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Book: Getting Through

Level: 2<sup>nd</sup> Year L.Ph. + L.E.

Teacher:

# ***UNIT ONE (1): DIVERSITY (Signs of the Time)***

In this unit my pupils will learn to...

## *Discovering Language*

### **I) Grammar in Context:**

- compare;
- express similarities and differences;
- asking for and giving information about cultural differences;
- predict;

### **II) Say it Loud and Clear:**

- shift of stress from noun to adjective : courage/ courageous;
- contrast short and long vowels;
- minimal pairs;
- homophones and homonyms.

### **III) Working with Words:**

- vocabulary related to food, clothes,...;
- suffixes: “-ism”, “-dom”, “-ary”
- form adjectives with: “-ive”, “-ous”, “-ful”, “-able”, “-ic”  
(hospitable/sympathetic/generous)
- work with an “English-French-English” dictionary.

## *Developing Skills*

### **I) Listening and Speaking:**

- Listen for specific information;
- listen for general ideas;
- solve problems through dialogue;
- talk about changes in lifestyles: eating habits, clothes,....

### **II) Reading and Writing:**

- read for specific information;
- read for general ideas;
- read a biography, a newspaper article...;
- write a policy statement, slogans, a newspaper article, a letter...

### **Putting Things Together:**

**Where do we stand now?**

**Exploring Matters Further:**

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## **PROJECT**

- write a:

\*life styles' profile.

**Project Outcome:**

**Writing a life styles' profile.**

Your life styles profile will be divided into three parts and will deal with three main aspects of life: clothes, food, and entertainment in Algeria and abroad. Include pictures to illustrate your theme.

### **Part I: Life styles in the past**

(Use "used to")

### **Part II: Life styles in the present time**

(Use the present simple tense with link words

When / after / before / until / while)

### **Part III: future life styles**

(Use will / may / might and their negatives in making predictions)

## ***Discovering Language***

### **I) Grammar in Context:**

**Language Outcomes:** by the end of this sequence, pupils should be able to:

- compare;
- express similarities and differences;
- asking for and giving information about cultural differences;
- predict;

### **Think it Over: (p 15)**

What does the picture illustrate?

What does Mohammed Racim's tableau/miniature represent/show?

What can you see at the background?

What did the women use to wear when they went outside then?

What about their menfolk?

What did they use to put on their heads?

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**Aim:** to introduce the pupils to the topic of the file, which is life styles..

**Key:**

It illustrates a tableau (/ˈtæbləʊ /a group of models or motionless figures representing a scene) or miniature (/ˈmɪnətʃə/) “Ramadan Nights” by Mohamed Racim.

It shows/represents life as it **used to** be like in Ramadan in the olden times.

**Words to Say: (p 15)**

**Aim:** to revise the pronunciation of vowels and diphthongs through vocabulary related to the topic.

**Before You Read: (p 16)**

There are three sectors of economy: the primary, the secondary and the tertiary. Look at the pictures and identify them. Then say in which sector your father and/or your mother work(s):

**Aim:** to identify/categorise the smaller pictures within the montage (contrast past to present).

**Key:**

**Primary sector:** production (agriculture)

**Secondary sector:** transformation (industry)

**Tertiary sector:** services

**As you read: (p 16 - 17)**

1. Read and check some of your answers to the questions above:

**Aim:** to get the pupils check their responses to the **Before you read** activity.

**Key:**

The pictures with a green background show *the primary sector of economy*

The picture with a red background show *the secondary sector of economy*

The pictures with a yellow background show *the tertiary sector of economy*.

2. Read the text again and answer the following questions:

**Aim:** to introduce through the written medium the semi-modal **used to** in the interrogative and negative forms as well as the **going to** form for expressing future intentions.

