GUIDLINES FOR TEACHERS OF ENGLISH IN CHARGE OF 2nd AM CLASSES

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Introduction

The aim of the present guidelines is to help teachers implement the newly built programme introduced into the 2nd AM Classes. They are to serve as an example of what could be done for the implementation of the programme to maximum effect.

These guidelines contain summarized information about the official syllabus and the Competency Based Approach. They will try to make explicit the finalities of the teaching of English as set by the educational authorities of our country as well as the objectives to achieve and the competencies to implement. They will offer a general framework for sequencing a lesson as well as ideas on how to adapt the learner's textbook. They also contain a series of detailed lesson plans related to file one and file five.

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A- Main Concepts

1. Syllabus / Programme

A plan of things that will be done or included in the development of something. In our case what is involved is the development of the teaching of English as a second foreign language.

2. Development.

The gradual growth of the teaching of English so that it becomes more and more advanced.

3. Finality

Final goal to achieve at the end of the whole process of the teaching of English as a Second Foreign Language.

4. Objective

Something we are trying to achieve, the purpose of doing something.

5. Approach

A way of dealing with something, a way of doing or thinking about something.

7. Competency

The ability to do something well. A skill, an ability that we need in a particular job for a particular task. The competency is a know how to do. It integrates capacities, skills and knowledge.

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B- The Syllabus

1. Finalities

Helping our society to get integrated in modernity. This means participation in a community of people who use English by showing and exchanging ideas and experiences in the fields of science, technology, culture and civilization.

.Developing the spirit of criticism, tolerance and open-mindedness.

.Acquiring competencies that will help the learner live comfortably in his environment. These competencies are interdependent. The non-acquisition of one of them will stop or delay the acquisition of the others. All the competencies must be integrated.

2. Objectives

a- Linguistic objectives:

The 2nd AM learner is supposed to be equipped with a basic amount of language material: grammar, phonetics, vocabulary and the four skills. The 2nd AM syllabus aims at consolidating and developing the 1st AM acquisition.

- Grammar: the learners will be trained in discovering the rules of English.
- Phonetics: improving the pronunciation and intonation.
- Vocabulary: increasing the learner's stock of lexical words.
- The four skills: more training in listening, speaking, reading and writing aiming at communication and interaction in a free and creative way.

b- Methodological objectives:

- Promoting the pupils' learning strategies aiming at autonomy.
- Making the pupils acquire methods for working and thinking.
- Getting pupils acquire strategies of self-evaluation.

- Getting pupils to be able to exploit various documents and feel interested in subjects that are not dealt with in class.

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c- Cultural objectives:

Making the pupil open up his mind through discovering the context of English civilization and culture. Thus, there is a necessity to:

- Identify the pupils' real needs.
- Regard English as a real tool of communication.
- Develop oral communication (listening and speaking) and written communication (reading and writing)
- Set up situations of real communication.
- Choose topics according to pupils' age and interests.
- Focus on the pupil (pupil-centred teaching).
- Use suitable teaching aids.

C. The competency based approach

1. The learner's Entry profile:

The pupil has completed a whole school year (1st AM) in which he has been exposed to:

- Interacting orally in English
- Identifying the phonological system of English.
- Grammar and lexis.
- Interpreting and producing simple oral and written messages.
- Working in groups.

2. The learner's Exit profile.

- Consolidating the pupil's 1st AM acquisition.
- Interacting in real school life situations.
- Express oneself in more elaborated English.
- Carry on studying English at the next school level (3rd AM)

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3. The methodology.

The competency based approach aims at bringing some change to the pupil's role. The pupil takes an active part in the learning process. He is no longer "a bottle to fill in" but he is engaged in all the activities. Every thing in the teaching process is centred on the learner.

Alike the 1st AM level, the pupils are asked to develop the three competencies.

- ***Competency one***: to interact orally in English.

The pupil interacts in everyday school situations by using verbal and/or non-verbal language. The pupil will be able to situate himself in time and space in order to adapt himself to the others' reactions.

- ***Competency two:*** to interpret authentic oral or written documents.

The pupil demonstrates his comprehension by oral and/or written reformulation of various types of language material through various supports (songs, films, tales, comics, games, etc …)

- ***Competency three:*** to produce simple messages orally and in writing

The pupil is gradually led to produce simple and coherent messages. Activities will be less and less guided.

The three competences are complementary and interdependent. They are articulated around competence one which is the key competence.

4. The project work

The project work is an important activity in the Competency Based Approach. It is creative and allows the pupil to face the unknown.

The process of the project work follows a number of stages.

a ***- The preparation stage.***

- Define clearly the project (nature, aim)
- Adjust it to the competencies aimed for.
- Consider the theme, the duration, the teacher's role, the grouping of the pupils and the assessment procedure.

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b- ***The realization stage***

- The teacher becomes an adviser, a facilitator, a resource person.
- Assist pupils in collecting ideas, planning actions.

c- ***The presentation stage***

- Pupils write the final draft.
- Pupils present their product in front of a large audience (display, exhibition)
- Ask pupils to review their previous actions and discuss them among themselves (pupils' feed back)
- Discuss honestly the pupils' performance (Teacher's feed back)

D - The Textbook

1 – The contents

Spotlight on English book two consists of five files. Each file consists of three sequences, listening script, learn about culture, check, help, your project and self-assessment.

The three sequences learn about culture and your project are the main features for planning and sequencing lessons. As for listening scripts, check and help, they are to be integrated in the different lessons according to the different needs.

Check consists of activities (exercises) that may be the basis for building the different assignments (tasks) the educational authorities have planned for each term (devoirs et compositions trimestriels).

Self Assessment is a grid to be used by the pupils for their self evaluation.

a- The sequence

Each sequence consists of two main parts:

- Listen and Speak aims at training pupils in listening, picking out information, speaking at a simple level, improving pronunciation and intonation, practising and re-using the new language.

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- Discover the language aims at helping pupils discover the rules of the English grammar, vocabulary and spelling and practising them in series of exercises. A summary of these rules is presented in highlighted box to make them easy to remember.

b- Learn about Culture.

This section consists of various language material (especially short and simple pieces of writing) to serve as a guided tour to open a window on the culture of the English speaking world.

c- Your project

This section aims at training pupils to research work in all sort of subjects as science, history and geography, etc … The pupils are led to re-use what they have learnt in English in a free and creative way.

2- Time to devote to each section

a- Devote three hours to each sequence as follows:

- 1st Session (one hour): Listening script + pronunciation and spelling + practice stress and intonation + Practice.
- 2nd Session (one hour): Go forward along with a review of the main features practised in the previous lesson and doing the "Practice" activities left.
- 3rd Session (one hour): Discover the language (the whole section).

b- Devote one hour to Learn about Culture.

c- Devote three hours to the project work.

- 1st session (one hour) : Preparation

- Define the project with the pupils.
- Organize the grouping of the pupils.
- Give specific tasks for specific groups.

- 2nd Session (one hour) : Realization

- Check pupils' material, information, and data.
- Help the pupils plan further actions, formulate or reformulate objectives

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- 3rd Session (one hour) : Presentation

- Help pupils write their final draft.
- Discuss the way of presenting the products.
- Feed back (pupils and teacher)

3 – Evaluating and Adapting the Textbook

It is important for teachers to analyze the textbook in use to be sure it supports good teaching practices. The teacher should ask him/herself questions about:

a - The format:

- Is there a teacher's book, workbook, answer key, cassettes, etc…?
- Is there a table of contents?
- How are the learning materials organized?

b- The objectives:

- What is the learner expected to do? Is the learner going to focus on rules or forms, meaning, relationship between form and meaning? Which kind of mental operations (repetition, formulation, analysis)?
- Who does what with whom (learner to class, learners alone simultaneously, learners in pairs)?
- With what content (input to learners, illustrations, written words, etc…)?
- What is the teacher's role?
- What is the learner's role?
- What do the materials try to accomplish?

