) **A lot of** people are afraid that Higher Education might be reversed ....
- 6) ... the privileged **few** because poorer students .....
- 7) **Some** (children) receive their primary education .....
- 8) **Some** students will start work while **a few** others will stay on at school.

- A. The quantifiers which are used with countable nouns only are: **most, a lot of, few/a few** and **some**.
- B. The quantifiers which are used with uncountable nouns only are: **much** and **a great deal of**.
- C. The quantifiers that can be used with both countable and uncountable nouns are: **a lot of, a great deal of** and **some**.
- D. The two quantifiers that we usually use to ask questions about quantity are **many** and **much**.

### Grammar Explorer III

① **Activity one:** Read the text again and pick out the sentences describing similarities and difference. Leave out the sentences with comparatives and superlatives. (page: 86)

❖ **Aims of activity one:**

- 01) *To learn how to express similarity using similar to and like.*
- 02) *To learn how to express contrast/difference using different from and unlike.*
- 03) *To enable pupils discover sentences expressing similarities and contrast in the text.*

✍ **Answers to activity one:**

● The sentences expressing similarities are:

01) This requirement is more or less **similar to** what is required by American universities.

● The sentences expressing differences/contrast are:

- 01) **Unlike** the old system, the present system sets the same subjects for all state schools.
- 02) It has made the current educational system **different from** the previous ones in at least two major aspects.
- 03) **In contrast to** the old practice, standards at individual schools are watched closely by inspectors.



## Grammar Explorer IV

**Activity One:** Consider sentences 1 and 2 and answer the following questions. (page: 86)

### Aims of activity one

- 01) To consolidate and revise the use of the passive voice.
- 02) To spot the major differences between the passive and active voice.
- 03) To make pupils aware of the passive use priority in the language.
- 04) To make pupils aware of the use and omission of the preposition *by* in the passive sentence.

### Answers to activity one:

- A. We know that the verbs in sentences 1-2 are in the passive voice by the form of the verbs in these sentences which is: the auxiliary **'to be'** followed by **'the past participle of the verb'** and **'the preposition by'**.
- B. We can turn these verbs into the passive by writing:
- Parents **watch** standards at schools closely.
  - Inspectors **visit** schools regularly.
- C. The passive is used instead of the active voice here because the writer seems more interested in *what happened* (the object) rather than *who does it* (the subject).
- D. No, it isn't always necessary to use the preposition 'by' in the passive voice. 'By' is used only if the subject is definite (*known*).

## Vocabulary Explorer

① **Activity one:** Transform the verbs in brackets into nouns by adding suffixes 'ing', 'ion' and 'ation' so as to get meaningful text.

### Aims of activity one:

- 01) Expanding the learner's lexical memory by obtaining some words related to the main subject of the unit and using them in context.
- 02) Forming noun from verbs using suffixes *ing*, *ion* and *ation*.

 Answers to activity one:

- Bearing their meanings in mind in the text, the nouns are as follows:

Verbs	Nouns
Educate.	Education
Develop.	Developing
Instruct.	instruction
Begin.	beginning
Learn.	learning
Go.	going
School.	schooling
Socialize.	socialization
Train.	training
Inform.	information
function	functioning

**Pronunciation and spelling**

- ① Activity one: Go back to the text and pick out all the words ending in 's/es' and classify them in the table below.

❖ Aims of activity one:

- 01) *To raise pupils' awareness about the musicality of spoken English.*
- 02) *To discriminate between the three sounds /s, z/ and /iz/ produced as a result of pronouncing the final 's/es' of some verbs and plural nouns.*

 Answers to activity one:

/s/	/z/	/iz/
Students	Citizens	Ages
States	Politicians	
Tests	combines	
Subjects	schools	
Aspects	Towards	
Sets	others	
	Standards	
	tables	
	Exams , is	

② **Activity two & three:** Listen to your teacher reading the pairs of words in the table below. Put a stress mark on the syllable you hear most in each word. What do you notice? Then draw the rule for stress in words ending with 'tion'.

❖ **Aims of activity two & three:**

- 01) To raise pupils' awareness about the musicality of spoken English.
- 02) To learn stress patterns with some verbs and noun.
- 03) To make pupils aware of the stress shift from the verb to the noun.
- 04) To recognize the stress pattern in words ending in the suffix 'tion'.

✍ **Answers to activity two:**

● **The pronunciation of verbs:**

Verbs	Pronunciation	Verbs	Pronunciation
- educate	/ɪdju:'keɪt/	- form	/'f :m/
- instruct	/ɪnst'r kt/	- transform	/tr nsf :m/

● **The pronunciation of nouns:**

Nouns	Pronunciation	Nouns	Pronunciation
- education	/ɪdju:'keɪ n/	- formation	/'f :'meɪ n/
- instruction	/ɪnst'r k n/	- transformation	/tr nsf 'meɪ n/

✍ **Conclusion:**

1. The stress in words ending with the suffix 'tion' / n/ always falls on the 'penultimate' syllable. i.e., on the second syllable from the end.
2. Verbs of two syllables in English have the second syllable stressed.
3. Monosyllabic words in English 'those of only one syllable' are totally stressed.

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**Unit Two: Education in the world unit planning.**

# II - Part Two

Unit Three: Education in the world unit planning.

## Section One

 **READ AND CONSIDER.** (Pages: 97 to 102).

-  **Reading and writing.** (page: 97)
-  Before reading (page: 97)
-  As you read. (page: 98 - 100)
-  After reading. (page: 100- 101)
-  Writing development. (page: 101 -102)



## Reading and writing.

(page: 97)



### Getting started.

(Page: 97-98)

As usual, the students will go through the preview so as to get acquainted with the objectives of the section.

♦ **Task:** Study the diagram about education in the USA then answer the question on the next page.

● **The question:** In what ways is the Algerian educational system similar to and different from the American one? Discuss.



### Aims of the task:

01) *To compare the American and Algerian educational systems using comparison/contrast structures.*

02) *To encourage pupils' oral communication in English.*



### As you read.

(pages:98-100)



1 **Activity one:** Skim through the text below and divide it into five paragraphs.



### Aims of activity one:

01) *Separating paragraphs by identifying the different ideas expressed throughout the reading passage.*

02) *To learn the importance of ideas' coherence in a written text.*



### Answers to activity one:

\* **Paragraph one:** (Although in general Americans prefer ... between the ages of 5 and 18.) (§1)

\* **Paragraph two:** (Formal education is usually considered ... the cost for people who live in the state.) (§2)

\* **Paragraph three:** (By some standards .... Graduate from college or university.) (§3)

\* **Paragraph four:** Most educational institutions are public... so that they will have advantages later in life.) (§4)

\* **Paragraph five:** Americans agree on the importance of education...their beliefs.) (§5)



2 **Activity two:** Match the paragraphs you have identified with five of the jumbled ideas A-F below. One of the ideas is the title of the text.



### Aims of activity two:

01) *To label paragraphs with their appropriate main ideas.*



Answers to activity two:

**Education in the US.**

Paragraph one: *The government and education*

{ Although .....the ages of 05 and 18. }

Paragraph two: *The school system*

{ Formal education .....who live in the state. }

Paragraph three: *The quality of education.*

{ By some standards .....08 millions are illiterate. }

Paragraph four: *Types of education.*

{ Most educational ..... later in life. }

Paragraph five: *Points of conflict.*

{ Americans agree .....their beliefs. }