

In the name of God

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Pre - intermediate Level

ALTERNATIVE VIEW

First Edition

ENGLISH FOR GLOBAL USE
Anas Abdelrahim

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This textbook is the culmination of a long and conscious effort to offer a radical alternative to the existing textbooks.

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Preface

As its name suggests, Alternative View is designed to offer an entirely different approach to language teaching and learning. It grew out of sense of frustration with the existing English textbooks as they are far removed from the local contexts of students and as they are based on a narrow scope of communicative acts. Alternative View is guided by three principles:

Authenticity has to do with the extent to which a given material reflects actual language use. For instance, the set dialogues, which permeates mainstream English textbook, are designed solely for the purpose of teaching a particular grammar point with the result that it doesn't approximate authentic spoken language. In other words, the content is sacrificed for the form or function. Another artificial feature is the pre-selected closed questions to which learners are expected to give certain responses. This violates the unpredictable nature of language. In contrast, Alternative View focuses more on content and less on form. The idea is that through meaningful and engaged dialogues stimulated by open questions, learners will come to pick up the form incidentally rather than intentionally.

Relevance is another distinctive characteristic of this approach and textbook. While the content of other textbooks is detached from the lived reality of the students, Alternative View is rooted in an inclusive environment where learners, regardless of their backgrounds, can find it easy to relate to it. What's more, it is relevant in the sense that it addresses controversial and global issues from an alternative perspective.

Meaningful learning is another feature which is defined as authentic, engaged, and relevant to a vision of a better world. The primary concern of Alternative View is to set the stage for a thought-provoking learning environment in which students are encouraged to question their taken-for-granted assumptions about the world. Equally important is the emphasis on bridging the gap between what happens in the classroom and what happens in the world. We believe it's dangerously irresponsible to turn a blind eye to what's going on in the world today. In a nutshell, teaching and learning should be geared toward making this world a better place. For that to happen, we need to think outside the box.

Alternative View is unique in the following ways:

- It is conversation-based
- Its dialogues are authentic
- Its content is meaningful
- It is relevant to our current global reality
- It is thought-stimulating
- It is participatory
- It offers a different perspective on a wide range of issues
- It encourages autonomous and responsible learning
- It encourages thinking outside the box
- It contributes to a better world by raising critical consciousness

Series Overview

Alternative View is a four-level English textbook designed for students who are interested in learning more than just English and who want to have a big say in their learning process. Each module contains several conversation-stimulating exercises with open-ended questions. Below is a brief sketch of the overall organization of each module.

Module outline

Every module consists of a number of conversation-based exercises and it begins with five pictures related to the topic of the module. The purpose of the dialogue is to set the tone for the whole session and to tap into what the learners already know about the issue at hand. At this point the students sink their teeth into a lively dialogue as they explore different aspects of the topic. Except for elementary level, the remaining levels begin with a lead-in where students answer thought-provoking questions related to the six pictures.

Express yourself

This exercise aims at giving students the opportunity to talk about themselves and their views on the topic. There are five open-ended questions which can be answered differently by different students on the basis of their lived experiences. Each student answers the entire five questions all at once in the form of a mini-presentation.

Vocabulary

This exercise is designed to familiarize students with vocabulary that they will come across throughout the module. A list of vocabulary is presented in a table and students are required to find the odd one out and give reason. The thinking behind this exercise is that students should think about their responses. Sometimes, the choices are almost similar that more than one answer is possible. This is followed by a vocabulary exercise which is intended to show how the new words can be used in sentences.

Dialogue

The dialogue designed to address some of the issues raised in the module. Students are expected to focus on three elements in the dialogue: the main theme, new expressions, and the grammar. The italicized sentences show the new expressions. Unlike mainstream textbooks which have set and sterile dialogues designed to teach a particular grammar point, the dialogues in Alternative View are again natural where grammar emerges from the dialogue rather than writing a dialogue for the purpose of a grammar lesson. The dialogue is followed by questions intended to turn the dialogue into speaking exercise.

Indirect Grammar Exercise

Exercise 8 is an implicit exposition of the grammar of the module. Explicit explanation of grammar is given at the end of the module because the emphasis is on the content rather than the form. When grammatical explanation is given somewhere in the middle of the module, it tends to distract students from paying attention to the content.

Discussion

Exercise 9 is a discussion corner which presents some statements and the students are expected to take a stand; either for or against. In keeping with the dialogic and dialectic approach of the textbook, the students usually get split into two groups. This makes for an animated dialogue where students try to get their messages across as they come up with arguments to support their position. It should be noted that the statements usually follow some or all of the four steps of the dialectic model.

Reading

Exercise 11 is a reading passage which begins with pictures that graphically sum up the main idea and the main points discussed in the reading. This is followed by questions related to the reading and students discuss them as a pre-reading exercise. Some new words and expressions in the passage are highlighted for exercise 12.

The reading passage is followed by comprehension questions and then matching exercise (12) based on the underlined expression or words in the passage.

Take-home message

Exercise 14 aims at reviewing the main idea and the main points presented in the module. It consists of five questions and the first question asks students to talk about what they have learned from the module. Ultimately, it is hoped that this exercise will drive home the main theme of the module and will spark enough interest in the topic so that students will want to explore it further.