After evaluating the materials, there may be a need to adapt some of them in order to better meet the needs of the teacher or the learners.

There are several alternatives and ways:

- Leave things out.
- Add to existing activities.
- Reduce things.
- Rewrite material to make it fit the teaching / learning situation.
- Reorder the material to better fit the situation.

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E – Planning and Sequencing a lesson

1 – Concepts

a- Planning: Thinking over what to do, what learners are expected to do. Thinking over the language items to use, how to use them. Thinking over materials and aids needed. Considering the learner's abilities, interests, preferences and of course the official programme.

Preparing a lesson plan is of an absolute necessity before teaching.

b - Sequencing: Devising a set of activities and arranging them according to a strategy in order to achieve the set objective.

c - Lesson: A period of one hour during which things are taught / learnt.

2 – Planning a lesson:

a- Decide what and how to teach before the lesson.

b- What to teach and how: focus on developing communication skills, not finishing the programme or memorizing grammar rules.

c- Set a clear objective for each lesson. The objective should be observable and measurable.

- Observable: That can be seen and noticed.

e.g.: "pupils will learn about …." is not an observable objective. How can we see / notice that pupils are really learning?

"Pupils will write…" "Pupils will use …" These two objectives are observable and measurable. We can effectively see that learners are really writing and using what we want them to write and use. We can notice the number of learners that are writing and measure how well (or how bad) they are writing. Observable and measurable objectives use verbs that refer to observable actions (e.g. discuss, describe, summarize, classify etc…)

Objectives have two parts:

- The new information (structure, vocabulary, skill, topic)
- The communicative uses of the new information (write a dialogue, describe a friend, write a paragraph, etc…)

d- After writing the lesson plan, check that it is well planned and time bound.

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3 – Sequencing a lesson.

Each lesson (a whole period of one hour) is to be organized around three main stages:

a - Preparation: This stage prepares the learner's to receive the new information stated in the set objectives.

- It gives the necessary language skills to understand in the next stage (presentation).
- It checks what learners know about the subject.
- It connects with the pupils' experience and everyday lives.
- It gives learners a preview of the target structure.

b- Presentation: The new material is presented to learners who study it with the teacher or independently. What do learners do?

They listen, speak, read or write. When presenting new information, only one thing should be presented at once.

c- ***Practice:*** Learners practise the new information or skill. They use what is presented and studied in the two previous stages in different ways. The teacher should devise activities for:

- Checking the learners' understanding of the new information.
- A guided use of the new information.
- Applying the new information in a free and creative ways.

The practice activities should connect with the learners' interests and language needs. They should integrate the target skills with other skills.

d- Sequencing activities within a stage:

Activities should be organized in the following manner:

- From general to more specific.
- From mechanical to more creative.
- Form familiar to unfamiliar.
- Form receptive to productive.
- Form comprehension to application.

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SUGGESTED LESSON PLANS

- File one

- File five

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File One.

Period	Sequence	Section	Objectives	Language
1st hour		Your Project	Preparation : Defining the project and organizing the grouping of the class	Classroom language - Language related to the topic of the project
2nd hour	One	-Listen and speak page8 - Practice page8	Describing a person's physical appearance (oral interaction)	The present simple tense The adjectives
3rd hour	One	Go Forward page 9	Describing famous people (writing a paragraph)	- The present simple tense - The adjectives
4th hour	One	Discover the language Page 10 and 11	- Starting the rule about the present simple tense - Discriminating between /s/, /z/, /iz/	The present simple tense (Affirmative, interrogative, negative forms)
5th hour	Two	- Listen and speak page 12 - Practice page13	Talking about a famous person's life (oral interaction)	The past simple tense
6th hour	Two	Go Forward page 13	Reading a text about Britney Spears	- The past simple tense - New vocabulary: to audition, an introduction, to join, to tour, etc …
7th hour	Two	Discover the language pages 14and 15	Stating the rule about the past simple tense	- The past simple tense (Affirmative, interrogative, and negative forms
8th hour		Your project	- Checking pupils' material, information	Connecting language learnt in sequences

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			and data. - Re-formulating objectives if necessary	one and two with the content of the project work
9th hour	Three	- Listen and speak page 16 - Practice page 17	Writing a biography	Past simple + ago
10th hour	Three	Go Forward page 17	Reading / Understanding and picking out information (text page 20 : a letter from Bob to Susan)	Vocabulary related to prehistory : cave - painting, cavemen, to hunt, mammoths, caves
11th hour	Three	Discover the language page 18 and 19	- Meaning and use of "ago". - Possessive case ('s)	- Cavemen lived more than 30,000 years ago. - I like Mark Twain's Tom Sawyer.
12th hour		Learn about Culture Page 21	- Reading / Understanding texts about music around the world. - Writing paragraphs about pupils' favourite kinds of music	- Geographical names - Proper names - Vocabulary related to music
13th hour		Your Project	- Presenting the final draft of the project work. - Discussing the pupils' actions and deciding how to present the product to a large audience (displaying or exhibition).	Recycling learnt language in a real and original communicative situation.

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File One - Your Project (1st Session)

Objectives:

- Preparing the pupils to the project work
- Defining the project
- Organizing the grouping of the class.

Materials needed:

A large photo of a famous person (singer, painter, footballer, dancer, actor, etc ...)
Extracts from people magazines about the famous person's life and career.

Stage one: Defining the project.

1. Ask questions about the character in the photo:
   - Who is he / she?
   - What is his / her job?
   - Where is he / she from? Etc …
2. Make pupils read the extracts from the magazines. (Different extracts from different rows).
3. Make pupils exchange information (orally) with their friends who have a different extract.
4. Organize the main information in order to have the character's profile (Write a set of sentences on blackboard)
5. Introduce the word PROFILE
6. Tell the pupils that they are going to write a famous person's profile for their project work.

Stage two: Organizing the groups of the pupils.

1. Tell pupils to make a list of famous people they know.
2. Tell the pupils to decide which one of the famous people to choose from the list.

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3. If a consensus among them is not reached let pupils take a vote on this issue.

4. The grouping of the pupils: let the pupils free to organize themselves in groups according to affinities or according to specific needs of the work and the pupils' own abilities. Anyway, the number of groups will be given by the teacher to fit the following points.

a- A group for collecting materials, information and data (illustration, texts, photos, songs, etc …)

b- A group for writing the character's physical description.

c- A group for writing his/her biography.

d- A group responsible for selecting and synthesizing what is collected and done by the other groups.

The group is also responsible for writing the final draft.

5. The schedule: let the pupils free to organize their work, to decide on the number of meetings to hold, when and where to meet.

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File one. Sequence one - Lesson one

Objectives:

Pupils will describe a person's physical appearance using the present simple tense, the present continuous and adjectives (oral interaction)

Language forms:

- Who's the woman in the red dress?
- What is she like?
- She has got blue eyes and fair hair.
- She is wearing a wig.
- She doesn't look nice, does she?
- Jane Smith is a young, tall and slim woman with blue eyes and fair hair.

Materials needed:

Photos, pictures, drawings representing different people to describe.

Stage one:

Preparing the learners for the description of a person. Preparing the learners for the new information and language.

