

Roadmap To Eureka!

Preface

This work is aiming at helping the new teachers who have been faced with practical problems in their classrooms as they are experimenting teaching for the first time. This idea came to me as a response to the many questions raised by new teachers about the most effective procedures and methodologies of conducting a unit teaching.

Among the frequent questions they ask are of this kind:

- Which activities do I have to deal with and which ones I have to skip?
- How do I conduct activities related to grammar or phonology?
- When do I teach pronunciation?
- How can I move smoothly from one lesson to the next one?
- Shall I allow my pupils to write down everything or not?
- How do I manage with projects?
- How do I assess my pupils' projects?

In this modest tutorial, I will try to employ my humble experience to answer all these questions hoping to be of benefit to them.

First of all, I would like to point out that this work is not a lesson plan but rather an attempt to provide a step by step guideline intended to enlighten the way to managing successfully with a unit.

In this work, I have opted for Unit four (**Eureka**) of the Crossroads as a model since it is expected to be dealt with in the third term and as most of the new teachers are assigned the 1st year level. My ambition is to do the same work with one unit of each level.

All along this work, I have tried to envisage lifelike situations. I have thought of outstanding classes as well as weak ones, motivated pupils and unmotivated ones. I tried to explain how to set the general objective of a unit and how to manage the sub-objectives to serve the final objective. I attempted to supply various procedures of tackling a lesson. I did special efforts to demonstrate the strategies of introducing language points and the techniques of shifting smoothly from one step to another.

Unit four Eureka! Book: AT THE CROSSROADS

The time allotted for this Unit is about 23 hours divided into 20 practical lessons and three hours kept for the project outcome.

General objective of the Unit:

The general objective of any unit should be set in reference to the project outcome. The project allotted for this Unit comprises: **A presentation of an invention, its evolution, and an inventor's biography**. Thus, one can bear in mind all along the unit steps that any activity dealt with in class should serve to help pupils achieve this outcome with ease. Additionally, a special focus should be put on all the activities that deal with the description of devices, their historical evolution and any material of biographies description should not be skipped or ignored.

Consequently, the general objective of this unit would be: **Having our pupils able to describe a device and its subsequent evolution as well as having them capable of writing a biography of a scientist or inventor.**

- The functions that can serve to achieve this objective can be identified easily as each of them should necessarily develop a consequent competency. The most insistent functions would mainly be:

- 1- **Describing a device** (making a physical description of a device)
 - 2- **Describing a biography** (writing a biography of an inventor)
 - 3- **Comparing- contrasting** (describing the evolution of the device)
- The main tenses to care about are the present simple and past simple with less emphasis on the simple future and future perfect.
 - The discourse connectors to be focused on are those of **concession** as they are very relevant when pupils come to describe the evolution of a device in their projects.

Lesson 1:

Important note about the first lesson

The first lesson of any unit is very decisive and right through my modest experience I would assume that the more we are successful in this lesson, the easier will be the following steps.

Basically, the first lesson consists of a class interaction associated with notes-taking. In this first session, we are likely to introduce the topic of the unit, give hints about the project, designate the groups for the project and help pupils to understand the relation between the title, the topic and the project outcome. Some teachers would rather give a detailed preview of the unit (objectives, functions, grammar, vocabulary but personally I do not like to give too many things at this stage and I prefer let my pupils discover the language points themselves all over the unit rubrics.

Introduction of the unit:

This introduction serves to bring in the theme of the unit. At this phase, we try to gain the students' attention, stimulate their interest, activate their background knowledge and motivate them to be engaged in the course. We can conduct this phase through different methodologies. However, I believe that the best way to attract pupils'

attention is through visuals. Fortunately, the course book is rich of pictures and illustrations, and visibly the first page of each unit is provided with very expressive pictures which would facilitate the introduction of any topic effortlessly.

N.B: If possible, it would be very beneficial if [you could find any connection between a preceding topic and the new one](#). For example in our case we can relate this unit with the previous Unit ([Back to Nature](#)).

We can ask questions of this kind:

Could you remember the main causes of pollution?

Pupils are likely to say: factories, vehicles, power stations...

T: When did these things appear?

T: What or who helped them to come into existence?

T: Do you know the names of some famous scientists who made big inventions?

To motivate your pupils, you can open a very short discussion about advantages and disadvantages of science and technology.

Each time you or your pupils introduce a relevant word, you should write it on the board and encourage your students to take notes all the time.

Once you have managed to link this unit with the previous one, you can ask your pupils to open their books and examine the pictures (p 96) and ask what the pictures suggest to them.

At this level, we accept all kinds of answers provided they are related to the topic. Sometimes, the pupils are not motivated and they react negatively to these open-minded questions and they sometimes refuse to answer questions which they think they are banal. In this case, try to incite them by means of questions of the sort: Are these trees? Are they cars? Do they suggest poverty or pollution...? Questions of this kind are likely to exhort pupils and have them react.

During this discussion, you should always think of questions that raise your pupils' curiosity to make them engaged in the discussion. A question like: "How can you imagine life without all these inventions?" would make everyone think and try to tell something about the matter. You should not mind too much about the mistakes at this step. However, you should care of the new lexis that would be very helpful later. All the key words should be listed on the board and make sure your pupils have grasped their meaning. In parallel, you encourage pupils to jot them down on their notebooks to invest them later.

Now, you can introduce explicitly the title of the unit together with the topic as well as the project.

You write the title 'Eureka' on the board and ask questions such as:

- Have you ever heard of this word?
- What's the meaning of the word 'Eureka'?
- Does this word suggest you something?
- Why do you think it is followed with an exclamation mark?

If pupils fail to get the answers, don't hesitate to give them the answer abruptly since the aim is not to test their knowledge but rather to motivate them.