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**Key:**

- a- Uncle Hassan **used to** work in the primary sector of economy.
- b- Every morning he **used to** get up early to milk the cows before coming back to the kitchen for breakfast.
- c- No, he **didn't (use to)**.
- d- This is an inference question. The sector of economy which attracts the greatest number of workers today is the tertiary sector. The inference can be made from §3.
- e- Uncle Hassan **is going to** retire if his boss refuses to transfer him to a commercial service i.e., the tertiary sector of economy

**3. Read aloud the second paragraph of the text and arrange the words written in bold type according to the pronunciation of the final letter "s":**

**Aim:** to revise the pronunciation of the "s" verb inflection.

**Key:**

/s/	/z/	/ɪz/
works – wakes – fruits gets - puts	goes – buys – litres – overalls – does – stays loaves	finishes – services – refuses.

**After reading: (p17)**

**Grammar Desk :( p17) -----Grammar reference N°1/2/3 - p189**

**Read sentences (1- 5) and answer the questions (a-c):**

**Aim:** to make the pupils observe, analyse and draw the rules for using the semi-modal **used to** by contrasting its uses with **the present simple tense**, and the **going to** form.

**Key:**

- a- Sentence 1 expresses a **habit in the past**.  
Sentence 3 expresses a **habit in the present**.
- b- To express a **habit in the past** the author uses the semi-modal **used to**. He uses the **present simple tense** and a **frequency adverb (usually)** to express a **habitual action in the present**.
- c- What **did** uncle Hassen **use to** be?  
**Did** he **use to** go shopping in the town very often?
- d- Sentence 5 expresses **future intention**. The author uses the **"going to"** form.

**Practice: (p18 - 19)**

**1. Complete the sentences below with the positive, negative or interrogative forms of the semi-modal 'used to'. An example is given:**

**Aim:** to have pupils consolidate the use of the semi-modal **used to** (in contrast with the present simple tense).

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**Key:**

- a- Samira doesn't like reading now, but she **used to** read a lot.
- b- I know that Nassima is living in a small village now, but where **did** she **use to** live?
- c- Now, there are four libraries in our town, but there **used to** be only one.
- d- When I was a child I **didn't use to** wear a burnous, but now I wear one.
- e- I know that she doesn't work in a bank now, but **did** she **use to** work in one before?

**2. Your teacher will read the completed sentences you have obtained in exercise 1. Pay attention as he/she reads them and note how the letter (d) of 'used to' is pronounced:**

**Aim:** to make the pupils aware of the pronunciation of the letter "d" in the semi-modal **used to** as /t/ because of the phonological phenomenon known as assimilation

**Key:**

"Used to" is pronounced / ju:ztə/ just like "had to" (/hætə/)

**3. Each of the sentences below contains an incorrect form of the verb. Correct them to express a habit either in the past or in the present:**

**Aim:** to make the students edit the wrong uses of tenses

**Key:**

- a- In ancient times, most people **used to** worship stones.
- b- We **used to** go for long walks in the country when my father was alive.
- c- We **usually/sometimes eat** out for dinner. (**Dine out**)
- d- I **used to** go to school by bicycle, but I don't do it any longer.
- e- In England, most people **often go** to the theatre at weekends.

**4. Use 'used to/didn't use to/never used to' or the present simple tense with the verbs between brackets:**

**Aim:** to get pupils express a habit either in past or in present.

**Key:**

All the members of my family have changed their lifestyles of late. My grandfather **used to** drink coffee. Now he **drinks** milk. My father **didn't use to** jog. Now he runs more than three kilometres every afternoon. My mother **used to** cook food for every meal because she could not eat leftovers and processed food. Now, she often sends me to buy pizzas whenever she feels she can't prepare dinner.

My brothers **used to** go to bed early. These days, they **stay up** late with the other members of the family watching films on TV. They **didn't use to** play video games. Now they are addicted to them. Even I haven't escaped the change. I **used to** read books...

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5. Complete the sentences below in a logical way using ‘going to’. An example is given:

**Aim:** to make pupils consolidate the use of “going to” to express future intentions.

**Key:**

- a. You’ve put too much pressure in the balloon. Mind, **it is going to** explode/ blow up.
- b. The referee has put the whistle in his mouth. He **is going to** end the match.
- c. Mouloud has lost his balance. He **is going to** fall down.
- d. Zohra has switched the TV off. She **is going to** bed/sleep/revise his lessons.
- e. Karim has just entered the post office. He **is going to** send a letter/buy a stamp.