1. Teacher shows a picture of a famous person and asks:
   - Who is she/he?
   - Where is he/she from?
   - What does he/she do?
   - What colour is/are his/her - jeans?
     - dress etc …

2. Teacher notes the pupils' answers down on the blackboard. Writes down the main language items needed for the description (verbs and adjectives only).

3. Make the pupils use the written items on the blackboard in sentences.

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Stage two:

Presenting the new information and language.

1. Teacher sets the scene (Sally and Steve are watching a video film)

2. Tell the learners to listen to the dialogue (listening script page 20) and take notes (only verbs and adjectives) about Jane Smith.

3. Make the pupils read their notes. Teacher writes them down on the blackboard and highlights the main new language needed for the description (e.g. in the red dress, She's got …, She's wearing, She doesn't look nice, I think she is, adjectives).

4. Deliver the dialogue twice or three times more in order to make the learners pick out the maximum information about Jane Smith.

5. Have the learners describe Jane Smith using the items written on the blackboard. Lead the pupils to build complex sentences like "Jane Smith is a young, tall and slim woman with blue eyes and fair hair. (Focus on the use of: *and* / *with* and *commas*).

Stage three:

Practising the new language forms. Describing the physical appearance of people.

1. *Activity one page 8 (practise*)

- Make pupils read examples.
- Give and explain what the pupils are expected to do.
- Make pupils work in groups and in pairs. Each row will deal with one character:

  - Row one: Salim Nasser.
  - Row two: Michael Young.
  - Row three: Carla Giovani.

Each pair in the row will ask and answer:

a) - What is Salim Nasser like?

- Salim Nasser is a young, tall and slim man with brown eyes and black hair.

b) - What is Michael Young like?

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- Michael Young is an old short and dumpy man with blue eyes and grey hair.

c) - What is Carla Giovani Like?

- Carla Giovani is a young, small and slim girl with green eyes and brown eyes.

- Make pupils exchange information: a pupil from one row asks the question and a pupil from another row gives the answer.

2. *Describing real persons.*

- Make pupils work in pairs. Tell them to choose and describe a person related to their daily life (their teacher, butcher, greengrocer, etc…)
- Make pupils read their description to the class (exchanging information with other pupils).

3. *Homework assignment.*

- Look at the three pictures at the bottom of page 9. Find the maximum information about them. (Make the pupils aware of the fact that they will need the information in the next lesson).

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File one Sequence one – Lesson two.

Objective:

Pupils will write a paragraph describing a famous person.

Language forms:

- The present simple tense (what does she/he look like?)
- The present continuous tense (what is he/she wearing?)
- The preposition "*in"* (She is in a red dress. He always dresses in blue jeans.) .

Material needed:

The "Go Forward" section of the book (text about Mohammed Fellag and the pictures of Djamila Arras, Sami Naceri and Jim Carey).

Stage one:

Preparing the pupils for the writing of the paragraph.

1. Check pupils' homework (information about the three people in the picture page 9).

2. Ask questions about the first one (Djamila Arras)

- What's her name?
- What does she look like? Describe her.
- What does she do? (What's her job?)
- Where does she live?

3. Have the pupils organize the answers: Make them repeat the first answer, then the first and the second, then the first, the second and the third and on until they describe the person (orally).

Stage two:

Presenting and studying a model of paragraph about a famous person (Mohammed Fellag)

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1. Make the pupils read the text about Mohammed Fellag (page 9) and fill in the table with the right information (the table is previously noted down on the blackboard by the teacher or prepared on small papers to be given to pupils)

Nouns	Adjectives

N.B: a noun in each box and the corresponding adjectives in the corresponding box.

2. Make pupils answer the following questions:

- What does Mohammed Fellag do?
- In what languages does he write and perform his shows?
- Where does he live?

3. Note down these information on blackboard.

(Extracts from the pupil's answers)

- Writes his shows
- performs them
- In Arabic, Tamazight or French.
- In France.

4. Tel pupils to do activity 1 (Go Forward page 9) orally.

Stage three:

Writing paragraphs.

1. Split the class into two groups.

2. Give clear instructions making pupils understand that they are going to write paragraphs about:

- Sami Naceri (Group one)
- Jim Carey (Group two)

N.B: Pupils will use the information they have got through the homework.

3. Have the pupils write their paragraphs (Teacher has to go around the class to give help).

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File one Sequence one - Lesson 3

Objective:

Discovering and stating the rule that governs the use of the present simple tense.

Discriminating between the final */s/, /z/, /iz/*

Language forms:

The present simple tense - affirmative

- Interrogative
- Negative

Material needed:

The pupils' textbook (Discover the language pages 10 and 11)

Stage one:

Making pupils understand the meaning of the present simple tense (notions of habit and routine actions)

1. Pupils read the text "A day in the life of Jane Smith" and do activities 1 to 7 (page 10).

2. Pupils make a list of words or expressions that refer to the time when Jane and her friends do things.

Fill in the table.

Words	Expressions
always never	on holidays at seven o'clock in the morning in the afternoon at six o'clock at nine o'clock at two o'clock half an hour later

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N.B: Focus the pupils' attention on:

- *On holidays* (meaning that every time Jane Smith is on holidays, she does what is said in the text. It is ***a habit*** for her to do that)
- *always, never, at + time, in the morning / afternoon* (meaning that the described actions are repeated , they are routines)

3. Pupils fill in the table (prepared for them on small papers given to them).

Jane alone	*Infinitive of the verbs*	*Jane and her friends*	*Infinitive of the verbs*
She gets up at 7.00.	To get up	They eat sandwiches	To eat
She has breakfast.	To have	She goes out.	To go
She has a bath.	To have	They go to a smart restaurant	To go
She never has lunch.	To have	They have dinner.	To have
She goes to her tennis club.	To go		
She goes back home.	To go		
She has a shower.	To have		
She watches the 8.00 news.	To watch		
She returns home.	To return		
She goes to bed.	To go		

4. Have the pupils to compare the verbs with their infinitives (what's the difference?)

Pupils have to notice the use of "to".

5. Tell the pupils to compare what Jane does alone (she + verb + "s" or "es") and what she and her friends do (They + verb).

Pupils have to notice that we add "s" or "es" to the ending of the infinitive when Jane does things alone (when we use she, i.e. the third person of the singular).

N.B: Tell the pupils to compare :

- "She goes out with her friends" and "They (she and her friends) go out together."
- "Have" and "Has" (irregular third person singular).

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Stage Two:

Stating the rule about the present simple tense.

1. Have the pupils to answer the following questions:

- When do we use the present simple tense? Illustrate by quoting from the text.

- How do we form the present simple tense?

Think of the third person of the singular and the interrogative and negative forms.

2. Make the pupils read the "Reminder" (page 11)

Stage three:

Practising the different forms of the present simple tense.

1. Have the pupils to read the verbs in the table page 8 (listen and repeat). Pay attention to the exact pronunciation of the final "s".

2. Have the pupils to do activity 3 (Practise) page 10 (Classifying and pronouncing the verbs taken from the text: "A day in the life of Jane Smith").

3. Activity 4 page 11.

- Find the questions first.
- Make the pupils repeat the questions (Pay attention to the intonation)
- Make the pupils read the whole dialogue (pair work).

4. Activity 7 (Check page 23)

- Write the sentences in exercise-books.

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File one Sequence two - Lesson one

Objective:

Talking about famous person's life.

Language forms:

The past simple tense (affirmative, interrogative and negative forms.)

Material needed:

- A photo of an Algerian writer (M. Mammeri, M. Feraoun, M. Dib, R. Mimouni, T. Ouattar, etc …)
- The textbook.