(Eureka (Greek word "I have found it") you can raise briefly the story of Archimedes.

Once the pupils have become familiar with the title of the unit, you ask them to guess the topic of the unit. Certainly, pupils won't find any trouble to discover the theme.

Hence, you can now open a discussion on the project outcome:
Explain your pupils the task: (Making an invention profile)

Write on the board the steps to be followed and the elements to be developed in the project.

The main points of the project are: [Description of the invention, history and evolution, and the biography of the inventor.](#)

You can refer them to [page \(121\)](#) for more details.

You assign each group a special invention so that to avoid repetition of the same work and mind you to make connection all along the unit steps between the activities and the project outcome.

End of Lesson 1

LESSON 2

SEQUENCE ONE LISTENING AND SPEAKING

ANTICIPATE: (p 98)

First, I would like to note that the main skills that should be activated in this sequence are: [speaking and Listening](#) as the title of the sequence denotes. However, you can allow jotting down some relevant language points that might help them to refer to later on.

This step aims particularly at preparing pupils to the coming phase ([Listening & speaking](#)). Our concern here is to enable pupils to:

[1: Grasp the listening script.](#)

[2: be able to do the activities that follow.](#)

[3: acquire new vocabulary related to the unit.](#)

Procedure:

To begin with this phase, we need to remind pupils of the Unit topic by means of questions such as: Can you remind me of our last lesson?

Or: Last time, we discussed a very important subject, what was it about? why is it so?

Or: What is the title of our unit? And you open a very brief discussion about the title's meaning and its relation with the topic.

Or: you can ask pupils then, to what extent they feel concerned with the topic of the unit.

The aim of this step is to remind pupils of the subject matter and to evoke some key words and ideas to help pupils engage in the lesson.

After this brief recall, we can delve into today's lesson. We ask pupils to open their books on **page (p98)**.

You should always serve of the pictures provided in the course book. They are very helpful as they help to fuel comments and give us a fine opportunity to open a class discussion on the subject matter.

First, ask pupils to have a look at the two pictures. Then, start asking your questions. Your questions should be of interest to your pupils. (*Don't ask questions for the sake of asking*). You should never ask questions which would be judged as silly by your pupils. Besides, your questions should aim at eliciting key words that will help pupils to deal with the next phase (Listening). (*New and key words should be listed on the board*)

I would point out here that one should feel free. You can follow the course book's activities or devise your own ones which may better fit the interest of your pupils. You can also integrate all these activities in one.

Personally, I prefer the second choice because I find most of the activities suggested in this phase inappropriate

The questions which are likely to fit the situation here are:

- Who are these people?
- What are they doing?
- Why are they washing clothes outside home?
- What are they using to wash their clothes?
- Why?
- Is it good to wash clothes in this way? (discuss the drawbacks of this method of washing)
- Have you ever tried to wash your clothes?
- Is it easy or difficult to wash clothes?
- Do all people now wash clothes by hand?
- How would like to wash your clothes? Why?
- Do you think that these home labour devices have helped us? How?

*) **For unenthusiastic classes**, one should exhort them with yes-no questions to make them react to your questions:

- Do the pictures show men or women?
- Are they doing something?
- Are they washing clothes? At home?

Are they using something to wash clothes?

- These kinds of questions would certainly make pupils react even they are unmotivated.

*) I would like here to draw attention to a very important factor that determines the pupils' stimulation is the way a teacher responds to their answers. When a pupil takes pain to answer your question, he always seeks for a kind of reward. He can be satisfied with a mere remark of "good" "thank you", "excellent"... Thus, you should never

get bored of giving positive remarks to your pupils. A pupil would feel very disappointed if he gives you an answer and eventually faced with a "silent treatment".

The discussion conducted here should lead to elicit key words like: *wash clothes, rush, stream, bucket, beater, washing machine, home labour devices, drawbacks, advantages, disadvantages, save time and effort*

All these words are to be well grasped by the pupils so that to enable them assimilate the listening script.

Listening:

Script one:

- Before reading the script, you should prepare your pupils psychologically to be ready for listening to you. (i.e. try to raise a sense of interest) In our case, we ask them for instance if they want to know how our grand mothers in the past used to wash clothes as there were no washing machines and no soap at that time. This may create some curiosity that drives them to listen. However, this introduction is not enough to assure listening. Thus, to make sure our pupils would undoubtedly listen, you should devise some activities beforehand. These activities have, indeed, two objectives:

1- Set a purpose for reading.

2- Evaluate your pupils' comprehension.

Additionally, the activities may help you to evaluate yourself. (I.e. if the pupils manage to deal successfully with the activities, this denotes the teacher's good accomplishment in the "Anticipate phase", otherwise it would be judged as a failure.

- Some of the activities set here can be comprehension questions, true or false or multiple choice answer questions:
- Here are two examples of these activities:

Comprehension exercise:

- 1- How did home labour devices come into existence? (appear)
- 2- What is the main advantage of these devices?
- 3- Where did women used to wash clothes in the old days?
- 4- Why did they use to do so?
- 5- Was this a good solution?

True/ false activity:

- 1- Labour devices came into existence because of technology.
 - 2- The main advantage of these devices is saving time and effort.
 - 3- Women used to wash clothes in the old days at home.
 - 4- They used to wash clothes stones, rushes and washboards.
 - 5- Cleaning clothes was a very easy work.
- Allow your pupils to examine the questions. Then, read the text once or twice and encourage them to do the activities.
 - During the correction, allow all possible answers so as to make your pupils have confidence in themselves and give them a pulse to be involved in the class interactions.

Script two: Script two

With the second script, you do almost the same thing as the script above.