**Write it Right :( p19)**

1. The author of the paragraph below writes about the memories, but he uses the wrong tense. Correct the paragraph using the semi-modal ‘used to’ each time you think it is appropriate:

**Aim:** to have pupils edit the text using the semi-modal **used to** as appropriate

**Key:**

I was born in the Kasbah of Algiers in 1949. My father was a stevedore: he **used to** work in the docks, loading and unloading ships. He **used to** go to work **early** in the morning and to come back home late in the evening without getting any wages. At the time, stevedores **used to** pay French foremen on the docks to get a day’s work, but my dad never paid. So he **didn’t use** to get work every day. Mum **used to** cry but poor old dad never **used to** say a word. I remember, money **was** always the problem.

My sister Zohra and I **didn’t have** toys. So we **used to** go down the steep and narrow alleys of the Kasbah to spend the day in the French quarter near the harbour. All day long, we **used to** look at the toys displayed in shop windows and envy the children of the French colonists playing in the park....

2. Imagine you’re on an election campaign. Advertise your programme by writing a policy statement. Use ‘going to’ and the clues below:

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**Aim:** to make the pupils re-invest the **going to** form to produce/write a policy statement.

**Key:**

Fellow Citizens,

If I am elected to office, I'm **going to** improve the standards of life in our town. First, I'm **going to** raise the salaries by 20 per cent and reduce food prices. For our children, I'm going to create parks and green spaces in every district. I'm going to build a youth club for our youngsters to practise their hobbies, too.

Moreover, I'm going to take a lot of measures to protect the environment and the health of our citizens. So, I'm going to impose higher taxes on cigarettes and citizens whose surroundings are not clean.

Finally, I'm going to improve our health system. I'm going to build two thousand flats, and provide as many jobs as possible for the jobless. Since our town is in need for a hospital, I'm going to build one as soon as possible.

*Vote for a better future!*

## II) Say it Loud and Clear :( p 20)

**Language Outcomes:** by the end of this sequence, pupils should be able to:

- shift of stress from noun to adjective: (courage/ courageous);
- contrast short and long vowels;
- minimal pairs;
- homophones and homonyms.

### 1. Some words have the same spelling in French and English. But they are pronounced differently. Put each of the transcriptions below in the correct box:

**Aim:** to make pupils aware of the major differences between English and French phonics.

**Key:**

Spelling	English	French
Table	/teɪbl/	/tabl/
Oranges	/ɒrɪndʒɪz/	/ɔra• nʒ/
Police	/pə'li:z/	/pɔlis/
Television	/telɪ'vɪʒən/	/televɪʒɔ• /

### 2. Listen to your teacher and add the appropriate punctuation and capital letters

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Teacher:

to mark the pauses in the pairs of sentences below. Sentences (a) and (b) should be different in meaning:

**Aim:** to make the students aware of the importance of **pauses** in speech.

**Key:**

A- a. Ahmed, Said, Karima, Djouher and I used to be in the same class. (Five persons are listed)

b. Ahmed Said, Karima Djouher, and I used to be in the same class. (Three persons are listed.)

B- a. Ahmed was born in Oran. On April 20 1990 he went to live in Algiers.

b. Ahmed was born in Oran on April 20 1990. He went to live in Algiers.

3. Look up the word homophone in a dictionary. Then correct the misspellings in bold type by replacing them by their homophones:

**Aim:** to make pupils aware of what homophones are.

**Key:**

\* A **homophone** is a word pronounced like another but different in meaning, spelling or origin. When **I** (*not eye*) was young, I used **to** (*not too*) go **to** (*not two*) **the** seaside (*not see*). At the time, **there** (*not their*) were **no** (*not know*) **restaurants** serving holidaymakers on the beach. **So** (*not sew*) **I** used to take **bread** (*not bred*) with me. All the **boys** (*not buoys*) of my age used to **meet at** (*not meat ate*) **7 at** (*not ate*) the bus station, bags **full** (*not fool*) of food. **Some** (*not sum*) of them were poor. We used to **buy** (*not by*) tickets to them so that they could come with us. ...