Stage one: Preparation.

1. Class discussion:
   - Teacher shows a photo of an Algerian writer.
   - Pupils tell the teacher what they know about the writer (teacher may ask questions about name, date and place of birth etc.. if necessary.).
   - Teacher makes notes on the blackboard.
2. Pupils build their own sentences using the teacher's notes and the past simple tense.

Stage two: Presentation.

1. Teacher reads the text page 20 (Louis Armstrong)
2. Pupils listen to the teacher and fill in the form page 12.

` N.B: The form may be adapted in order to have more information about Louis Armstrong (Print the form and give each pupil one copy to fill in).

e.g.:

Name:

Surname: Armstrong

Nickname:

Date of birth:

Place of birth:

Job:

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Places of work;

Name of Jazz bands:

Style of music:

Date of death:

Place of death:

3. Pupils report information about Louis Armstrong.

Stage three: Practice.

1. Group and pair work:

Pupils do activity "Practise" page 13

- Row one: Souad Massi
- Row two: Rowan Sebastian Atkinson
- Row three: Youssou N' Dour

N.B: Make pupils work in pairs.

2. Report work:

Pupils introduce themselves to the class (they are supposed to be one of the characters).

3. Individual Writing

Pupils will write a paragraph about one of the characters using the information in the textbook and adding information from their own.

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File one Sequence Two - Lesson Two

Objective:

- Reading / Understanding a text about Britney Spears.
- Picking out information

Language forms:

- The past simple tense.
- New vocabulary :

- *To audition*: To take part in an audition (an audition is a short performance given by an actor, singer so that somebody can decide whether they are suitable to act in a play, sing in a concert, etc …)
- *To join*: to become a member of an organization, a company, a club, etc…
- *To tour:* to travel around a country, for example to perform.
- *To top:* to be in the highest position on a list because you are the most successful.
- *An introduction:* a letter which tells somebody who you are, written by somebody who knows you and the person reading the letter.
- *An agent:* a person whose job is to find work for an actor, a musician, a singer, etc…
- *A hit:* a person or thing that is very popular (for example a song)
- *The charts:* a list, produced each week, of the pop music records that have sold the most copies.

Material needed:

- The textbook.
- An all English dictionary.

Stage one: Preparation.

1. Individual thinking: Teacher asks questions about stars.
   - Who is your favourite actor, singer, footballer, etc …
   - What is he/ she famous for?
2. Class discussion.
   - Pupils report their answers.
   - Pupils give reasons for their preferences.
   - Teacher makes notes on the blackboard.

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Stage two: Presentation

1. Class discussion: Britney Spears.
    - Who is Britney Spears?
    - What do you know about her?
2. Pupils report answers. Teacher writes them on the board.

Stage three: Practice.

1. While reading task.
    - Pupils read silently the text "Britney Spears" page 13 and fill in the following form (a copy is to be given to each pupil).

Dates	Events

2. Pair work.
    - Pupils will focus on the events.
    - Pupils will use a dictionary to look for the definitions of the new vocabulary (verbs and nouns)
    - Make the pupils read the definitions. Lead pupils to choose, among the different definitions, the one that fits the context.
3. Homework assignment.
    - Research information about a famous person.
    - Be prepared to talk about it in a next class (for example sequence 3. Writing a biography)

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File one Sequence two - Lesson three

Objective:

- Discovering and stating the rule that governs the use and the formation of the past simple tense.
- Discriminating between the final "ed" */t/, /d/, /id/*

Language forms:

- The past simple tense:
  - Affirmative
  - Interrogative.
  - Negative.

Material needed:

The pupils' textbook.

Stage one: Preparation

1. Individual work: Focussing on verbs.
   - Make pupils read the text about Britney Spears (page 13) silently.
   - The pupils to make of all the verbs in the past simple (write the verbs in one column and their infinitives in another column next to the corresponding verb)
2. Report lists:
   - Pupils read their lists (pay attention to the pronunciation of the final "ed".
   - Teacher makes notes on the blackboard, classifying the verbs according to:
     a- The pronunciation of the final "ed" for the regular verbs.
     b- Verbs that change (irregular verbs)
3. Individual reading aloud.
   - Make pupils read the verbs listed on page 12 (listen and repeat) – Make pupils repeat until the final "ed" is pronounced correctly.

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Stage two: Presentation

1. Individual thinking
   - Pupils have to make a rule to explain:
     a- When to use the past simple tense.
     b- How to form the past simple tense.
2. Individual silent reading.
   - Pupils read the "Reminder" page 15.

Stage three: Practice

1. Individual listening:
   - Teacher delivers verbs with "ed"
   - Pupils listen and classify them according to the pronunciation of their final "ed".
2. Pair work.
   - Pupils do activity 5 page 15.
3. Individual writing.
   - Tell pupils to turn the sentences about Britney Spears (activity one page 14) into:
     a- The interrogative form.
     b- The negative form
   - Tell the pupils to do activity one (Practice) page 14.
4. Report work.
   - Pupils report their work.
   - Teacher makes notes on the blackboard.

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File one Your Project (2nd Session)

Objective:

- Checking pupils' material, information and data.
- Facilitating and re-adjusting actions and deadlines to meet.

1. Report work.
   - The speakers for each group reports aloud:
     - Their actions.
     - Their schedule.
     - The difficulties.
2. Class discussion.
   - The speaker for the group responsible for collecting materials and data shows what they have collected. Discuss what to keep and what to leave out.
   - The speaker for the group responsible for writing the physical description reads what they have written. Discuss and correct it with the help of the teacher.
   - The speaker for the group responsible for writing the biography reads what they have written. Discuss and correct it with the help of the teacher.
   - All the works will be given to the speaker for the groups responsible for writing the final draft.
3. Decide on a schedule for the next meetings of the speakers for the four groups in order to write and organize the final draft of the project work.

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File one Sequence three – Lesson one

Objective:

Writing a biography

Language forms:

Past simple + ago

Materials needed:

- photos of famous people
- the textbook

Stage one: preparation

1. *Report Homework.*
   - Pupils report information about famous people.
   - Teacher sticks photos of the famous people on the blackboard and makes notes under each photo.
2. *Class discussion*
   - Teacher asks the pupils to tell him what they know about Oliver Twist and Charles Dickens.
   - Teacher makes notes on the blackboard.
   - Teacher and pupils compare the information (Charles Dickens and Homework) in order to have a preview of what "ago" means.

Stage two: Presentation

1. *While listening task:*
   - Teacher read the text page 20 (conversation between Olga and Aminata).
   - Pupils listen and make notes.
   - Teacher focuses the pupils' attention on the word "ago" and explains its meaning.
2. *Pair work:*
   - Pupils use the teacher's notes on the blackboard and their own notes to write a paragraph Charles Dickens and Oliver Twist.

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3. *Report answers*:

- Pairs share their paragraph with the class.

Stage three: Practice

1. *Group work*

- Split the class into four groups (for example each row makes a group)
- Assign to each group a different task :
  - Row one: write a paragraph about Mohammed Issiakhem.
  - Row two: write a paragraph about Ray Charles.
  - Row three: write a paragraph about Walt Disney.
  - Row four: write a paragraph about Mohammed Dib.

N.B.: The practice section of the book (page 17) contains all the information the pupils need for their paragraphs.

2. *Report work.*

- A speaker for each row will read his paragraph that can be completed and corrected by one or several pupils from the same row.

3. *Individual writing:*

- Pupils write down their paragraphs in their exercise-books.