Prepare your pupils with questions such as: **do you want to know who discovered the washing machine and when?**

Or, do you like to know about the history of the washing machine?

You can serve of **the pictures (p 99)** and ask them what the two pictures represent (*old and new machine- which one is better? Why?*). Then you ask them if they want to know more about the evolution of the washing machine.

Before reading the second script, set another purpose for reading, you can use an activity like this one:

	First washing machine	Second washing machine
When?
Who?
Difference

Explain the task and then read out the script.

- After the correction of this exercise, you read script 1 & 2 and set them to do ex: 3 p 99. Explain clearly the exercise because it seems at the first glimpse as a bit complicated.
- Once pupils have completed the table, write the correction on the board but just in a form of notes.
- The next step is to ask pupils to exploit the notes in the table to write a presentation of the washing machine.
- This activity is very crucial as it allows pupils to reinvest the new vocabulary and helps them later when they come to write their own presentation of a device in the project outcome.

End of Lesson 2

Lesson 3

Say it clear:

1-Intonation:

This rubric constitutes a hurdle to both old and new teachers for making smooth transition as it deals with pronunciation.

Though the words and sentences used here are related to the subject matter, it is difficult to relate it to the previous stages.

However, for today's lesson, one should remind pupils of the Unit's topic, then, tell your pupils about today's lesson significance. (i.e. why it is important to study pronunciation)

After that, write the example suggested on the course book or any other example related to the topic:

Who invented the first washing machine?

- Ask your pupils to read out the question.
- You may need to promise extra marks for the one who reads it the right way so that to create interest and motivation.
- If your pupils fail, you read out the question with special focus on the intonation at the end of the question.
- Now, reformulate your question to become an auxiliary question and ask them to read it.

Don't use the course book examples because they seem difficult to manage with.

Use simple questions such as: **Do all women use washing machines?**

- After that, you explain them the rules of intonation in both long and short answer questions, the importance of intonation in spoken English and the way we mark it.
- For further practice, set your pupils for a pair work:

P1: Are you tired?

P2: why are you tired?

End of Lesson 3

Lesson 4

2- Stress shift:

Introduce your activity by reminding pupils of the stress concept, importance of stress, and the problems that may result from misplacing stress. Then, set them to do the exercise. During the correction, ask pupils to justify their choices of marking the stress and elicit the rules. The rules have to be written on the board and mind you that all the pupils have assimilated them.

The hidden message

The aim of this rubric is to familiarize pupils with phonetic symbols so that they will be able to understand these symbols when consulting the dictionary on their own seeking for the right pronunciation of English words.

Allow pupils to examine the script and encourage them to decipher the message.

End of Lesson 4

Lesson 5

Your Turn

This rubric should not be skipped at any condition as it serves the general objective as well as the project outcome.

Introduction of the lesson:

I would imagine that linking this rubric with the previous one would be the ideal way as it helps out to remind pupils of the topic and activate pupils' background knowledge. In today's lesson, one could ask the class:

- Could you remember who invented the washing machine?
- Do you know the names of other inventors?
- Have you ever seen them?
- Do you want to see them?
- Here they are (P 101)

Help your pupils to identify the identity of the scientists.

Then, exploit all the activities of **the course book (101)**.

Encourage your pupils to care for the tense and pronunciation.

During the correction, make special emphasis on **the simple past tense prepositions and capital letter in proper nouns**.

Say It in Writing (p101)

This step is a follow up of the preceding activity. It aims at reinvesting the language learnt previously. Thus, it should not also be ignored.

In weak classes, you can set your pupils to work in pairs to help each other and save time.

Explain the instructions and tell them to make use of the info in the previous activities to write short biographies about the scientists introduced so far.

Here, you can evaluate your pupils' mastery of the language points already dealt with. This activity also offers the teacher an opportunity to bring some correctness when the pupils are asked to present their outcome.

End of Lesson 5

Lesson 6

Sequence two Reading and Writing

Anticipate:

Though the predominant skills of this sequence are "Reading and Writing", this preparatory step consists mainly of class interacting. And as the « Anticipate » rubric of Sequence one which serves to get the pupils ready to manage with the listening phase, similarly, this rubric serves to prepare them for the **reading phase**.

To start this rubric, it would be very positive to relate it to the previous sequence. You can make use of questions like:

- Do you remember of the washing machine history?
- What are the main improvements introduced during its evolution?
- Do you think that these improvements are important? Why?
- Do you think that the current washing machine may know new improvements?
- How can you imagine the future washing machine?

Questions of this sort would certainly activate the pupils' background knowledge and prepare them to tackle the new lesson.

To generate a feeling of curiosity, ask them: **Do you like to discover the history of another important device?**

Then, ask them to open their **course books (p102)**. Have them observe the pictures and once they have identified the objects, open a class discussion bearing on the evolution of communication devices. During the class discussion, mind you to direct the discussion in such a way you ensure all the key and new words related to the reading text are introduced and fully grasped by the whole class so that when you come to deal with the reading phase, your pupils would cope effectively.

The class discussion should normally lead to the introduction of the following lexis: **primitive, space, centuries ago, ancestors, drums, satisfactory, voice, waves, long distance, wireless, transmission, satellites, orbit**. All these words should be carefully explained and listed on the board because they will help them understand the reading text. Encourage your pupils to take notes about them.

The questions that can be used to achieve this objective are of this kind:

- **How could our ancestors transmit their messages centuries ago?**
- **Was this satisfactory? Why?**
- **What happened later to develop communication?**
- **Did this kind of telephone satisfy the needs? Why?**
- **What was the latest solution to help quick and easy communication?**
- **Where are satellites set?**

These questions are liable to generate the key words necessary to allow your pupils comprehend the reading text.