4. Look up the word homonym in a dictionary. Then find the various definitions of the word 'can' in the tongue twister below:

**Aim:** to make pupils aware of what homonyms are.

**Key:**

\* A **homonym** is a homograph or homophone that is the same in form and sound as another but different in meaning.

A canner exceedingly canny,  
One morning remarked to his granny,  
'A canner can can  
Anything that he can

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But a canner can't can a can, can he.'

III) **Working with Words:** by the end of this sequence, pupils should be able to:

- vocabulary related to food, clothes,...;
- suffixes: “-ism”, “-dom”, “-ary”
- form adjectives with: “-ive”, “-ous”, “-ful”, “-able”, “-ic”, “-less”  
(hospitable/sympathetic/generous)
- work with an “English-French-English” dictionary.

**1. Add suffixes –ic, -ical, -al, -ism, -less, -ist and –ary to the words between brackets in order to get a coherent paragraph. Make any necessary changes:**

**Aim:** to make pupils infer the category of the words put between brackets and to use appropriate suffixes to form the words that correspond to each of the categories.

**Key:**

**Marxism** is an economic and political theory developed by Karl Marx. This theory claims that class struggle has been the major force behind historical change. **Marxism** believes that the exploited classes will put an end to **capitalism** and establish a **socialist** and a **classless** society in its stead.

The first country in the world to adopt the **socialist** doctrine was Russia. It was in 1917 that the Bolsheviks took power there. The Bolshevik party was a **revolutionary** and Marxist party. It abolished the **feudalism** of the **tsarist** regime and put in its place a **communist** system. The fall of the Berlin Wall in 1989 marked the end of the Cold War and the failure of state communism and the adoption of **liberalism** in Russia.

**2. Homework**

**Make a word chart using the suffixes in the box. Include the phonetic transcriptions of the words and sentences to illustrate their use:**

**Aim:** to have pupils develop their dictionary and vocabulary skills.

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**Key:**

Suffixes for forming nouns	meaning	Example (+ transcription)
<b>-ance / -ence</b>	Verb+ <b>ance</b> / adjective+ <b>ance</b> Verb+ <b>ence</b> / adjective+ <b>ence</b>	appearance / tolerance / clearance / emergence/coexistence/adolescence
<b>-ee</b>	Person affected by an action Person acting	trainee / / employee / /
<b>-er / -or / -ess / -ist</b>	Agent (one who does an action)	
<b>-ar, -ian</b>	Job	
<b>-ery</b>	Sb or sth that carries an action Place where an action is carried out Art of or practice of State, quality, character	bakery / surgery/ discovery / slavery/
<b>-dom</b>	Condition, state, rank	Wisdom
<b>-hood</b>	Status, rank, condition of life	Childhood / adulthood
<b>-ity</b>	Adjective+ <b>ity</b>	Eternity / futurity
<b>-ment</b>	Result or means of an action	Entertainment / agreement
<b>-ness</b>	Quality, state, character	Up-to-dateness
<b>-ship</b>	State of being, status, office	apprenticeship

**Developing Skills**

**I) Listening and Speaking:**

**Language Outcomes:** by the end of this sequence, pupils should be able to:

- Listen for specific information;
- listen for general ideas;
- solve problems through dialogue;
- talk about changes in lifestyles: eating habits, clothes...

1. **Predict what may happen in the field of medicine. Use “will” if you’re sure and “may be / perhaps” if you are not totally sure about your predictions:**

Aim: to

**Key:**

**Maybe** scientists will invent a cure for palsy.

**Perhaps** scientists will succeed in their research to find a vaccine against kidney disease...

**Perhaps** scientists will find a vaccine to protect people from malaria.

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2. Listen to your teacher and write the sentences which contain the modals in the graph:

**Aim:** to illustrate the use of **will**, **may** and **might** in expressing degrees of certainty.

**Key:**

100	will/won't →	- Well, there <b>will</b> be changes in the next decade for sure. - We'll eat more genetically modified foods (GMFs). - Children <b>will</b> be able to study at home; - Homemakers <b>will</b> do less housework. - They <b>will</b> do all their shopping by computer - They <b>won't</b> go to school every weekday.
	will probably/ probably won't →	- Robots <b>will probably</b> be available for sale;
	may well →	- New diseases <b>may well</b> infect us.
	may/may not →	- We <b>may</b> invent a cure for killer diseases like cancer, but many diseases <b>may</b> infect us.
	might well →	- <b>Pandemics might well</b> reappear in another form.
	might/could →	- We <b>might</b> reduce hunger in the world.
0		

3. Listen again and answer the following questions :

**Aim:** to make pupils listen for specific information.

**Key:**

- a- They are talking about **the changes that might happen in the next decade.**
- b- **Dr Jones** is the least optimistic because he does not simply mention the positive changes. He also mentions the negative effects of the expected changes.
- c- The summary can take several forms (in reality). For example, it can be a short report in a newspaper. The students should use **their own words** in the report. And the report should be concise and to the point.

**What life will be like in the future?**

Scientists predict many changes in our way of life in the next decade. According to some of them, there will be enough food for everybody in the world because of the availability of GMFs. Teleschooling will make it possible for children to study at home. ...

**TIP BOX (p.23)**

This will build the pupils' awareness about the

different ways of expressing **certainty** and **doubt**.

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Teacher:

certainty	doubt
I'm (almost) certain that.....	I have doubts that.....
I'm (quite) sure that.....	It's improbable that.....
I have the conviction that.....	It's unlikely that.....
I have the firm belief that.....	It seems to me that.....
It seems to me that.....	
It's likely that.....	
It's probable that.....	

**Your Turn :( p23)**

**1. Pair work. Make predictions about the future using the clues in the blue box.  
Your partner will express certainty or doubts about what you say:**

Aim: to have pupils make predictions about the future by expressing certainty/doubt

**Key:**

**You:** I'm sure that scientists will invent a vaccine against tooth decay in 20 years.

**Your partner:** Personally, I have doubts about that. That might or might not happen.

**You:** I'm almost certain that we'll travel to space some day.

**Your partner:** It seems to me that this won't happen tomorrow.

**You:** I'm quite sure that Man will live up to 130 years.

**Your partner:** It's unlikely that this might happen.

**You:** I have the firm conviction that children will study at home to work through the use of computer.

**Your partner:** I have no doubt about this.

**Write it up :( p23)**

Pair work. Write a short dialogue predicting what might happen in the future in different fields. Then act out the dialogue in front of the class:

Aim: to get pupils reinvest what they have seen in this sequence to write a short dialogue.

**Key:**

**sample dialogue**

**You:** Will all people accept to eat GMFs in the future?

**Your partner:** I don't know/I have no idea. They may possibly eat them, but on the other hand, they

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Teacher:

may well refuse to do so.

**You:** How sure are you about children who **will** stay and study at home through the use of computers?

**Your partner:** I have the firm conviction that they **will** appreciate that.

**You:** Will robot house maids be available for use in the near future?

**Your partner:** I've no doubt that people **will** afford buying them to help homemakers in housework.

**You:** Will scientists invent a cure for killer diseases like cancer and AIDS?

**Your partner:** Personally, I have the firm belief that it's improbable in the near future although I hope that **might** happen as soon as possible.