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File one Sequence three - Lesson three

Objective:

- Reading the text page 20 (bob's letter to Susan)
- Picking out in formation
- Summarizing the text

Language Forms:

- Vocabulary related to prehistory (caves, cavemen, cave painting, to hunt, mammoths)
- Past simple + ago
- Interrogative and negative form of the past simple tense.

Material needed:

- Pictures of cave paintings, prehistoric people, mammoth.
- The textbook.

Stage one: Preparation.

1. Teacher shows pictures of prehistoric people and animals and asks the pupils about what they know about them.
   - Where can you find these paintings?
   - Who painted them?
   - When did they paint them?
   - Describe the paintings (contents, colour, etc…)
2. Teacher makes notes on the blackboard:
   - Focus on new vocabulary.
   - Tell pupils to give definitions of the new vocabulary items (use of the dictionary)

Stage two: Presentation.

1. *Teacher presentation:*
   - Teacher reads the text page 20 (pupils' textbook shut)
   - Pupils listen and make notes on rough paper.

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2. *Pupils' report:*

- Pupils read their notes to the class.
- Teacher writes true items on the blackboard.

3. Class discussion.

- Pupils tell the teacher what they haven't understood.
- Teacher and class explain difficulties (use of the dictionary, recycling previously learnt language)

Stage three: Practice.

1. *Individual silent reading*.

- Pupils read the text page 20 (bob's letter to Susan) and make notes (verbal phrases related to what Bob and the cavemen did)

e.g.

Bob	- arrived to the Sahara two weeks ago. - went to the Tassili three days ago. - saw the cave paintings. - learnt a lot from the paintings.
Cavemen	- lived more than 30,000 years ago - painted the pictures of the animals killed. - painted them upside down to show that they dead (sometimes) - hunted mammoths bears and tigers for their meat and skin. - they made clothes from their skins. - they made paint from different plants.

2. *Report work.*

- Pupils read their notes
- Teacher writes them down on the blackboard.

3. *Individual writing*.

- Pupils use the notes on blackboard and their own notes to write a paragraph about cavemen.

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File one Sequence three - lesson three

Objective:

- Stating the rule about the meaning and the use of "ago"
- Stating the rule about the genitive (possessive case)
- Applying the two rules.

Language forms:

- Cavemen lived 30,000 years ago.
- I liked Mark Twain's "Tom Sawyer".

Materials needed:

- The textbook.

Stage one: Preparation.

1. *Individual writing:*
   - Pupils write three sentences about one of the characters seen in sequences one, two or three.

     e.g.

     - Charles Dickens was born in 1812.
     - He died in 1812.
     - "Oliver Twist" is Charles Dickens's novel.
     - Mohamed Dib's "l'incendie" was adapted for television.
2. *Report work:*
   - Pupils read their sentences to the class.
   - Teacher writes down on blackboard one example with "ago" and one example with the genitive.

3. *Individual analysis.*
   - Teacher asks pupils about what the understand from the two examples (analyse the meaning of the two sentences)
   - Pupils report their ideas to the class.

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Stage two: Presentation.

1. *Teacher presentation.*
   - Teacher asks pupils to state the rules about "ago" and the genitive.
   - Teacher corrects them (if necessary) and writes down on blackboard the rule about the past simple + ago

   e.g. –"ago" is used to show how far in the past something happened (i.e. to express the amount of time that has passed since the end of an action)
   - Ago is used with the past simple tense.

2. Individual reading and writing.
   - Pupils read the rule about "ago" (on blackboard) and the "Reminder" page 19 (rule about the genitive)

Stage three: Practice.

1. *Individual writing:*
   - Pupils do activity 4 page 19:
     - Write the sentence with "in + date" only.
     - Change" in+ date" into "number of years + ago"

   N.B.: see example given.

2. *Report work.*
   - Pupils report the sentences to the class.
   - Teacher corrects the sentences if necessary.
   - Pupils copy the corrected sentences in their exercise-books.

3. *Pair work.*
   - Use the information in activity 2 page 19 (writer, books, actors, films)
   - Write questions and answers like this:
     - P1: Whose novel is "le fils du pauvre"?
     - P2: I think it' s Mouloud Feraoun's.
   - Report questions and the answers to the class.

4. Individual writing.
   - Pupils write down in their exercise books one sentence about an actor and one sentence about a writer.

   e.g. "Sister Act" is Whoopie Goldberg's film.
   "Frankenstein" is Mary Shelley's novel.

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File one Learn about culture.

Objective:

Pupils will read text about music around the world and pick out information.

Language forms:

Recycling already learnt language.

Materials needed:

The textbook.

Stage one: Preparation.

1. *Individual writing:* eliciting information from pupils.

- Ask pupils to think of the kind of music they like.
- Pupils fill in a card (give each pupil one copy).

My favourite music	
My favourite singer	

2. *Class discussion*

- Pupils report their preferences to the class.
- Pupils discuss their reasons for their preferences.

3. *Asking pre-reading questions* (questions prepared on small papers to be given to the pupils).

- Who is El Anka?
- What kind of music does he sing?
- What is "Chaabi"?

Stage Two: Presentation

1. *Individual writing.*

- Teacher reads the text about "Chaabi" music page 21 (pupils' textbook shut).
- Pupils listen and write answers to the pre-reading questions individually.

2. *Report work.*

- Pupils report their answers to the class.

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Stage three: Practice

1. *Group work*: silent reading

- Pupils in row one read the text about Rap page 21
- Pupils in row two read the text about Classical music page 21.
- Pupils in row three read the text about Rhythm and Blues page 21.
- Pupils in row four read the text about Hip Hop page 21.

2. Individual writing.

- Each pupil in each row fills in the table with the information form the text they read.

Type of music	Place	Date	Main representative	Characteristics of the music

3. Pair interview.

- Pupils from a row ask pupils from row three of four questions according to the information in the table.

4. Homework assignment.

- Collect information about Rock' n Roll and write a paragraph about it.

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File one Your project (3rd Session)

Objective: Presenting the final draft of the project work.

1. *Report work*

The speaker for the group responsible for writing the final draft reports the class.

- He shows the final product (brochure, video, audio cassette, etc …)
- He presents the general framework of the project work (chapters, divisions, subdivisions).
- He reads the written texts or plays the video or audio cassette … etc…

2. Class discussion

- Teacher's or pupils' intervention to point out the eventual faults and mistakes.
- Pupils, with the help of the teacher, decide on the way of presenting the final product:
  - Displaying on the classroom's walls?
  - Exhibition in the school hall?
  - Playing the video cassette in the school auditorium?
  - Via internet (if the school has a web site).
  - Decide on the type of equipment needed.
  - Think of preparing invitations etc…

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File Five

Period	Sequence	Section	Objectives	Language
1st hour		Your project	Preparation: Defining the project and organizing the grouping of the class.	-Classroom language. - Language related to the topic of the project work.
2nd hour	One	- Listen and speak page 96. - Practice page 97	Talking about distances and duration (oral interaction)	- Prepositions of location. - How + adj + verb (How far is the theatre? How long does it take to get there?) - WH questions.
3rd hour	One	Go Forward Page 98	Reading and studying a short play.	Vocabulary: - King - Queen - Servant - Sword - Gold ring - Sapphire - Cast
4th hour	One	Discover the language page 99 and 100	WH questions: The rule (when to use them, how to use them, place of each word in the question	- Time markers (in the morning, at 7:30, last week, next morning etc …) - Because, by (plane), quietly. - a (60 DA a kilo, twice a week) - It's Sally's /his/ hers/ ours. - Adverbs of frequency.