Read and Check

You can start this phase from **Exercise 3 of 'Anticipate rubric'**. You set the pupils to do the activity. Ask them to guess the time in which these communication devices were invented. **Don't correct with them** at this stage but invite them to check their answers in the reading text.

Once they have finished reading the text, you draw out the correct answers from your pupils and correct the exercise on the board (**table completion p 102**).

After that, you set them to read the text again and do **Ex 2 and 3 p 103**.

End of lesson 6

Lesson 7

This lesson is a follow up of the '**Read and Check**' rubric. It intends to reinvest the language points learnt so far to make a written production. Make a brief recall of the reading text's main points through question-answer process to remind your pupils of relevant language points and help them to make use of the information in **the table (p102)** as well as the answers of **the exercises (1 & 2 p 103)** to write a short paragraph about the evolution of communication. Discuss with the class the language forms they may need (**simple past, connectors of concession and cause/consequence**)

The final outcome should look like this:

In ancient times, man **used** drums to communicate. **However**, these means **were** not satisfactory over long distances. **So**, in 1876, Alexander Graham Bell **invented** the telephone **but** this **was** not enough. **Therefore**, in after twenty-three years, Guelielmo Marconi **invented** the telegraph. **Though** this later **allowed**

communication between England and France, it **was** inconvenient for very long distances. **Consequently**, Arthur C. Clark **suggested** the solution of a satellite in an orbit. **Thanks to** satellites, today, we can communicate easily.

End of Lesson 7

Lesson 8

Discover the language:

At this stage, we intend to help pupils understand and practise the functions related to the unit. Obviously the main persistent function in this unit is: **Expressing concession** as it is very helpful when one comes to describe the **evolution of a device**.

I would like to note that there is a big confusion in the course book's examples because they confuse between contrast and concession. One should not trust the course book for granted. The objectives of our unit lay down **concession** rather than contrast.

Make a brief recall of the last lesson (**evolution of communication devices**) and seize the opportunity to elicit a relevant example and write it on the board.

This example may fit the situation:

In ancient times, they used drums to communicate. However, these means were not satisfactory.

Interact with your pupils on these sentences. Explain the relation expressed here. Encourage them to find other connectors that express the same idea and allow them to practise them on the same example. Help them to understand the circumstances that fit these connectors and make them aware of the position of each connector in a sentence.

Draw their attention to the punctuation marks and set them to do the activities (3 and 4 p104) for further practice.

End of Lesson 8

Lesson 9

Write it right

(Activity 1 can be skipped as we have already dealt with a similar one)

Activity 2 p 105

This activity is aiming at creating life like situations in which a pupil is faced with a problem situation, the initial problem and the evolutions that follow. The objectives of the activities are to consolidate the expressions of concession and describe the steps of a device evolution.

To introduce this activity, you can refer pupils to the problems women had before the invention of the washing machine or the difficulties people get in sending their messages before the settling of satellites in space.

Discuss briefly these problems and introduce the activity by encouraging them to imagine the problems that would exist before the appearance of these devices (dishwasher, vacuum cleaner and microwave oven).

Ask them to use the words in the box to describe the initial solution and the problems related to this solution. If you feel that your pupils are not so bright to deal with this activity, you can exemplify with the first situation.

Allow your pupils the necessary time to do the activity and in the meantime, you draw the table on the board to do a written correction of the exercise.

After the correction of the exercise, incite the pupils to make use of the info in the table and write short paragraphs about these devices.

Before setting them to write the paragraph, make them aware of the connectors they need. Obviously, they are likely to need the expressions of **concession and consequence**.

End of Lesson 9

Lesson 10

Sequence three Developing Skills:

Presentation of a device

If you examine thoroughly the different steps of this sequence, you can easily foresee the skills targeted in this phase. Nearly all the skills are involved in this sequence: (Listening, reading, speaking and even some language points which are thematically relevant to the topic are all being targeted.)

As the title of the stage indicates, this phase serves enormously the objective of the unit as well as the project outcome as it seeks for enabling pupils to make a physical description of a device.

To introduce the first step of this sequence, you can ask your pupils these questions which help to brush up the listening script as well as the activities that follow:

- Have you ever bought a household device?
- Did you give the priority to colour, size, price, shape...?
- If you were to buy a fridge, what specifications do you wish to have? (Height? width? Depth? Model, Brand...?)

Ask as many questions as possible about the specifications of a fridge so as to introduce as much vocabulary as possible.

Once pupils have become familiar with the vocabulary related to the activities, you introduce the listening script. Then, set them to do Ex 1 & 2 p 106)

If time allows, set a pair work, For example:

P1: asks about objects in the class in terms of size, shape, colour...(How wide is the table?, How high is the window? What's its colour? Shape?..)

P2: It's 1 m wide. It's 1.5 m high, its colour is brown, it's rectangular in shape...

End of lesson 10

Lesson 11

Activity 3 p106

As you can notice, the two previous activities intend to develop the **listening and speaking skills**, whereas this one is targeting the **written skill**.

To begin with this activity, you need to make a brief recall of the **fridge's main specifications** so as to remind them of relevant lexis. After that, you introduce the activity.

I suggest adapting this activity in such a way it would cope better with the pupil's interest.

Divide your class into groups of four. Ask each group to write an advert on one of the given models using the notes provided. Beforehand, you should remind your pupils of the techniques to advertising. You may need to go through the tactics summary to allow your pupils acquire some relevant expressions.

To create a sense of competition between the groups, tell them that the best advertised model will be written on the board and the members of this group will gain extra-marks.

During the presentation of the outcome, encourage pupils to take notes and exhort them to comment the presentations of their classmates on specific criteria (use of language vocabulary, particularly adjectives related to the physical description of a device)..