Direct Grammar

Exercise 14 gives brief and explicit explanation of the grammar point presented indirectly throughout the module. The idea is to exercise to help students get a better sense of the structure and use of the new grammar lesson.

Writing

Exercise 15 is writing in which students are encouraged to either agree or disagree with usually a controversial statement related to the topic of the module. The purpose of this writing exercise is to give the students the chance to write about the topic using some of the new vocabulary, expressions, and grammar that they have learned from the module.



Module 1

• Character

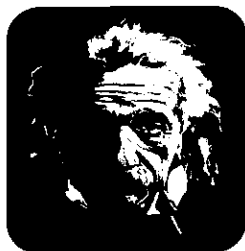
Highlights

Theme : What's a happy person like ?

Vocabulary : Adjectives for describing people

Grammar : Who as subject and object

Reading : To have or to be



► Einstein



► Mother Teresa



► Gandhi



► Marx



► Bob marley

Lead-in: look at the pictures above and answer the questions

What adjectives come to mind when you think of the people above?

What is each one famous for?

What do they share in common?

What makes each one special?

Who would you like to be most similar to?

1- Express yourself

What kind of person are you?

What kind of person would you like to be?

What makes you happy?

What makes you angry?

What makes you different?

2. Food for thought. Read and state an opinion



"Our character is what we do when we think no one is looking"
Karl Schonhausen



"Life isn't about finding yourself; life is about creating yourself"
Shaw



"Nothing shows a man's character more than what he laughs at"
Goethe



"A man's character is his fate"
Heraclitus

3. Listen to Track 1A and answer the questions.



Americans are

a) family-oriented ☐

b) money-oriented ☐

Northern Nigerians are

a) traditional ☐

b) modern ☐

Iranians and Italians are

a) family-oriented and friendly ☐

b) reserved and friendly ☐

Iranians have more in common with

a) Americans ☐

b) Italians ☐

What are people like in your community?

4. Vocabulary: Find the odd one out. Give reasons

To admire	To look down on	To look up to
To seek	To look for	To try
Pessimistic	Optimistic	Opportunistic
Submissive	Possessive	Passive
Suspicious	Accepting	Trusting
Selfish	Self-love	Self-Involved
Loving	Controlling	Caring

5. Vocabulary exercise. Circle the correct answer

A lot of people are

meaning in their lives.

a) looking down on

b) looking for

c) looking up to

He is

. He is always looking for ways to exploit others.

a) submissive

b) possessive

c) opportunistic

Don't be so

. Learn to look on the bright side of life.

a) pessimistic

b) passive

c) optimistic

She thinks that everyone is essentially good. She is really very

a) accepting

b) trusting

c) caring

It is wrong and dangerous to be

. We need to take actions.

a) controlling

b) passive

c) loving

I can't put up with proud people who think it is ok to

a) look down on others

b) look up to others

c) look for others

6. What makes a great person?



A great person is someone who is imaginative, curious, smart, empathetic, sensitive, open-minded and open to change, keen to experience new things, likes to share, has his/her own value system that aligns with who he/she is, and internally inspired.



A great man is someone who spends 80% of his time making himself the best man he could possibly be, and spends the other 20% of his time bringing out the best in the people around him.



A great person for me is someone who defines the game and is not defined by the game. A great person is someone who discovers their purpose in life and try to achieve it. A great person never gives up.



A great person is someone who is different by being truly themselves. They do not try to pretend to be someone they are not. They are comfortable with themselves as they get their sense of self-worth from inside of themselves.

What do you think of the views expressed above?

7. Dialogue: Read the dialogue and answer the questions below.



Sharing



Self-centered



**Seek happiness
for others**



Martin Luther King

Ali: Guys, what kind of people do you *look up to*?

John: I look up to people who really care about others and I can't stand people who are self-involved.

Chico: Personally, I admire people who *think for themselves* and who question everything. Unfortunately, most people just *go with the flow*.

John: I know what you mean. Ali, what about you?

Ali: well, I respect people who try hard to *make a difference in the world* and I definitely *look down on* selfish people. So, a good person is someone we can love for being truly human.

Chico: I think selfishness isn't the same as self-love. Self-love means you accept yourself, but selfishness means you don't like yourself. That's why you can never see a selfish person who is really happy.

John: That reminds me of something. Martin Luther King said if you want to find happiness, seek happiness for others.

Ali: I totally agree because I have never seen a self-centered person who is satisfied with themselves.

John: It is sad that most people look up to celebrities as role models when we have great people like Gandhi, Einstein, Mother Teresa, and Marx who devoted their lives to making the world a better place.

Chico: I guess this has to do with how unsatisfied a lot of people are because when you are happy with yourself and when you live a fulfilling life, you won't look up to celebrities.

What's the main idea of the dialogue?

What's the opposite of "go with the flow"?

What's another synonym for selfish?

What is the difference between selfishness and self-love?

Do you go with the flow or against the flow? Give examples.

8. Finish these sentences

- a. A happy person is someone who
- b. An ideal friend is someone who
- c. A good learner is someone who
- d. I look up to people who
- e. I look down on people who

9. Discussion Corner: Read the statements and take a stand

Statement

- It is good to be ambitious*
- Rich people are happier*
- Jealous people are unhappy*
- It is very difficult to be happy*
- Real living is living for others*
- Our characters don't change*

For

.....

Against

.....