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5th hour	Two	Listen and speak page 101 Practice page 102	Expressing likes dislikes, preferences. (oral interaction)	- Like + verb + ing (do you like reading?) - Prefer + verb + ing (I prefer watching T.V) - Would you like to go to the stadium?
6th hour	Two	Go Forward page 102	Reading understanding a text and picking out information	Direct and indirect speech
7th hour	Two	Discover the language page 103	Stating the rule about the use of the gerund	List of verbs after which the gerund is used.
8th hour		Your project	- Checking the pupil' material, information and data. -Re-formulating objectives if necessary	Correcting language learnt in sequences one and two with the content of the project work.
9th hour	Three	Listen and speak page 105 Practice page 106	Talking about past activities (oral interaction)	The present perfect tense
10th hour	Three	Go Forward page 107	Reading / understanding the text page 107 and picking out information	Vocabulary related to the farm -Farmer - Eggs - Butter Language used in narration.
11th hour	Three	Discover the language page 108 and 109	Stating the rule about the present perfect tense	The present perfect tense (Affirmative, interrogative and negative forms)

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12th hour		Learn about culture	Reading texts about theatrical genres and picking out information	- Comedy - Light comedy - Farce - Tragedy - drama - Kabuki - No
13th hour		Your project	Presenting the final draft of the project work.	Recycling learnt language in real and original communicative situation

File Five - Your Project (1st session)

Objective:

- Defining the project (Performing a play)
- Organizing the group of the class.

Language forms:

- Vocabulary related to theatre:

Theatre: 1. a building or an out door area where plays are performed. e.g. Molière and Shakespeare were two great men of theatre.

Plot: the series of events which form the story of a play.

Drama: a play for the theatre.

Comedy: a play that is intended to be funny, usually with a happy end.

Tragedy: a serious play with a sad ending, especially one in which the main character dies.

Character: a person in a play, a film, a novel. E.g.: Lla Aini is the main character in Mohamed Dib's "La grande maison".

Material needed:

Some copies of Molière's, Shakespeare's or any author's plays.

Stage one: Preparation

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1. *Individual thinking and writing:*
    - Do you like going to the cinema or the theatre?
    - Why?
    - Write important ideas on rough paper.
2. *Report ideas*
    - Pupils report ideas
    - Teacher makes notes on blackboard
    - Teacher leads the pupils to the understanding and the use of vocabulary about theatre.

Stage two: Presentation

1. Individual analysis:
    - Teacher gives pupils copies of plays.
    - Pupils look at them and pass them to their classmates.
2. Class discussion
    - Do you want to perform on these plays?
    - Do you want to write a play instead?
    - Teacher informs pupils that their project work is about performing a play.

Stage three: Organizing the grouping of the class.

1. *Split the class into four groups*:
    - A group responsible for providing the props (costumes, furniture, scenery, etc …)
    - A group responsible for writing the play or choosing an already written one.
    - A jury for selecting actors.
    - A group responsible for producing the play and leading the rehearsals.
2. *Deciding on the schedule.*
    - Inform the school headmaster about the project.
    - Decide with collaboration with the headmaster, where in the school to set the scenery, the furniture and when to rehearse, etc …

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File five **Sequence one** **Lesson one.**

Objective:

- Talking about distances and duration.

Language forms:

- How far is it? It is more than one kilometre from here.
- How long does it take to get here? I think it will take fifteen minutes.

Material needed:

- A map of a city/village (if possible the map of the pupils' city / village) making clear the location of the places of interest or the official buildings (schools, post office, town hall, mosque, etc…)

Stage one: Preparation

1. *Individual thinking and writing*.
   - Pupils look at the map and locate places of interest.
   - They write down, on rough paper, names of places and their location.
2. *Report work:*
   - Pupils report the information to the class.
   - Teacher makes notes in a table on blackboard like this.

Place of interest	Place (street, avenue, etc…)

   - Pupils give sentences using the information in the table. E.g. "The post office is in Didouche Mourad Street".
3. *Ask pre-listening questions*.
   - Andrew has just arrived in town. He is asking his friend Myra. Listen to the conversation and answer the following questions:
     - What is Andrew looking for?
     - Did the newspaper make a bad review of the play?
     - How long does it take to get to the theatre?
   - Teacher writes down the questions on blackboard.

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Stage two: Presentation

1. *Individual Writing.*

- Teacher delivers the dialogue page 110 (Andrew and Myra)
- Pupils make notes answering the three pre-listening questions.

2. *Report answers*.

- Pupils share their answers with the class.
- Teacher makes notes on blackboard focusing on the distances and duration:
  - No more than one kilometre.
  - It won't take more than fifteen minutes.
- Teacher tells pupils to ask questions fitting the two answers written on the blackboard and explains:

  How far = distance

  How long = amount of time

Stage three: Practice

1. *Individual writing*

- Pupils use the information in the highlighted table page 97 and write questions and answers like the example given (activity one page 97)

2. *Report work*:

- Pupils give examples of questions and answers like this:

  P1: How far is the theatre?

  P2: It is 500 m form here.

  P3: How long does it take to get there?

  P4: It will take about 15 minutes.

  And so on until all the information is used.

N.B.: As many pupils as possible will participate in this activity.

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3. *Pair work.*

- Pupils locate places in their city/village and write dialogues like this:

P1: Where is ---------?

P2: It is in -------- street, avenue, etc …

P1: How far is it from here?

P2: it is about + distance

P1: How long does it take to get there?

P2: About + amount of time.

4. *Report work.*

- Pairs perform their dialogues in front of their classmates.

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File five **Sequence one** **Lesson two.**

Objective:

Studying reading and acting a short play.

Language forms:

- New vocabulary: queen, king, servant, sword, gold ring, sapphire, cast of characters.

Materials needed.

- Picture about scenes representing kings, queens and the middle age life.
- The text book.

Stage one: Preparation.

1. Pair work.

- Prepare three sets of pictures:
  - One representing kings (pictures number one)
  - One representing queens (pictures number two)
  - One describing middle ages life (pictures number three)
- Give each pair a picture.
- Pairs describe their picture.

2. *Report work.*

- Each pair reports their description to the class.
- Teacher makes notes in a table on the blackboard like this:

Picture	Description
One	
Two	
Three	

3. *Individual writing.*

- Pupils write down the completed table in their exercise-books.

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Stage two: Presentation.

1. *Individual silent reading and writing.*

- Teacher writes down on blackboard pre-reading questions:
  - How many characters are there in the play?
  - Name them.
  - Who takes the part of each character?
  - Why is Camilla crying?
  - What does the king want his children to do?
- Pupils read the text on page 98 and makes notes (on rough paper) fitting the answers to the pre-reading questions.

2. *Pair work.*

- Pupils fill in the card like this:

Character	Actor	Actions

3. *Report work.*

- Pairs report their information to class.
- Teacher makes notes on blackboard.

Stage three: Practice

1. *Group reading.*

- Split the class into groups of six pupils.
- Each of the six pupils chooses a rate and his part. (Teacher has to pay attention to pronunciation and intonation).
- All the groups will take their turn in reading.

2. *Role playing.*

- Tell six volunteers to act the play in front of their classmates.
- The volunteers can act from memory or may have scripts in one hand (as in preliminary rehearsals at the theatre).

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File five Sequence one Lesson three

Objective:

- "WH" questions: when to use them, how to use them, place of each word in the question.

Language forms

- Time markers (in the morning, at 7:30, last week, etc…)
- Because.
- By plane, train, car, etc…
- Specific use of "a" (twice a week, 50 dinars a kilo)
- Possessive pronouns (It's his, hers, theirs, ours)
- Possessive case (It's Sally's)

Material needed:

The textbook.