End of Lesson 11

Lesson 12

The second part of this sequence is interested mainly in the aspects of the language. This step, aims at consolidating the function of expressing concession and it offers an opportunity for weak pupils to catch up.

To proceed with this step, you need to ask your pupils the following question:

Do you think that all new inventions and discoveries have only advantages?

Take the example of “television” an example for your discussion.

You may refer your pupils to the pictures (p 109) to inspire some relevant ideas.

Draw a table of two columns on the board and list all advantages and disadvantages that you can elicit from your pupils.

The class interaction should lead to an outcome like this:

Advantages	Disadvantages
<ul style="list-style-type: none">- Television helps us to catch and avoid being dropped back from the world of information.- It is considered as an unlimited source of information.- There are a lot of scientific channels which are suitable for all ages- Television is the fastest and	<ul style="list-style-type: none">- It diverts mind in different ways.- TV is a means of propaganda.- It dictates lifestyles, tastes, fashion, desires of modern people.- Many movies shown on TV are stupid and violent.- The most important thing against TV

<p>cheapest way to improve knowledge.</p> <ul style="list-style-type: none"> - It allows us to see the appropriate programmes that fit our taste. - Many events and competitions can be watched “live” - TV is a powerful teaching tool - We learn about lands and peoples we may never visit. - We watch news as it happen on the other side of the globe. 	<p>is that most movies are not real.</p> <ul style="list-style-type: none"> - TV can case lots of health problems, such as sight problems and obesity. - Children can acquire bad habits shown on the TV. - children and teens might behave on aggressive and violent ways with their own families and friends
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Ask your pupils to take down the table because it will serve them later.

Once this is done, ask pupils to link the sentences in the column “A” (Advantages) with those in “B” (disadvantages) and encourage them to vary the connectors: (but, however, although, on the other hand...) to express concession.

E.g. Television allows people to relax **but** it distracts them from their daily work.

For further consolidation of the structure, set them to practise concession in **exercise: 1 p 108**

End of lesson 12

Lesson 13

Stop & Consider (p 110)

This rubric intends to implement some grammatical rules which would serve the achievement of the general objective of the unit and the project outcome. The grammatical points suggested in this rubric

are: *prepositions, articles, relative pronouns, expressing consequence by means of (sothat) and tenses.*

Evidently, one has to be too ambitious to deal with all these grammatical forms and at the same time make sure his pupils would grasp them. Therefore if you feel your pupils are unable to assimilate the whole points, you can ignore those you judge less relevant to the general objective of the unit. However, you should keep in mind that you will insert them in the next unit whenever you have the appropriate context to do so.

I would like also to note that if you have already dealt with any of these points in a previous unit and you feel your pupils master well this language structure, you can skip it. This is the case with the lesson about "*Articles*" which is assumed to have been dealt with in "**Stop & Consider**" of **Getting Through (p 21)** and the same thing can be said about "*Consequence*" in Discover the Language **of Back to Nature Unit(p134)**

Procedure:

1- Prepositions:

The prepositions which we are concerned with here are: "**with**" and "**in**". Obviously they serve in describing a device.

I think the most appropriate way to introduce the lesson is by referring pupils to the project outcome. Tell them that the description of a device which they are asked to do in their projects needs the mastery of these two prepositions; mainly when describing the **shape, components and colour of a device**. This connection of the lesson with the project may urge pupils to be interested in the lesson as they will feel in need to understand these prepositions to be able to manage successfully with the project.

Interact with your pupils **'Reminder 1 &2 (p 110)** and encourage them to practice the use of the prepositions in the given situations.

For further practice, set them to do exercise 3 p 110. And if time allows, elicit example related to the description of the colour and shape of some objects by using the prepositions learnt so far.

E.g. The table is rectangular **in** shape **with** four metal legs.

This schoolbag is red **in** colour **with** a silver handle.

End of lesson 13

Lesson 14

Articles:

You can introduce the lesson explicitly as it is generally difficult to relate a grammar lesson to a previous step of the unit. However, it is very crucial to explain your pupils the relevance of such grammatical point to achieve the objectives of the unit.

Therefore, you can initiate the lesson by a mere starting statement like this:

Today, we shall see an important lesson in grammar. It is about "Articles".

It would wise to incite your pupils to discover the relevance of this lesson for the objective of the unit. You may ask them how the study of articles can be helpful in the elaboration of device presentation.

Help them to imagine a text without articles. Try to elicit the main advantages of using the articles properly. If your pupils fail, ask them questions like:

- Do they help to know whether the noun is singular or plural, countable or uncountable, definite or indefinite...?

These kinds of questions make pupils feel more interested in the lesson and urge them to engage in the class interactions.

Discuss with your class '*Reminder 1 & 2*'. Then, help them to do the activities (p 111).

Make sure your pupils have assimilated the use of both definite and indefinite articles before you move to deal with the exercises. Mind you to envisage the situations that may face pupils in their project preparation. That is to say: Pupils are very likely to come across situations like:

- **The** washing machine is **an** interesting invention.

* ('**The**': before nouns representing a group of things and '**an**' before a noun complement)

- **The** first invention was not satisfactory.

* ('**The**': before superlatives)

- **Ø** People had suffered a lot before **Ø** technology emerged.

* (**Ø**: before plural indefinite nouns and abstract or uncountable nouns beginning with a vowel)

Hence, a special focus has to be put on similar situations.

End of lesson 14

Lesson 15

This lesson intends to recycle the relative pronouns though the course book is only targeting one single pronoun "**whom**".

It would very useful to recycle all the relative pronouns as they have not been dealt with in previous units.