## II) Reading and Writing I:

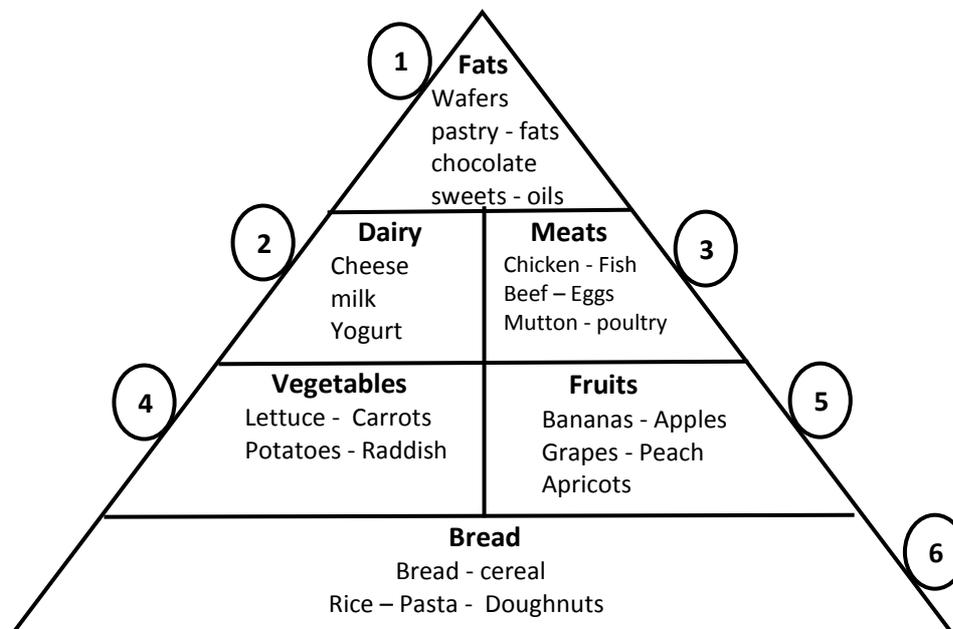
**Language Outcomes:** by the end of this sequence, pupils should be able to:

- read for specific information;
- read for general ideas;
- read a biography, a newspaper article...;
- write a policy statement, slogans, a newspaper article, a letter...

1. Identify the different groups of food in the pyramid using the words in the box:

Aim: to

Key:



2. Which food group did your grandparents use to eat most and which ones do we eat most today? Discuss:

Aim: to have pupils give their opinions and justify them.

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Key:

**3. Now read the text below and its continuation on the next page and say whether you agree or disagree with what the author says about our eating habits:**

**Aim:** to have pupils interact with the written text .

Key:

I agree disagree with the author when he/she says that.

**4. Read the tips below and find examples from the text to complete the blanks in the tip box. There are many possible answers:**

**Aim:** to make the students aware of the different techniques/strategies for avoiding repetition.

Key:

**a-Synonyms:** - eating habits = eating patterns

- contrary to = by contrast

- enjoy his meal = eat his meal

- the whole house hold = all the members of the family

- changed = transformed

**b-Antonyms:** - chosen  $\neq$  imposed

- traditional  $\neq$  modern

- declined  $\neq$  increased

**c-Pronouns instead of a noun or noun phrase:** E.g., that (consumption)

it (this change)

it (life)

they (people)

they (most people)

**d- A verb instead of a noun:** eat ----- eating

**e- A noun instead of a verb:** this change ---- changed

**5. Write 4 definitions using the information in the box:**

**Aim:** to learn how to write definitions using relative pronouns and their corresponding categories.

Key:

- A restaurant is a place **where** people dine out.

- A waiter is a person **who** serves clients in a restaurant.

- Beef is the meat/flesh **which/that** comes from an ox, a bull , or a cow.

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Teacher:

- 
- Ramadan is the month **when** Muslims fast.
  - A widow is a woman **whose** husband is dead.
  - This is the man **whom** I met yesterday.

**6. Insert essential information in the form of defining relative clauses into the places indicated to make sentences a-c both meaningful and truthful:**

**Aim:** to illustrate to pupils the importance of **defining relative clauses** in conveying meaning.

Key:

- a-** Food **which** contains chemicals is dangerous for health.
- b-** A person **who** serves meals at the restaurant is called a waiter.
- C-Summer** is the season **when** most people take their holidays.

**7. Insert phrases a-c in the form non-defining relative clauses in the sentences 1-32 to make them more informative. Pay attention to punctuation:**

**Aim:** to illustrate to pupils the use of **non-defining relative clauses**.

Key:

- A- London, **which is the Capital of the United Kingdom**, has eight million inhabitants.
- B- The Earl of Sandwich, **who invented the first snack called sandwich**, was an admiral of the English Fleet.
- C- Hamburg, **which gave its name to the most popular fast food in the world**, is a German town.