Stage one: Preparation.

1. *Individual reading and writing.*

- Pupils read the dialogue page 99 and pick out "WH" questions:
  - Who's our drama teacher?
  - Where are you from?
  - How long does it take?
  - How did you spend all that time on board?

2. *Class discussion.*

- Pupils report the questions to the class and say what they refer to.
- Teacher makes notes on blackboard like this:

Who -----→ teacher

Where ----→ Japan, Hiroshima

How long --→ 12 hours

How ---→ reading, listening to music, etc …

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Stage two: Presentation.

1. *Teacher presentation.*

- Teacher asks the pupils to define:

  - Teacher -----→ a person

  - Japan -----→ a place

  - Hiroshima -----→ a place

  - 12 hours -----→ amount of time

  - Reading, listening to music -----→ manner (in which the 12 hours are spent)

- Teacher asks pupils to report their rules:

  e.g.: We use "who" to ask about a person.

  We use "where" to ask about a place. Etc…

- Teacher corrects pupils if necessary.

2. *Pair work.*

- Teacher asks pupils about other "wh" questions words they know.
- Pairs fill in a card like this:

"WH" word	Used to ask about	Example
What	An action	What did you do yesterday?
	A thing	What's that book over there?
Whose	----------	----------

3. *Report work*

- Pairs report their examples to the class.
- Teacher corrects them if necessary and helps them complete the "WH" questions word card with: who, what, where, when, why, how, whose, which, what time, how much, how many, how often, how old, how long, how far)

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Stage three: Practice.

1. *Individual oral practice*.

- Pupils do activities 1,2,3,4 page 99 (orally and at a quick pace)

2. *Individual writing.*

- Pupils do activity 5 page 100 in their exercise-books.

3. *Homework assignment*

- Pupils will do activities 1, 2 and 4 page 112 (Check)

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File five - Sequence two Lesson one

Objective:

- Expressing likes, dislikes, preferences.

Language forms:

- Like + gerund (Do you like reading?)
- Prefer + gerund (I prefer watching T.V)
- Would you like to ----------
- Vocabulary related to entertainment (musical, ticket, performance, TV movie channel, TV and radio programmes)

Material needed:

- Pictures of TV and radio sets.
- Pictures of theatre scenes
- Pictures of well known film scenes
- Extract from newspaper TV programmes.

Stage one: Preparation

1. *Individual thinking and writing.*

- Teacher displays the pictures on blackboard.
- Pupils look at them and write sentences about what they like and what they don't.

2. Class discussion

- Pupils tell the teacher how they spend their free time (what they like doing and what they don't)
- Pupils give reasons for their preferences.
- Teacher makes notes on blackboard.

3. *Pre-listening questions*.

Andrew wants to go out with Paul tonight.

- Where does he want to go?
- Does he want to go to a Jazz Club?

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- What kind of entertainment is at the theatre tonight?
- Can they go to the theatre tonight? Why?
- Where are they staying tonight?
- What are they going to do?

N.B.: Dictate the questions to pupils who will write them on rough paper.

Stage two: Presentation

1. *Individual writing*

- Teacher delivers the dialogue page 110 (Paul and Andrew).
- Pupils make notes answering the pre-listening questions.

2. *Report answers*

- Pupils share their answers with the class.
- Teacher makes notes on the blackboard like this:

Name	Verbs	What to do
Andrew	prefers suggests suggests	going to the theatre trying another theatre selecting a good film on TV
Paul	suggests suggests	going to a Jazz Club going to the theatre tomorrow

3. *Individual writing.*

- Pupils copy the table above in their exercise-books.

Stage three: Practice

1. Pair oral practice

- Pupils do activities 1,2,3,4 page 102 (Practise)
- These activities are to be done orally and at a quick pace...

2. Homework assignment.

- Write a paragraph about your likes, dislikes and preferences.

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File five - Sequence two Lesson two

Objective:

- Reading a story about Djeha

Language forms:

- Direct speech and indirect speech.
- New vocabulary: - to fight, to shout, to sell
  - a goat, a hen, a palace
  - happy, crowded
  - all right

Material needed:

- the text book

Stage one: Preparation

1. *Pair work*
   - Pairs write three or four sentences about Djeha.
2. *Class discussion*
   - Pairs share their sentences with the class.
   - Teacher makes notes on blackboard.
3. Pre-reading questions
   - What about the man who came to Djeha?
   - What did Djeha suggest him to do?
   - What is the moral of the story?

Stage two*:* Presentation

1. *Individual silent reading and writing*
   - Pupils read silently the text page 102 and write answers to the pre-reading questions.
2. *Report answers.*
   - Pupils give answers
   - Teacher writes them down on blackboard (after correction if necessary)

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Stage three: Practice

1. *Pair work*

- Pupils read the text again and fill in a table like this:

When	What the man said to Djeha
One day	
A week later	
A week later	
The following week	
A week later	

N.B.:

- The table should be prepared on small papers to be given to each pupil.
- Tell pupils to fill in the table with one main piece of information for each period.

2. *Report work.*

- Pairs report their information to the class.
- Teacher writes them down on blackboard, selecting only the ones that are easy to transform from direct speech to indirect speech.

  e.g.: One day a man said to Djeha: "You are a clever man"

  One day a man said to Djeha that he is a clever man.

- Pupils practice direct and indirect speech using the information in the table.

3. *Individual reading aloud.*

- Each pupil reads two or three lines (chain reading)
- Teacher pays attention to intonation when reading direct speech.

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File five - Sequence two Lesson three

Objective:

- Discovering and stating the rule that governs the use of the gerund**.**

Language forms:

- Verbs after which the gerund is used (hate, like, enjoy, suggest, etc…)

Material needed:

- the text book

Stage one: Preparation

1. *Pair work:*
   - Pupils read dialogue page 110 (Paul and Andrew) and make a list of verbs with an "ing" ending
   - Pupils read again and add to the list the verbs that are just before the verbs with the "ing" ending.

     e.g.: enjoy / being
2. *Class discussion:*
   - Pupils report their lists of verbs to the class.
   - Teacher writes them down on the blackboard.
   - Teacher tells the pupils to say what the verbs refer to (focus the pupils attention on "do you enjoy being in London " and " I suggest selecting a good film on the movie channel")
   - Teacher helps pupils to state the rule about the "ing" ending.

Stage two: Presentation

1. *Individual reading and writing*:
   - Pupils read the highlighted text on top of page 103 silently.
   - Pupils write answers to the question "What can you deduce?"
2. *Report work:*
   - Pupils report their answers to the class.
   - Teacher writes the rule on the blackboard.

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3. *Individual reading:*

- Pupils read silently the "Reminder" page 104.

Stage three: Practice

1. *Individual oral practice:*

- Pupils do activities 1 and 4 page 103 (activities to be done at a quick pace, paying attention to pronunciation and intonation).

2. *Pair oral practice*:

- Pupils do activity three page 103 (at a quick pace and paying attention to pronunciation and intonation).

3. *Individual writing:*

- Pupils do activity 10 page 113 in their exercise-books.

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File five Your project (2nd session)

Objective:

- Tracking the learner's progress in the project work.

1. Report work: Speakers for each group report their works and actions.

- *Group one:*

- Are all the props ready?
- What is decided in collaboration with the headmaster?
- Nature of difficulties faced.

- *Group two:*

- Which play is chosen or written?
- Are we going to perform only one part (one act, one scene) of a famous play?