To introduce this lesson, you need to elicit examples that fit the situation. Ask the class questions such as:

- Who invented the dishwasher? (*Josephine Cochran invented the dishwasher*).
- When was she born? (*She was born in 1889*)
- Write the two answers on the board and ask your pupils to join them in one sentence.
- * Josephine Cochran **who** invented the dishwasher, was born in 1889.
- Interact with your pupils about the use of this special relative pronoun.
- Make them understand the necessity of using this pronoun in such circumstances to avoid repetition.
- Make a clear distinction between a defining clause and non-defining.
- Make them aware of the use of the comma to separate the clauses in non- defining clauses.
- Remind them of articles as the definite article is strongly required in relative clauses.
- For further practice do the same thing with the examples of the vacuum cleaner and the microwave oven (p 105).

The next step is to elicit an example which fits the use of the relative pronoun "which".

You can ask pupils this question:

- What did people use to communicate in the primitive time?
(drums)
- Were they satisfactory? (no)
- Similarly as above, write the two answers in separate answers then, ask the pupils to join them. You may need to tell the to start with: "drums."
 - In the primitive time, people used drums to communicate.
 - Drums were not satisfactory.
 - The drums **which** they used to communicate in the past were unsatisfactory.
 - Or, In the primitive time, people used drums **which** were unsatisfactory. (*This sentence has a different connotation*)

For the relative pronoun '**whom**', use the reminder and the activities suggested on page 112.

You can sum up your lesson with this illustrative table.

-	Person	Thing
Subject	Who, That	That, Which
Object	Who/Whom/That	That, Which

For further practice, you can invite your pupils to use relative pronouns in meaningful sentences and read them out.

Or you can try this exercise.

Choose the correct relative pronoun (who, which, whom).

1. This is the bank.....they robbed yesterday.

2. The man.....robbed the bank had two pistols.
3. He wore a mask.....made him look like Mickey Mouse.
4. He came with a friend.....waited outside in the car.
5. The woman.....gave him the money was young.
6. The manshe gave the money was nervous.
7. The bag.....contained the money was yellow.
8. The people.....were in the bank were very frightened.
9. The car.....the bank robbers escaped in was orange.
10. The man drove the car didn't wait at the traffic lights.....were red.

End of lesson 15

Lesson 16

Expressing consequence by means of **(sothat)**

This structure is useful when pupils come to describe the evolution of an invented device.

To introduce this structure, it is strongly recommended to create an appropriate context related to the topic of the unit. Thus, you can recall the evolution of communications and ask questions like:

What has urged scientists to create satellites in space? Help your pupils to give an answer of this kind: *(because the system of transmission was impractical over the sea.)* You can refer your pupils to the reading text (p103) to ensure this answer.

Write the full answer on the board:

Scientists invented satellites **because** the system of transmission was impractical.

This step gives a fine opportunity to recycle (cause/effect relationship) already seen in the previous unit).

Ask the class about the relation expressed in this sentence and invite them to use other connectors instead of 'because'. Then, shift to consequence and follow the same steps. *(Pupils are likely to respond successfully with these tasks as they have already dealt with this structure in "Back to Nature Unit")*

The last step is to introduce the structure (**so...that**) which is supposed to be new to the pupils.

First allow them to make attempts to use this new structure in the sentence above if they fail you explain them the way to insert this form in a sentence to express consequence and suggest a new examples for further practice.

E.g. Washing clothes with a washboard and a brush was harmful. James King invented the washing machine.

Washing clothes with a washboard and a brush was **so** harmful **that** James King invented the washing machine.

The computer is **so** useful **that** nearly everyone has one.

Once you have ensured your pupils can manipulate the new structure with ease, set them to do the exercise: (p 113)

End of lesson 16

Lesson 17 Tenses

Though this stage is targeting the future perfect tense, it would be very wise to recall the three main tenses (present, past and

future) since the tree tenses are involved in elaboration of the project outcome.

To do so, I suggest bringing the pupils back to the reading text (p103). Ask them to skim the text and pick out the tenses used by the writer. Write down some examples on the board and interact with the pupils about the use of each tense in some given circumstance.

Some examples from the text:

- Centuries ago, men **used** drums to send and receive messages.
- However, communication through drums **was** not satisfactory.
- There **was** still a problem with micro-wave transmission.
- Today, it **is** possible to communicate internationally by satellite.
- By the year 2050, electronic information technology **will have transformed** world business, schools and family life.

Once these examples are noted on the board, you need to inquire your pupils about the contextual use of each of these tenses. For example, in the first sentence, the past tense describes a past event but in the second and the third sentences it is used to describe the evolution of this event. The present tense in the fourth sentence serves to describe a present occurrence. Naturally, if you feel your pupils confuse the two tenses, it is advisable to recall briefly the form of each tense.

However, for the last sentence, you should mind to explain carefully this tense. Give a detailed clarification to make sure your pupils can distinguish between the simple future and the future perfect. Enlighten the difference in the form and use.

Write these two examples on the board and explain carefully the difference.

- In 2050, electronic information technology **will transform** world business, schools and family life.
- By the year 2050, electronic information technology **will have transformed** world business, schools and family life.

In the first sentence, the action is expected to start in 2050, whereas in the second it is likely to be accomplished before 2050.

You may recapitulate your lesson in the following points:

- The simple past is used to express a past happening and its evolution within a time limit.
- The simple present is used to describe a present fact, device,...
- The future simple is used for expected coming events.
- The future perfect for actions that are expected to be finished before a time in the future.

For practising the use of the future perfect, set them to do the exercise p113)

End of Lesson 17

Lesson 18

Sequence four Consolidation & Extension

What should be known about Sequence Four?