**Write it out: (p 26-27) -----Grammar reference N°6 - p193-195**

**1. Group work. Write five or six advertisement slogans for a car of your choice using the information in the table:**

**Aim:** to illustrate to pupils the use of comparatives by putting forward slogans.

Key:

**2. Complete the blanks in the short newspaper article below. Get help from the questions in italics.**

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Teacher:

**Aim:** to make pupils aware of paragraph development by **comparison and contrast** through a completion activity.

**Key:**

**What do people wear?**

Climate, tradition, and history affect the way people dress . For example, in Northern European countries, the climate is cold. Consequently, people wear warm clothes. **By contrast,** in Northern Africa, the climate is hot As a result, they wear light clothes

Differences in tradition also influence the types of clothes people wear. For instance, in Muslim countries, people wear traditional clothes when going to parties, **in contrast to** America where people put on suits and ties during ceremonial occasions .

**Contrary** to what people think, history is no less important when it comes to clothes. In olden days, young people in Algeria were used to wear *djellabas* whereas today they wear trousers and shirts. **In olden days,** they were used to wear *sheshias*, but nowadays, they wear sports caps

The most important factor that determines dressing styles today is fashion. So in most of the world people like wearing jeans and sports shoes. However, there are still some countries which keep to their traditional clothing in spite of globalisation.

**III) Reading and Writing II:**

**1. Look at the picture and discuss the following points:**

**Aim:** to interpret the logo of the United Towns Organization.

**Key:**

- a- The key of a city represents hospitality and welcome. It is offered to the most distinguished and trustworthy people.
- b- The circles stand for twinned towns.
- c- The answer is in the logo. It's written in Arabic.
- d- Towns belonging to different countries twin in order to collaborate with each other in many fields and promote mutual understanding.

**2. Read the passage below and check if your answer to question (d) above was right:**

**Aim:** to have pupils go through the whole text to check their answers to question **d** in activity one

**Key:**

**3. Read the passage again and answer the questions below:**

**Aim:** to have pupils read a passage to look for specific information.

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Teacher:

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**Key:**

- a- Twin towns are towns which have agreed to collaborate with each other.
- b- They are arriving on Sunday afternoon on Sunday, March 15.
- c- The Mayor of Algiers is giving the opening speech.
- d- The programme includes the visit of the Martyr's Monument, the Roman Ruins, the Royal Mauretanian Mausoleum and the Kasbah.

**4. One of the forms of the verbs in bold type is incorrect. Cross it out. Justify your answer: -----Grammar reference N°7 - p196**

**Aim:** to consolidate the use of the **future simple / present continuous** to talk about the future.

**Key:**

- a. The Bulgarian students **are staying** at the Safir Hotel.
- b. **Are** they **visiting** Zeralda next week?
- c. I hope you **will enjoy** your visit.
- d. I **will get** you an aspirin.
- e. I've a camera. **I'm going** to take pictures of the Royal Mauretanian Mausoleum.

**Write it out: (p 29)**

**Imagine you are one of the Bulgarian students visiting Algeria. Send an e-mail to an English penfriend of yours telling him/her about your plans for the next two months. Use information in the box:**

**Aim:** to have pupils reinvest what they have learnt to write e-mails to talk about predictions

**Key:**

**Where do we go from here?**

**Exploring Matters Further: (Given as a homework for assessment)**

*TEXT FOUR (p.57) AMERICAN FRIENDS*

**Aim:** to broaden the pupils' knowledge and skills in that they provide additional material related to the unit 's topic.

**QUESTION ONE:**

**What is the main idea of this passage/song? Circle the correct answer.**

- A. an American soldier is fighting for the Vietnam War.

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Teacher:

- 
- B. the Mexican-American war
  - C. Thoreau and Mark Twain are ashamed of America.
  - D. A young man refuses to fight for American wars.

(Key: The correct answer is D.)

**QUESTION TWO:**

**Circle true or false. When false, give the correct information.**

- A. The young man attended the college graduation. T. F.
- B. He is ashamed of being American. T. F.
- C. He marched against the Vietnam War at twenty. T. F.

(Key: **Statements A. and C. are false.**)

**Written comprehension:**

In no more than 20 lines, say why the author does not like wars.