- *Group three:*

- Is the cast of characters ready (are actors been selected)?

- Group four:

- Have you started producing the play?
- How about rehearsals? Did they occur? How many? When? Where? What are the difficulties?

2. *Deciding on further actions:*

- Schedule other rehearsals.
- Schedule meetings for the group leaders in order to coordinate actions.

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File five - Sequence three Lesson one

Objective:

- Talking about past activities**.**

Language forms:

- The present perfect tense.

Material needed:

- the text book

Stage one: Preparation

1. *Individual writing:*

- Pupils write sentences about what they have done for the project work.

2. *Report work.*

- Pupils report their sentences to the class.
- Teacher makes notes on the blackboard.
- Teacher tells pupils to say what the notes refer to.

3. Asking pre-listening questions:

- Has Linda acted in a school drama?
- What has Linda and her schoolmates decided for this year?
- What have they done already?

Stage two: Presentation.

1. *Individual writing.*

- Teacher delivers the dialogue page 110 (Sally and Linda).
- Pupils listen and make notes in order to answer the pre-listening question.

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2. *Report answers:*

- Pupils report answers to the pre-reading questions to the class.
- Teacher makes notes on the blackboard focusing on:
  - Has acted in a school drama.
  - Have decided to adapt Scoobidoo.
  - Have started the rehearsals.
  - Has drawn the costumes and the settings.

Stage three: Practice

1. *Individual oral practice:*

- Pupils use the notes on the blackboard and say sentences like this:

  She has acted in a school drama.

  They have decided to adapt Scoobidoo. Etc…
- Pupils turn the sentences into the interrogative:

  Has ……..?

  Have they ……? Etc …
- Pupils turn the sentences into the negative:

  She hasn't ……..

  They haven't ……

N.B. : Focus the pupils' attention on the pronunciation and intonation.

2. *Pair oral practice.*

- Pupils do activities 1 and 2 page 106 (at a quick pace, paying attention to the right pronunciation and intonation.)

3.individual writing:

- Pupils do activities 13 and 14 page 114.

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File five - Sequence three Lesson two

Objective:

- Reading a story about a poor boy.
- Writing an ending to the story.
- Rewriting it in form of a play.

Language forms:

- Vocabulary related to the farm: a farmer, an egg, butter etc ...
- The past simple tense (narration).

Material needed:

- A big picture of a rural scene showing a farm, people at work in the farm and animals living in the farm.
- The text book

Stage one: Preparation

1. *Individual writing:*

- Teacher displays the pictures on the blackboard.
- Pupils write down on rough paper about what they can see in the picture.

2. *Report work*:

- Pupils report their information to the class.
- Teacher makes notes on the blackboard (focus on vocabulary related to farm life)

3. *Pre-reading questions*.

- Learners read the question on page 107 (activity one)

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Stage two: Practice

1. *Pair work:*

- pupils read the text again and fill in a table like this:

Days at work	What the farmer gave Willy	What happened to it
1st day		
2nd day		

2. *Report work:*

- Pairs report their work to the class.
- Teacher fills in the table on the blackboard.

3. *Individual writing:*

- Pupils have to find cues for a third and fourth days to continue with the story.
- Pupils write an ending to the story.

4. Report work:

- Pupils report their work to the class.
- Teacher writes down on the blackboard the best cues and ending.

5. *Homework assignment:*

- Rewrite the story in the form of a play to stage on a special occasion at school.

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File five - Sequence three Lesson three

Objective:

- Discovering and stating the rules that govern the formation and the use of the present perfect tense.

Language forms:

- The present perfect tense (affirmative, negative, and interrogative form)

Material needed:

- The text book

Stage one: Preparation

1. *Pair work:*

- Teacher writes four sentences on small papers to give each to each pair:
  - Britney Spears passed a test performance at the Mickey Club at the age of eight.
  - She sang "Born to make you happy" in January 2000.
  - Clint Eastwood has acted as a cowboy in many western films.
  - Cousteau has made documentaries about sea creatures.
- Pupils read the sentences and compare the action verbs focusing on:
  - The time (when?)
  - The form (simple, compound , which has "ed" and which change)

2. *Report work:*

- Pairs report their ideas and conclusion to the class.
- Teacher makes notes on blackboard like this:

Verb	Infinitive	Form	Time	Observation
Passed	Pass	Simple	At the age of eight	We know the time - has "ed"
Sang	Sing	Simple	In January 2000	We know the time Verb changes
Has acted	Act	Compound		We don't know the time - has "ed"
Has made	make	compound		We don't know the time. - verb changes.

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Stage two: Presentation

1. *Teacher presentation.*

- Teacher asks pupils to make rules from the contents of the table.
- Teacher corrects them.
- Teacher writes down under the table on blackboard, the rules about the past simple and the present perfect and highlights the rule about the present perfect.

2. *Individual reading and writing:*

- Pupils read the rules and copy them down in their exercise-books.

Stage three: Practice.

1. *Pair oral practice.*

- Pairs do activities 1 and 3 page 108 (Practise)
- Pairs report answers to the class.

2. *Individual writing:*

- Pupils do activities 12 and 16 page 114.
- Teacher goes around checking and helping pupils.

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File five - Learn about culture.

Objective:

- Reading small pieces of writing about theatrical genres.

Language forms:

- Vocabulary about theatre and entertainment.

Material needed:

- A big picture of actors in stage in a theatre.

Stage one: Preparation

1. *Pair discussion:*

- Teacher displays the picture on the blackboard.
- Pairs write ideas about the picture.

2. *Class discussion:*

- Pairs report their ideas to the class.
- Teacher makes notes on the blackboard.

3. *Teacher asks a pre-reading question:*

- What was the aim of theatre?

Stage two: Presentation.

1. *Individual reading*:

- Pupils read the text in bold type page 111.
- Pupils write answers to the pre-reading question.

2. *Report answers:*

- Pupils report their answers to the class.
- Teacher makes notes on blackboard.

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Stage three: Practice.

1. *Group work:*

- Teacher asks pupils to count from 1 to 6 in turn along the rows.
- Teacher tells pupils to read the texts about theatrical genres:

- The 1's read the text about comedy and farce.
- The 2's read the text about tragedy.
- The 3's read the text about light comedy.
- The 4's read the text about drama.
- The 5's read the text about "Kabuki".
- The 6's read the text about "NO"

- Pupils complete the table with information from the text they read like this:

Type of theatre	The plot	Characteristics

2. *Report work:*

- Pupils report information to the class.
- Teacher fills in the table on the blackboard.

3. *Individual writing:*

- Teacher tells the pupils to write a paragraph about the Algerian "Sketch Chorba" (i.e. the short funny films on television during the Ramadan evenings).
- Teacher walks around to check and help pupils.

4. *Report work*:

- Pupils report their work to class.
- Teacher makes notes on blackboard, taking the best ideas and organizing them into a paragraph.
- Pupils copy the paragraph down in their exercise-books.

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File five - Your Project (3rd Session)

Objective:

Presenting the final draft of the project work.

1. *Report work:*

- The speakers for the groups report about :
  - The props
  - The rehearsals.
- They say if the play is ready to stage in front of a large audience :
  - Are the actors well prepared to act?
  - Are you currently advertising in the school? In other schools?
  - Did you invite officials in the school and other school headmasters and officials?
  - They make a general framework of the whole organization of the play.

2. *Staging:*

- Actors stage some extracts from the play in front of their classmates.

3. *Class discussion:*

- Discuss with classmates honestly about the performance.
- Write classmates ' and teacher's remarks in order to improve the performance.

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