This sequence is aiming at developing the pupils' writing skill. Thus, the main concern of the teacher at this level is to activate all the functions, vocabulary, grammar... learnt so far to be invested in this phase.

Everyone agrees that our pupils do not show any enthusiasm for writing and I believe that in most of the cases, this is due to some deficiencies in this skill.

Eventually, one may ask: what should be done to develop the written skill?

To do so, we need to enable our pupils to manipulate some sub-skills related to writing.

First, help them distinguish the types of texts (Narrative, argumentative, expository) and accordingly the type of message (letter, report, article...).

Guide them to select the right functions for the right type of text: (describing for a descriptive text, narrating for a story, reporting for an article...).

Discuss with them the language forms (grammar, vocabulary, connectors....) and ask them about the reason of their use in a given context.

Call their attention to the paragraph's structure (introduction-development- conclusion) and make them aware of the importance of arranging the ideas within this framework.

Make them familiar with the use of capitals, punctuation and remind them of the importance of the lay out.

Write It Out (Adapted activities)

As the activities of the course book do not seem to be homogenous with the unit objectives neither with the project outcome, I suggest proceeding with this sequence as follows: Ask pupils to refer to the table (Advantages & disadvantages of TV) in Sequence three p 108. You will invest the info in the table by inviting pupils to link the advantages and disadvantages of TV by means of using the connectors that express concession to write

a paragraph about television. *(Obviously, pupils would not find any trouble to do that as they have already practised that orally.)*

<ul style="list-style-type: none">- Television helps us to catch and avoid being dropped back from the world of information.- It is considered as an unlimited source of information.- There are a lot of scientific channels which are suitable for all ages- Television is the fastest and cheapest way to improve knowledge.- It allows us to see the appropriate programmes that fit our taste.- Many events and competitions can be watched “live”- TV is a powerful teaching tool- We learn about lands and peoples we may never visit.- We watch news as it happen on the other side of the globe.	<ul style="list-style-type: none">- It diverts mind in different ways.- TV is a means of propaganda.- It dictates lifestyles, tastes, fashion, desires of modern people.- Many movies shown on TV are stupid and violent.- The most important thing against TV is that most movies are not real.- TV can cause lots of health problems, such as sight problems and obesity.- Children can acquire bad habits shown on the TV.- children and teens might behave on aggressive and violent ways with their own families and friends
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The possible outcome:

Television helps us to catch and avoid being dropped back from the world of information. However, it diverts mind in different ways. It is considered as an unlimited source of information and allows us to see the appropriate programmes that fit our taste but it is a means of propaganda and dictates lifestyles, tastes, fashion, desires of modern people. Although television is the fastest and cheapest way to improve knowledge, many movies shown on TV are stupid and violent. TV is a powerful teaching tool on the other hand; children can acquire bad habits shown on the TV. TV helps us to learn about lands and peoples we may never visit yet it can cause lots of health problems, such as sight problems and obesity.

Ask one of your pupils to write a paragraph similar to this one on the board. Then, open a class discussion about the aspects of the paragraph?

These questions may help to generate the discussion:

- What do you think of this paragraph?
- What is missing? (*introduction – conclusion*)
- Where do we place the introduction and conclusion of a paragraph? (*At the beginning – at the end*)
- What do we write in the introduction? (*topic sentence*)
- What is a topic sentence?
- What do we write in a conclusion of a paragraph? (*personal opinions, advice, suggestions...*)
- What about transitives? Are they necessary in this paragraph?
- Which kinds of transition words are fitting this paragraph? (*additives*)
- Where exactly in the paragraph should these transition words be inserted? (*When moving from one idea to another*)
- Can you give me examples of some relevant additives? (*Besides, in addition to, moreover...*)
- Which punctuation marks are mostly used? Are they necessary?

After this brief discussion, you allow your pupils to make into practice practise these skills. The first thing to start with is the

introduction. Make them aware of the significance of an introduction in any paragraph and discuss with them the purposes of an introduction. (Preparing the reader, creating interest and motivation, giving clues about the topic of the paragraph and you may think of other purposes.) Therefore, a good introduction should be coherent with the topic of the paragraph and should include the topic sentence of the paragraph. (A topic sentence is a long title of a paragraph) .For example, in our case, the reader should foresee from the very beginning what the paragraph is about. That is to say, a good introduction should allow the reader that the paragraph is about the advantages and disadvantages of television.

Once the pupils have been familiar with the techniques of developing a good introduction, you encourage them to suggest an introduction to the paragraph above similar to this one:

Nowadays, television has become the most popular media which you will find it in almost every house. However, some people consider it as "The Tree of Knowledge and Evil" because of the many evils it causes.

Explain your pupils how an introduction like this one can be helpful to the reader to imagine the topic of the paragraph.

Likewise, you interact with your pupils the conclusion, the transition words, the punctuation marks, the connectors, and the lay out.

The interaction with the class should necessarily lead to the production of a model paragraph to be taken down by pupils.

End of lesson 18

Lesson 19

Work It Out

This lesson intends to achieve two main objectives:

- 1- Practicing the writing skills acquired in the previous lesson.
- 2- Giving the teacher the opportunity to assess his pupils' competencies and remedy the lacunas.

At this final step of the unit, you stimulate your pupils to produce a written outcome in a free ‘atmosphere’. The subject should, of course, be coherent with the topic of the unit. The pupils have to exploit the language points, skills, and functions learnt all over the unit to write a paragraph with the same aspects of the one developed in the previous session.

The best instruction which would cope with the case would be: Write a paragraph of 12 lines about a newly invented device (*it would be wise to suggest a specific device “the mobile” for example*). Describe its evolution and state some of its advantages and disadvantages.

However, one should not be content with a mere instruction even though it is clear and concise. You have to assure that your pupils possess the necessary tools to do such a work (vocabulary, grammar, connectors...)

Thus, before setting your pupils to write the paragraph open a brief class discussion bearing on the different generations of the mobile so as to introduce some useful vocabulary and help the pupils who lack knowledge about the history of the mobile. Help them to identify the required functions that cope with the subject matter. Discuss with them the appropriate tenses that fit the context and remind them of the necessity of the right punctuation marks.

The class discussion should, on the whole, be guided in such a way to elicit the following points:

Old generation	New generation
Too big in size	Very small in size
It requires antenna	No antenna is required
Too expensive	Low cost
Small memory	Support multimedia services
Poor capacity of connection	Possibility to be connected to the internet

Advantages:

- you can carry a mobile phone with you so you don't miss important calls
- if you are lost, you can call for directions
- if you are in an accident, you can call the police or ambulance - and if the phone has a camera, you can take pictures of the accident
- you can listen to music, text, play games when you're bored
- most mobile phones have a calculator and a phone book
- you can use a mobile phone to call your customers or boss if you are running late to a meeting

- you can use them almost everywhere without cables or electricity

Disadvantages:

- mobile phones can be expensive
- they can harm your ear
- sometimes the reception is poor in some areas, limiting your connectivity (you can't talk underground or on planes)
- people use bluetooths and cameras in bad ways
- people use the phone while they are driving, and this can cause problems
- they can cause brain cancer

Now, if you feel your pupils need these notes to be jotted on the board, you can do. However, it would be advisable to be satisfied by just introducing these points orally as this final outcome is intended to be a free composition.

• End of lesson 19

Lesson 20

This last lesson is reserved for the correction of the paragraph developed in the last session. Invite individual pupils to read out their paragraphs in front of the class and encourage the pupils to take notes and comment their classmates' outcomes on specific criteria. *(i.e. evaluation in terms of coherence, tenses, connectors, transition words, pronunciation and fluency)*

Allow the pupil intended by the comments to defend himself as he is sometimes misunderstood.

Encourage them with additional marks and let the class decide about the paragraph that has to be written on the board to be taken as a model.

End of lesson 20

The project presentation

When do we have to start the project ?

The project should, of course, go in parallel with the unit lessons. And the teacher should always have his pupils feel the close connection between the unit activities and the project outcome.

Thus, show your pupils your permanent concern about the project and ask them from time to time: "Where are you with your project?" "How are you doing?" "Did you find the necessary material to help yourselves?" "Do you face any problems?" These questions make the pupils feel that the teacher is interested in the work they are doing outside the class and allows the teacher to solve some problems that may face the groups.

Is it essential to take care of the project?

For me then, the project is the most crucial phase in the unit for many reasons: First it allows the teacher to evaluate his pupils and himself at the same time. Secondly, it gives the pupils the chance to work in groups and help each other. Thirdly, pupils can acquire some vocabulary and other language points that they have never come across in the class. Consequently, one should not disregard this step of the unit as it is of a great benefit for both the teacher and his pupils.

My own experience with projects

Now, I will tell about my own experience with projects and if you appreciate it you can try it. My experience sees very successful in spite of misunderstandings that occur within groups from time to time. As I have explained at the beginning of this tutorial, I usually designate the group leaders in the first session of the unit. These group leaders are generally the most brilliant pupils so as to ensure a kind of balance

between groups. Then, I let the total freedom for the leaders to designate the members of their groups. After that, I assign each leader a subject and the chapters to be developed which should be distinct from the other subjects submitted to the other groups for the purpose of avoiding the production of the same work. For example in the case of our units: a group should be given the task to make a small research about the computer, the other about the refrigerator, and a third group about the cooker or the stove...I may let them to decide about the device which they think they can manage with easily. Finally, I explain them the tasks which are similar to all the groups (description of the device, history and evolution, advantages and disadvantages, and pictures in addition to an introduction and conclusion). All along the unit I inquire them about the project and I try to relate the unit activities with the project to keep myself close to them.

Before the presentation of the project

I would like to note here that I often offer one hour at the end of the unit lessons to allow the groups organize their work, coordinate their roles within their groups and receive the necessary help from the teacher. This session is strongly claimed by my pupils as they can't find enough occasions to meet together outside the class.

Presentation of the project and criteria of assessment

For the presentation of the project, I would like to tell you that I usually try to flee the class interactions. I often take a seat at the back of the classroom with my marking book trying to evaluate the pupils' individual performance. However, before fleeing I should prepare my pupils to play my role. All the class should be ready for self assessment and evaluation. I always intend to create a sense of competition between groups. A comment from this group must necessarily fuel a revenging remark when the turn of this later comes. I always promise those who give pertinent comments with

additional marks. However, and in order to have these comments constructive, I would call their attention to the criteria of evaluating their classmates' outcome. When commenting their peers work, they have to take into account the following points:

- 1) To what extent the work of the group has covered the points of the project.
- 2) To what extent the functions and the skills learnt in the unit have been exploited successfully.
- 3) To what extent their performance in front of the class was satisfactory.

The role of the teacher

For my role during these sessions, it is just to supervise the pupils' interactions and trying to grade my pupils in terms of their capacity of investing the functions, vocabulary ,grammar and even pronunciation learnt in the unit. These grades are to be taken into consideration when offering the marks of evaluation.

However my main worry is eventually to measure the extent of capacity my pupils are able to reach the general objective of the unit.

Remedial work

Finally, I would like to point out that if I notice any constant lacunas in the pupils' outcomes, I will try to add a new session intended to remedy these lacunas by means of devising activities aiming at helping the pupils to catch up.

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